

Catholic School *Catechetical Plan* 2008-2009

“Prime responsibility for creating this unique Christian school climate rests with the teachers who fulfill a specific Christian vocation...it depends chiefly on them whether the Catholic school achieves its purpose.” The Catholic School On the Threshold of the Third Millennium

School/System: **Columbus Catholic High School**

Site/System ID: **H08**

Complete and return this annual *Catechetical Plan* in both a digital and paper copy format by September 15 with other required archdiocesan reports. To complete/update the annual *Catechetical Plan*, please follow these steps:

1. Review and evaluate the current year *Catechetical Plan* in light of the plan’s established goals, activities, and evaluation criteria with all staff. The catechetical planning team should review ABE policies 2123 and 6150, the 07/08 *Witness* survey results including Best Practice ideas, and the guidelines for receiving *The Witness* for 2008-2009.
2. Faculty and staff need to assess the catechetical needs/growth areas and brainstorm goals to accomplish/target those areas for the 2008/09 year. Assessment of growth areas and goals need to be based upon the four Catholic Dimension components listed below and the Catholic Dimension Domain (Domain 5) rubrics found in the curriculum guide as assessment/planning tools.
3. Update the annual *Catechetical Plan* in light of steps 1 and 2 above. The *Catechetical Plan* should contain provisions for the dissemination of this plan as part of the Annual Progress Report. The final plan should be presented in the fall to the local board as an information item.
4. Please delete all unchecked areas so that the plan is personalized and reflects the areas the local school/system is working on for the 2008/09 year.
5. Progress on these goals should be assessed periodically throughout the 2008/09 year.

Section 1 - Catechetical Plan Indicators - The following components for the *Catechetical Plan* are derived from the Catholic Dimension Domain (Domain 5) developed to align with *The Instructional Frameworks* and are required components of ABE 4111.4a - Qualities of Teachers. After completing the first two steps above, check “√” those indicators below which will be given greatest focus during the 2008/09 year. The descriptor listed parallels the greatest degree of competence (Distinguished, Integrated) on the Domain 5 rubrics. The supporting outcomes/activities, catechist formation plan, and evaluation/assessment criteria in Section 2 should reflect the checked “√” indicators from Section 1.

Component 5a - **Catholic Identity**

- Faith Community Teacher and students demonstrate communication and relationships. Openness to others is expected as part of the learning environment. Staff and students are challenged to be aware of the larger Church.
- Service Community service experiences are based on the Catholic belief system. Staff and students recognize that stewardship challenges them to be of service to the church and world.
- Social Justice Interpersonal relationships, attitudes and actions are in a manner consistent with the teachings of the church. Individuals are challenged to identify injustices in the world and to consider appropriate personal responses.
- Prayer & Liturgy Teachers and students have a knowledge of prayer forms and liturgical expression and engage in creation and formation of various experiences. Classroom environment reflects a conscious awareness of God’s presence.
- Curriculum Articulation The curriculum is permeated with concepts of faith. Assessments across the curriculum include application to faith. Expectations are set for students beyond transmission of facts to the practice of faith.

Component 5b - **Adult Formation**

- Scripture Scripture is integrated across disciplines. Teachers actively pursue opportunities to study Scripture in personal life.
- Theology Teachers plan, practice and model behaviors which reflect knowledge of the teaching of the church. Evidence exists of continuous pursuit of such knowledge.
- Spirituality Teachers have identified and integrated devotions or other formation into personal life. Teachers actively

participate in school and personal formation. Serve as a leader in planning.

- Catechetical Methods** Teachers display continuing search for best practices and anticipate student misconceptions.
- Social Teachings of the Church** Teachers display extensive content knowledge in Catholic social teaching and integrate this into instruction. Current evidence of ongoing education and action exists.

Component 5c - **Catechetical Methods**

Component 5d - **Creating Sacred Ground - Classroom Environment**

- Schools as community: respect and rapport** Teachers provide support to parents, students and colleagues and assumes leadership among faculty in organizing such activities. Teachers assume a leadership role in service to the school and others.

Section 2 - Catechetical Plan - For all indicators checked above, please highlight the word “Type” and enter those outcomes/activities, catechist formation plan, and evaluating criteria that will be implemented.

2a. List the outcomes/activities for the focus areas checked above.

The theme for the year for Columbus Catholic High School is “We, though many, are one body, in Christ,” (Romans 12:5). Our instruction and activities with adults and students will focus on this theme and how important the building of “one” body is to our faith and community. During classes, prayer services and masses, students and adults will focus on building “one” faith community. All of the areas listed below relate to our theme for the year and our study of St. Paul.

1. Faith Community: Teachers and students will work on demonstrating better communication and relationship. Staff and students will be challenged to see themselves as part of a larger church. This will happen during student planned prayer services and masses. Columbus faculty and students will begin each week with school prayer in the gymnasium. This will help everyone to come together as a stronger faith community. Mary Pedersen will work with students to plan these prayer services
2. Service: Students and faculty members will take part in service activities involving St. Vincent de Paul Society (canned food drive), MDA, Hospice, Country View and other charitable organizations. By performing service for others, it is hoped that students will begin and continue to develop a lifelong positive attitude towards service for others.
3. Social Justice: Students will be challenged in their classes to address social injustices in our school, community and world and formulate responses to them.
4. Prayer and Liturgy: Teachers will continue to develop consistent use of prayer in their classroom and will strive to use a variety of forms with students. Campus Minister Mary Pedersen will also instruct the staff and students on the significance and meaning of different parts and actions during the Mass. This will occur during inservices and during classroom instruction time. Students and teachers will also take an active role in planning prayer services.
5. Scripture: Columbus teachers will study the letters of St. Paul during Faith Formation inservices with Mary Pedersen
6. Catechetical Methods: Theology Teachers, and other teachers as appropriate, will address student misconceptions regarding Catechetical Methods in their classrooms. Mary Pedersen will also work with students in Theology classrooms to instruct students on the parts of the mass, their significance and the meaning behind our actions.
7. Social Teachings of the Church: Teachers will continue to grow in knowledge of the Church’s Social Teachings through their study of articles in the Witness. Teachers will share these perspectives and positions with students during class discussions as appropriate in the curriculum.
8. Schools as community: respect and rapport: Teachers will provide support to students, parents and colleagues in ways that demonstrate respect for others. A positive rapport between all parts of our school community will be increased through these efforts. Teachers will also address issues of lack of respect demonstrated by students.

2b. List the supporting Catechist Formation plans for the focus areas checked above. Item one needs to specify the ways *The Witness* will be used by all staff as a Catechist Formation tool.

1. *The Witness* - Articles from *The Witness* will be studied by the faculty. Articles will be chosen that provide a variety of content but also address many of the objectives listed above. In-service time will allow faculty members to reflect on the articles and to share their thoughts with other faculty members. A log will be maintained detailing the articles used.
2. Teachers will attend 2 Waterloo Metro Catechist inservices. One in-service will be in October and one will be in January.
3. Teachers will help students organize and lead projects that help students and faculty become a more active participant in the larger church.
4. Teachers will be exposed to and practice a variety of prayer forms during in-service time. This will also help teachers develop a greater array of prayer methods in the classroom.
5. Teachers and students will take a planning role in Monday morning school prayer. Teachers and students will work together, thus increasing communication, relationship and rapport. Students will also continue to play an active role in Mass planning under the direction of the Campus Minister Mary Pedersen.

2c. Evaluation/Assessment Criteria to be used to determine if the checked “√” components/descriptors with supporting Catechist Formation have been reached. Item one needs to specify the criteria that will be used to assess the effectiveness of using the *The Witness* as a Catechist Formation tool.

1. *The Witness* - Teachers will complete reflections on their work with the *Witness* and complete the Arch online survey regarding the *Witness*.
2. The school climate survey will continue to be given to students. This will help us continue to look at how we are doing in creating community among our students and staff and it will also provide another opportunity for students to provide feedback on our efforts.
3. Faith sharing and religious instruction and modeling will be evaluated during teacher observations and discussed during teacher self-reflections on the lesson and observation.