



Office for Catholic Schools: High School Newsletter

November 2021
Issue #3

Happenings around our Archdiocese and Catholic High Schools

INSIDE

Teachers are tired... and no subs to be found.

There is a nation-wide
teacher shortage.
Also, no subs. A
difficult time is
brewing.

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How this affects
teacher and
administrator
certification in WA
starting 2023.

Teacher Evaluation System & the Case for Peer Observations

The work being done
by GRACE teacher
leaders and the OCS
to make formative
feedback the norm.



High School Warriors -

And yes, a "warrior" seems to be the prerequisite to be an effective teacher during this exceptionally difficult fall. We are still amidst a pandemic, and we need not look further than our own classrooms to witness the effects it has had and continues to have on our students. From odd behaviors to frustrating peer interactions, this is not "back to normal." Whatever that means. However, there are many schools that are finding ways to *warrior on*.

O'Dea High School will still be offering their STEM-Professional Development Day in the early Spring, Bishop Blanchet High School is currently undergoing a strategic plan overhaul, and Archbishop Murphy High School is preparing for their mid-November Freshmen/Sophomore spiritual retreat. All our schools are trying to make sense of how implement the important facets of the high school experience. Things may not be looking "normal" but certainly at all of our high schools, returning back to "as normal as possible" is the goal.

Alternatively, our spidey-senses are becoming increasingly sensitive to the underlying changes our students are having to overcome and the pressures of teaching are certainly affected by this post-pandemic (mid-pandemic?) reality. In this issue of the High School Newsletter, I relay information about new state certification requirements, discuss the very real educator drought crisis, and acknowledge the short comings of most teacher evaluation systems. The last couple of pages will provide some resources for our teachers who are looking to expand their professional opportunities.

Know that we are continually thinking about how lucky we are as an Archdiocese and school system to have each and every one of you teaching in our Catholic high schools. Thank you.

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Traditional Evaluation Systems are Not Providing Teachers with the Immediate Feedback that they Need Right Now...

According to education researcher Kim Marshall, there are many issues with a traditional evaluation system. In his book, *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap* (2009), Marshall cites many reasons why traditional evaluation systems are not effective:

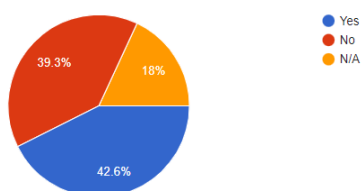
1. The principal sees a minuscule fraction of actual teaching time. Given that a teacher has about five classes a day for 180 days, and a principal thoroughly evaluates only one of those 900 classes, this means the principal evaluates only about 0.1 percent of a teacher's instruction for the year!
2. Teachers often put on a dog-and-pony show. Teachers put on their best clothes and showcase their best lessons. This is not a snapshot of a teacher's typical teaching. Preannounced visits are useless. Imagine a restaurant being given a warning that the Board of Health was coming for a visit.
3. The principal's presence changes classroom dynamics. If principals don't visit often, students will sit up straighter and behave better, again, making it impossible to observe a typical class.
4. A principal can miss the bigger picture in a write-up. Some districts require that principals provide detailed narratives when they observe. Writing frantically makes it easy to miss the big picture because it is difficult to walk around, observe students working, and examine the learning. Furthermore, these detailed write ups of a single lesson do not address big picture questions.

At our GRACE meetings, we have been tackling this issue as well and started last year with some work on peer support systems of non-evaluative feedback. Specifically, we have crafted a 1-page Wows and Wonders walk through form which essentially asks a peer to give some specific examples of what they see is happening in a classroom that is positive (whether it's a peer-to-peer interaction, an academic intervention, or a particular engaging strategy that is being used) and some questions that they might be leaving with (wonders). These are not evaluative, nor should they be seen as somehow comprehensive, but rather, a snip of a class that can inform the teacher about things that they cannot observe while teaching their class.

GRACE Teacher Leader Feedback on Evaluation Systems (Survey taken 10/16-10/31 2021)

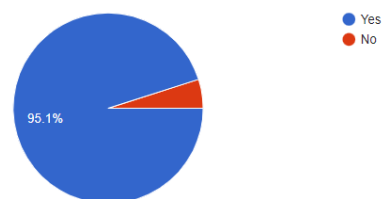
Do you believe that your current teacher evaluation process is effective for improving classroom instruction and affects student learning outcomes?

61 responses



Would you be open to getting peer feedback in a non-evaluative peer observation process?

61 responses



As is evidenced by the survey (n=61, PreK-12 teachers in the Seattle Archdiocese) over 95% of our Catholic teachers indicated that they are willing to engage in peer feedback systems. Most teachers want immediate and deliberate feedback for continued improvement.

They want to be "seen" when great things are happening in the classroom, and need support when issues arise. A Peer Observation model can bridge the gap between the summative evaluations that are done

for goal setting and overarching support, and the formative and immediate feedback that is truly needed to enhance collegiality, instructional creativity, and ultimately, improved instructional outcomes for students.

How is your Catholic high school currently using the teacher evaluation system for professional support and celebration? Let me know what you think about the idea of peer observations.



Where Have All the Substitutes Gone?

To be fair, this is not a new problem. Google "Substitute Shortages in WA" and you'll find links to [articles in the Seattle Times](#) going back at least a decade lamenting the same issues: there are not enough substitute teachers to cover the needs of all schools. Although we do not have enough data to understand whether COVID has impacted the sub pool harder than before 2020, it certainly seems like there are less and less options for teachers who cannot be in their classrooms for a day, half a day or even a few hours.

Our Catholic schools are unique because we have real opportunities for creativity. All adults in our schools must have Safe Environment Training as well as thorough background checks, but other barriers that may exist in some public school pools (such as specialized additional trainings and public school bureaucracy) do not generally exist in our system.

Some of our Catholic schools are getting creative - reaching out to retired colleagues, college graduates and alumni are several ways to find good substitutes. Also, let school boards, commissions and PTAs know about the needs - sometimes the best resources live within our own communities.

Educator Shortages in Washington State

According to the PESB (Professional Education Standards Board) Washington state is suffering from an incredible and unprecedented educator shortage (as determined by unfilled FTE). Specifically, the top 5 areas of teacher shortage are: (in descending order by the amount of shortage of FTE:)

- Elementary Education (inclusive of early childhood education)
- Special Education (inclusive of Early Childhood Special Education)
- CTE - Technology Education
- Health/Fitness
- School nurses

And although the state is promoting alternative pathways for certification, the fact remains that educators are needed in crucial positions at our high schools. Within our own Archdiocese, at the end of October 2021, according to our educator and recruitment database, our schools collectively still had over 25 educator positions unfilled. The silver lining on this is that in our high schools, the problem seems to be less daunting than in K-8s (see list above - a dearth of elementary teachers is #1!)

According to one teacher at Kennedy Catholic, there are more administrators teaching in classrooms and taking over substituting positions; more teachers taking on additional classes and less prep times because part-time positions are rarely filled by other certificated educators. At Eastside Catholic, a teacher pointed out that although there is intentionality around supporting staff, the reality is that with two very well-funded public schools within a block of their campus (Skyline HS is next door on the right and Eastlake HS is next door to the left of ECHS), highly sought after secondary educators in the area have many choices for employment. Many of their staff commute from far east, south and north to work at their campus. Coupled with the insane housing market in the area, living proximity to the school practically outside of reach for new educators.

One major effect of the educator shortage is that there is even a shallower pool of substitutes from which to get into classrooms for the teachers who either sick or want to use personal time off. In fact, according to research done by Catherine Gewertz (article below), teachers find that taking leave is far more work than not, and tend to continue coming to school because they either feel

"Unless I can plan for being out, then it's an utterly wasted day for my students, and it means they'll probably have to pull teachers out of class to cover for me...I also worry that my students will fall behind."

guilty for leaving their co-workers with the burden to take their preps because substitutes are not available, or feel guilty for leaving their students for the day, or simply find it is more work to carve out a comprehensive lesson plan for various preps throughout the day than to "suck it up" and come to work. This is especially illuminated in the high school realm, where teachers are already on tight deadlines to ensure their content is covered and mastered by May or June.

Currently the Office for Catholic Schools and our eleven high schools are trying to get creative in ensuring the best working conditions for teachers and the most effective measures for meeting the educational needs of students. We are continually holding brainstorming sessions and talking with staff about how to support them in this educator drought reality. I welcome your ideas, comments and suggestions for what we can do to support high school teachers so that "teacher burnout" is not another reason why teacher shortages exist. Email me your ideas! justyna.king@seattlearch.org

Research and quotes cited from:

[Educator shortage - Professional Educator Standards Board \(wa.gov\)](#)

[When Teachers Get Sick, Taking Leave Can Be Tough \(edweek.org\)](#)

[Teacher Shortages: There is room to improve the professional supports that play a role in the teacher shortage | Economic Policy Institute \(epi.org\)](#)



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Equity Matters

This month's topic: When Equity Training Becomes a Legal Obligation

I was recently invited to sit in on a working session with the Washington State Professional Educator Standards Board to help revise and comment on the language and framework for the new Cultural Competence Diversity Equity and Inclusion (CCDEI) standards for teacher and administrator certification. During the one hour working session, terminology such as “dismantling”, “de-systemization,” and “allyship” were heavily integrated throughout the document. Had I any less training in current Equity lexicon, it would have sounded like a foreign language to this still budding learner of diversity initiatives.

The PESB working session conversations were created in response to the new legislation outlined in Senate Bill 5044 which includes specific clock hours of professional development for all teachers and administrators in cultural competency work, including caveats about which organizations can provide said training (more on that later.) Essentially, according to OSPI and the PESB,

“...the equity certificate renewal requirement needs to be met for renewal applications submitted beginning July 1, 2023. This means that June 30, 2024, is the first date that certificates not meeting this requirement will expire ... If an educator does not meet all renewal requirements, then their certificate will expire. Educators may not serve in their role with an expired certificate in [public] schools.” [Equity-based school practices - Professional Educator Standards Board \(wa.gov\)](#)

Our Catholic school educators who wish and desire to maintain certificated by the state of Washington must then not only ensure that they are meeting the 100 clock hour requirements for recertification every 5 years, but also 15 of those clock hours (10 for administrators) must meet the CCDEI standards as set forth by PESB and SB 5044.

One main issue that our high school leaders are working on is to ensure that the legislation which currently limits the organizations that can provide the clock hours (and you guessed it, the Office for Catholic Schools nor any of its Level I or Level II high schools is on that list) gets revised. Although, seemingly, the intention of partnering with certain organizations was to ensure comprehensive and thoughtful CCDEI training, it is important that work centering around inclusion, diversity, and belonging from a Catholic school lens is also acknowledged and legitimized and counted towards the CCDEI requirements. Many of our high schools have dedicated Diversity Coordinators and administrators doing incredible work on their campuses – that expertise and thoughtful planning needs to be acknowledged by our state.

Every school is in a different place with regards to their cultural competency work; whether there is a strategic plan in place or simply a desire to begin the conversation, the work towards intentionally embracing and supporting traditionally marginalized cultures strongly aligns to Catholic Social Teachings. There are several subcommittees throughout our Archdiocese engaging in these important conversations and working towards creating universal resources for our schools.

If this is an area of interest to you, feel free to join in on conversations that we are having in our GRACE Equity Subcommittee meetings, which take place every Friday of each month at 7am via ZOOM. Email Justyna for details and to get an invitational link to the meeting.



Educational Leadership Partners & Fulcrum Grant Program



There are 8 universities that we have cultivated a relationship within **Educational Leadership**. **Many of these programs have rolling admissions periods and a 50% discount for full-time** Catholic educators in the Archdiocese of Seattle. All the universities below operate on a cohort basis. This provides a network of fellow aspiring administrators to collaborate with while pursuing the degree/certificate. [Click here](#) for the dates on virtual open houses and events for the Educational Leadership partners as well as opportunities for aspiring leaders.

Additionally, through the generosity of the Fulcrum Foundation donors, there are partial scholarships for these Educational Leadership programs. [Fulcrum Foundation Educational Leadership Grant Application](#). **The application portal will open in early 2022.**

For any aspiring leaders who would like to learn more about Educational Leadership and principal certification, have them contact **Kelly Surapaneni, Coordinator of Leadership Development** at kelly.surapaneni@seattlearch.org or call, **617-233-9993**.

CREIGHTON UNIVERSITY Phone: 402-280-2820 Contact: Ronald Fussell Email: ronaldfussell@creighton.edu Website: <https://www.creighton.edu/ccas/education/graduate/>

GONZAGA UNIVERSITY Phone: 509-313-3664 Contact: soegrad@gonzaga.edu Website: <https://www.gonzaga.edu/school-of-education/departments/graduate/leadership-administration>

NOTRE DAME Phone: 574-631-9309 Contact: April M. Garcia Email: agarcia9@nd.edu Website: <http://ace.nd.edu/leadership/> [Click here for a brochure outlining the leadership program.](#)

SAINT MARTIN'S UNIVERSITY Phone: 360-483-4333 Email: gradstudies@st.martin.edu Website: <https://www.stmartin.edu/academics/programs-schools/college-education-counseling/areas-of-study/post-graduate-school-administrator-certification>

SEATTLE UNIVERSITY Phone: 206-296-5774 Contact: Kim Mucke Email: muckek@seattleu.edu

Faculty Contact for Educational Administration: Ted Kalmus Email: kalmust@seattleu.edu Website: <https://www.seattleu.edu/education/edadmin/>

Seattle University College of Education Information Sessions for Educational Leadership and Masters in Teaching: <https://www.seattleu.edu/education/admissions/information-sessions/>

Application Deadlines: <https://www.seattleu.edu/education/admissions/application-deadlines/>

THE UNIVERSITY OF PORTLAND-Contact: Austin Veiga Email: veiga@up.edu

Catholic Preliminary Administrator License Program Website: <https://education.up.edu/graduateprograms/catholic-pre-al.html>. For more information, fill out this form: [Preliminary Administrators License \(Pre-AL\) - for Catholic School Leaders](#)

THE UNIVERSITY OF LOYOLA, CHICAGO-Contact: Dr. Debbie Sullivan Email: dsullivan@luc.edu Catholic School Leadership MEd. degree: <https://www.luc.edu/gcce/>

Echoes & Reflections is excited to present professional learning offerings to Catholic School educators in 2021-2022—free of cost—to help their students understand the history of antisemitism, the Holocaust, and modern manifestations of prejudice, made possible by the generous support of the Eileen Ludwig Greenland Endowment. Teachers are invited to participate in one or both learning series, which include three-module online courses, with accompanying one-hour webinars. Educators will receive a \$75 stipend for completion of each course + webinar. Courses are interactive, asynchronous, and released over a three-week period; estimated 6-10 hours to complete. Certificate of completion provided and option to earn graduate-level credit through the University of the Pacific.

TEACHING ABOUT THE HOLOCAUST: Learn best practices for teaching about the Holocaust and explore some of the complex moral questions underpinning successful teaching of the Holocaust in a Catholic school. First Module begins November 29th. Also, *Echoes & Reflections* is sponsoring a webinar on Holocaust Education in Catholic Schools-January 12th 1pm PST. Email Justyna King for more information about the webinar or the teacher development course.

OFFICE FOR CATHOLIC SCHOOLS LEADERSHIP ACADEMY

The Office for Catholic Schools and the Fulcrum Foundation offer the Leadership Academy, a yearlong leadership development program for aspiring and new principals. Recognized Catholic school leaders and shareholders will provide sessions in spiritual, academic, managerial, and strategic leadership. Working in solidarity to ensure a system of excellent Catholic schools, the Leadership Academy will provide the knowledge, skills, strategies, and best practices for current and future school leaders.

WHO: New and aspiring principals?

WHEN: 2021-2022 Dates:

October 13th
November 17th
January 19th
February 9th
March 9th
April 6th

The Leadership Academy meetings will be held from **3:45pm-5:00pm**

Outside of these listed meetings are several *optional* leadership development opportunities, beginning in August.

WHERE: Zoom

WHAT: Leadership training in the following National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools ([NSBECS](#)) areas:

Mission & Catholic Identity
Governance & Leadership
Academic Excellence
Operational Vitality

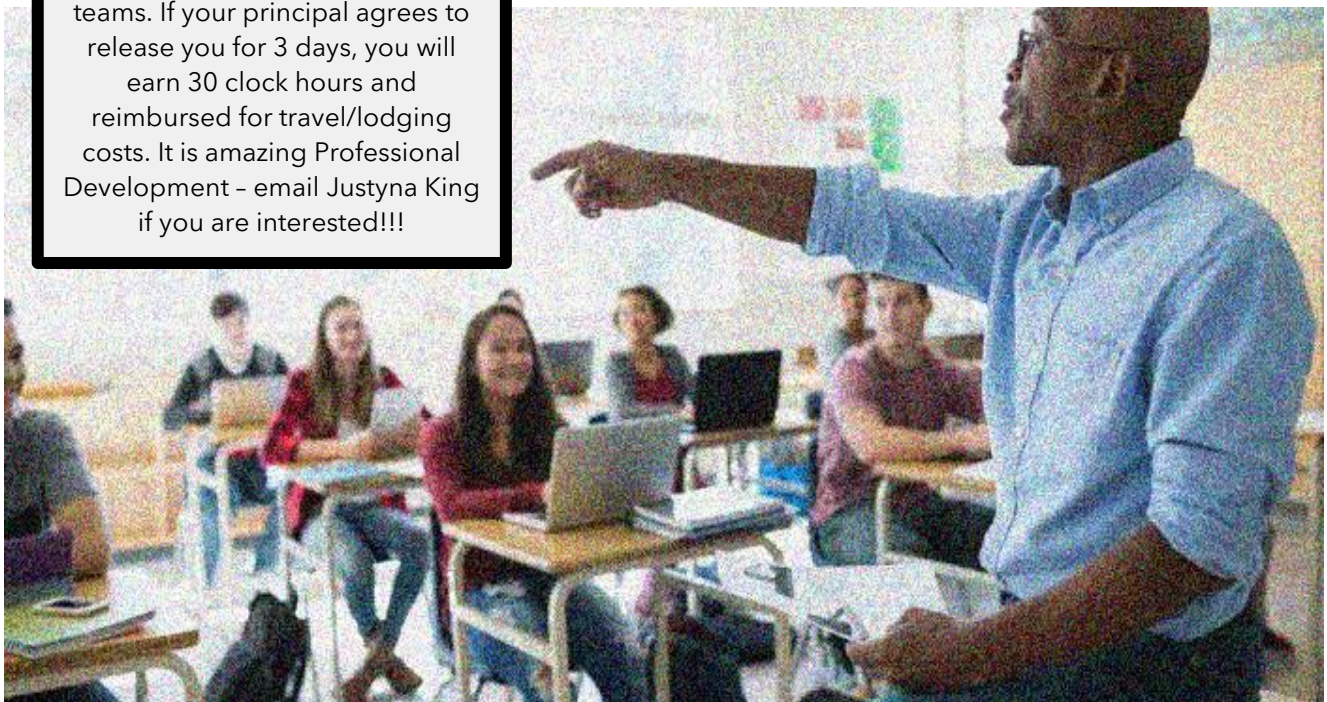
If you are interested in the Leadership Academy for the 2021-2022 academic year, contact Kelly Surapaneni at kelly.surapaneni@seattlearch.org.

MARK FRIDAY, **FEBRUARY 11TH 2022** IN YOUR CALENDARS - THE OCS IS HOSTING A FULL DAY PROFESSIONAL DEVELOPMENT VIRTUAL CONFERENCE WITH MANY OPPORTUNITIES TO LEARN FROM PEERS, EXPERTS, AND LEADERS. THIS IS OPEN TO ALL CATHOLIC SCHOOL TEACHERS. SESSIONS RUN 8:30 AM-3:30 PM.

(Clock hours available for both attendees and presenters.)

Serving on Accreditation Teams

We are always looking for volunteers on accreditation teams. If your principal agrees to release you for 3 days, you will earn 30 clock hours and reimbursed for travel/lodging costs. It is amazing Professional Development - email Justyna King if you are interested!!!



Calling All Teacher Content Teams Looking for Academic Friends!

Are you interested in having a time/space to collaborate with other educators in our Catholic high schools for curriculum review, mapping, data gathering, and general collegiality? If so, please complete this survey and our GRACE team will begin organizing content-alike teams!

<https://forms.gle/qgyLhoCreffW54zu8>

Generally, content-alike teams will meet via ZOOM (at least through Feb. 2022) after school and create their own agendas with the help of our GRACE teacher leaders. Clock hours are available for these meetings so long as they meet the minimum requirements and are submitted at least 10 days ahead of meeting.

If you are a content team of one or even if you have plenty of on-site colleagues but you want to meet others at the Catholic high schools in our Archdiocese, please complete this form and we will follow up as soon as we can!

McKinsey & Co. surveyed 1,000 employers, and 90 percent reported that the pandemic was affecting the behavioral health of their employees. The Kaiser Family Foundation found that rates of anxiety and depression have quadrupled during COVID-19.

Moreover, when surveyed in the Fall of 2020, the general public believed that the pandemic would be over no later than Summer 2021. Yet here we are.

Take care of yourself – we are not out of the woods yet – take the time to listen to your body and mental health needs.. It is the least selfish thing you can do as an educator.

PRAYER:

Patient Trust

By Pierre Teilhard de Chardin

Above all, trust in the slow work of God.

We are quite naturally impatient in everything to reach the end without delay.

We should like to skip the intermediate stages.

We are impatient of being on the way to something unknown, something new.

And yet it is the law of all progress that it is made by passing through some stages of instability—and that it may take a very long time.

And so I think it is with you. Your ideas mature gradually—let them grow, let them shape themselves, without undue haste.

Don't try to force them on, as though you could be today what time (that is to say, grace and circumstances acting on your own good will) will make of you tomorrow.

Only God could say what this new spirit gradually forming within you will be.

Give Our Lord the benefit of believing that his hand is leading you, and accept the anxiety of feeling yourself in suspense and incomplete.



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