

Mission Formation  
and Evangelization

Leadership and  
Governance

Excellence in Teaching  
and Learning

Operational  
Vitality



# *20/20 Vision*

## *An Eye on Our Future*

**Ministerial Plan**  
for the Office of Catholic Schools and the Network of Catholic Schools  
Archdiocese of Hartford



# Purpose and Vision



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Catholic Schools  
Education for a Lifetime

## Purpose and Vision FOR Catholic School Education

Catholic Schools in the Archdiocese of Hartford welcome students of all faiths, ethnic groups and socio-economic backgrounds.

The fundamental purpose of Catholic schools is to:

- Provide a safe, nurturing and secure environment in which **students encounter the living God**, who in Jesus Christ, reveals His transforming love and truth;
- Partner with parents to support students in their learning and in their **search for knowledge, meaning, and truth**;
- Create a Catholic climate that contributes to the **formation of students** as active participants in the parish community;
- Foster a **culture of educational excellence** through critical thinking skills, innovative and rigorous curriculum standards, a global perspective, and an emphasis on moral education, community, and service;
- Promote life-long learning that advances the **development of the whole person** - mind, body, and soul; and
- Graduate students prepared to become **productive, virtuous citizens and church leaders** who will fashion a more humane and just world.

[www.catholicschoolshartford.org](http://www.catholicschoolshartford.org)

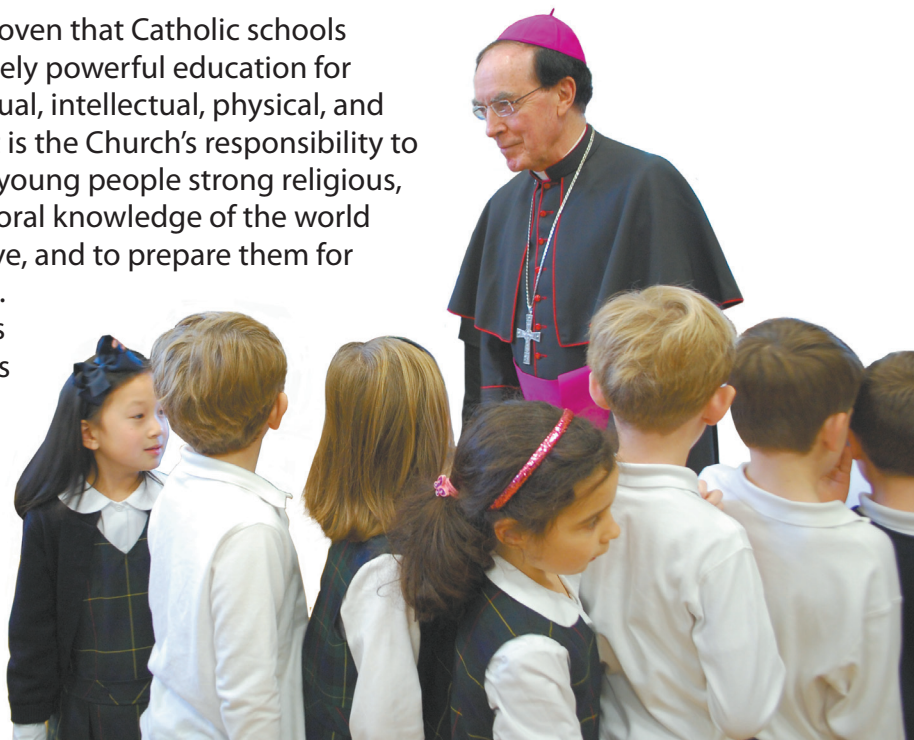


## Message from the Archbishop of Hartford

We look ahead to the year 2020 with clear and purposeful vision as we create *20+20 Vision: An Eye on Our Future*. I am profoundly grateful to all those who make this ministry possible here in the Archdiocese. Our Catholic schools work because they function like families; each person is a valued contributing member of the school community. Priests, parents/guardians, school administrators, teachers, parishioners, volunteers, alumni, and our gracious and generous benefactors work together to educate the whole child.

Research has proven that Catholic schools provide a uniquely powerful education for the child's spiritual, intellectual, physical, and social growth. It is the Church's responsibility to cultivate in our young people strong religious, spiritual, and moral knowledge of the world in which they live, and to prepare them for what is to come.

Catholic schools provide rigorous academic programs that make the future for our students all the more promising, and they do so in the



*“I am profoundly grateful to all those who make this ministry possible here in the Archdiocese.”*

*The Most Rev. Henry J. Mansell, D.D.*



context of addressing the entirety of the human person. Without spiritual development all education is fundamentally flawed.

Collectively and collaboratively we move forward in this ministerial plan that outlines our understanding of Catholic schools as mission driven, program effective, well managed, and responsibly governed. I encourage the Superintendent's Office, the Archdiocesan School Board, and local leadership teams continually to review the progress of this ministerial plan against the standards and benchmarks set forth in this document. Keep at the forefront ongoing conversations that may require changes to this ministerial plan for the betterment of Catholic school education.

Together, we will do everything possible to make our Catholic schools viable choices, bridging faith and knowledge, for all families that choose an academically excellent, Catholic school education for their children. Together, we will empower our Catholic schools to offer an education that will prepare our students for college and beyond – an education for a lifetime.

+ *Anthony J. Mancill*

*Archbishop of Hartford*





# Message from the Superintendent of Catholic Schools



Our *20+20 Vision: An Eye on Our Future* calls for a precise plan for education developed to set our students on a track for success that supports college and career readiness, and the formation of a moral compass imbued with Gospel values. The *20+20* vision will perpetuate the mission of Catholic education by creating new paradigms of multiple partnerships and engaging these new relationships in meaningful discussion based on agility and adaptability, initiative and entrepreneurialism, curiosity and imagination, and collaboration and leadership.

*An Eye on Our Future* ensures that educators are well prepared in the Catholic intellectual tradition and knowledgeable in subject content in order to deliver *truths* to our students. Catholic school leadership teams and educators are called to be in partnership with parents/guardians to ensure that our students are provided with rigorous academic programs that integrate faith, culture, life, morality, and acts in service of social justice. Those entrusted to the viability of Catholic schooling must be well prepared to address the challenges and opportunities that make this educational ministry truly the heart of the Catholic Church.

Within this ministerial plan are highlights of what we learned from *Common Threads* (2008) that have laid the foundation for our network of Catholic schools and the Office of Catholic Schools to achieve a bright future. The enduring understandings are derived from the Educational Forum (2012); they summarize core ideas that will provide lasting value and provide life-long learning while maintaining the Catholic culture of our schools. The standards and benchmarks reflect and link the work

*“It is clear that when we create a vision and formulate a clear and workable ministerial plan, the Catholic school transforms.”*

*Dale R. Hoyt, Ed.D.*



begun in *Common Threads* with 20+20 Vision. They provide direction to those that serve our schools, and are supported through various services by the Office of Catholic Schools and other agencies in order to chart a hope-filled future for Catholic school education in the Archdiocese of Hartford.

*20+20 Vision: An Eye on Our Future* brings to life four critical domains that have been tested and supported by relevant literature and Church documents: Mission Formation and Evangelization, Leadership and Governance, Excellence in Teaching and Learning, and Operational Vitality. It is clear that when we create a vision and formulate a clear and workable ministerial plan, the Catholic school transforms. *20+20 Vision: An Eye on Our Future* is the vehicle for transforming our schools from being good to great, and from quality to excellence. By making *20+20 Vision: An Eye on Our Future* a lived reality, the leadership teams and the school communities can make better decisions, increase energy, improve satisfaction by the stakeholders, secure a competitive advantage, market success, offer better solutions, and fulfill the educational mission of the Catholic Church.

And so we pray for our educational ministry as we proceed forward ... *Lord Jesus, you are the author of all life. You value your people from the moment we are conceived and beyond the moment we die. Guard and protect our students. Help us to be a people who respect and foster the dignity of life, and to be the*



*Superintendent Dale R. Hoyt, Ed.D., with students from various Catholic schools of the Archdiocese of Hartford.*

*people of God who live under the law of love and justice. Help us, Lord Jesus, to be willing and able to support our Catholic school families and to educate our students for a lifetime in a way pleasing to you. Give us the fortitude to withstand the spirit of the age, and the gentleness to help each student come into their own unique and personal relationship with you. Help all leaders and educators to be a true reflection of Christ and His church. May the God who handed us wisdom through the book of Proverbs bless our 20+20 vision in providing young people with a Catholic school education - **An Education for a Lifetime.***

*Dale R. Hoyt*  
Superintendent of Catholic Schools

# Educational Forum 2012



Left to right: Rev. Joseph O'Keefe, Brother John Paige, Sr. Angela Ann Zukowski, Sr. Dale McDonald and Mary Jane Krebs.



Auxiliary Bishop Emeritus Peter A. Rosazza enjoys the Educational Forum presentations.

We as a community of educators and invested constituents have been given the opportunity to create the future we want for our Catholic schools. On October 3, 2012, constituents representing every corner of the Archdiocese of Hartford gathered on the momentous occasion of the Educational Forum to do just that. Hundreds from across the Archdiocese united at the Omni Hotel in New Haven, Connecticut to learn from experts in the field of education who spoke on the four foundational areas that make up the domains upon which we have created standards and benchmarks. These will navigate us toward the year 2020 with a clear vision of success, fortitude, and hope.

In December 2011, Dr. Dale R. Hoyt, Superintendent of the Catholic Schools, convened a committee of educators from across the Archdiocese to plan and prepare for the Educational Forum. He enlisted the expertise and services of Sr. Dale McDonald, PBVM, Ph.D., Director of Public Policy and Educational Research for the National Catholic Educational Association, to facilitate this effort. A thorough needs assessment was conducted via various surveys to every constituent group. Feedback was elicited from pastors, administrators, teachers, parents, and alumni to determine our success in accomplishing goals from

*“It is now the work of our schools with the support and services of the Office of Catholic Schools to transform this ministerial plan into a living document.”*

*Dale R. Hoyt, Ed.D.*



*Common Threads* and to identify areas where we excel and areas where further growth is warranted. National research was garnered from the National Catholic Educational Association, the Center for Catholic School Effectiveness at the School of Education, Loyola University Chicago, and in partnership with the Barbara and Patrick Roche Center for Catholic Education at the Lynch School of Education, Boston College. With this data, the committee identified four primary domains upon which to build our future: Mission Formation and Evangelization, Leadership and Governance, Excellence in Teaching and Learning, and Operational Vitality.

The following national and renowned research practitioners representing each domain published whitepapers, presented, and led discussions at the Educational Forum:

***Mission Formation and Evangelization:***

Sr. Angela Ann Zukowski, MSHS, D.Min.,  
Director of the Institute for Pastoral Initiatives,  
University of Dayton;

***Excellence in Teaching and Learning:***

Mary Jane Krebbs, Ph.D., Associate Dean for Graduate  
Studies, St. John's University School of Education;

***Governance and Leadership:***

Rev. Joseph O'Keefe, S.J., Ed. D., Former Dean  
of Boston College Lynch School of Education;

***Operational Vitality:***

Brother John Paige, C.S.C., Ph.D., President,  
Holy Cross College, South Bend, IN.

The Educational Forum provided opportunities for all constituents to participate in large and small group discussions to closely examine the proposed standards and benchmarks. Participants were challenged to stretch their thinking and boundaries to effectively envision Catholic schools in the Archdiocese as thriving, 21<sup>st</sup> century environments that create cultures of excellence, promote life-long learners, and "graduate students prepared to become productive, virtuous citizens and church leaders who will fashion a more humane and just world" (*Purpose and Vision for Catholic School Education*, 2011).

It is now the work of our schools with the support and services of the Office of Catholic Schools to transform this ministerial plan into a living document. "We will gather to embrace our destiny and effect change using our new Purpose and Vision Statement and Archdiocesan Standards and Benchmarks as the foundation upon which we will build action steps and define effective characteristics for Catholic schools in the Archdiocese of Hartford. We officially commence *20†20 Vision: An Eye on Our Future*" (Dale R. Hoyt, Ed.D., 2012).

# Mission Formation and Evangelization



*What we  
learned...*

*“... that the Catholic  
identity of our schools is  
richly expressed through  
the living example and  
actions of the members of  
the school community.”*

*Common Threads, 2008*





In *Common Threads* the significant and consistent effect of Catholic identity was our focused effort to maintain strong Catholic schools.

We have expanded that effort in *Vision 2020: An Eye on Our Future* to more broadly include the history of Catholic education, an understanding of church writings, the Catholic intellectual tradition, the understanding of scripture, adult faith formation, and the proclaiming of Gospel values to our global communities.

More than ever it is incumbent on Catholic educators to provide pathways for students and their families to live and learn in relationship with Jesus – as disciples of Jesus.

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## **As a result of our journey with *Common Threads*, we learned:**

- ❖ That the vocation of a Catholic educator is to create portals for inviting students and their families into a deeper appreciation and understanding of lifelong formation for living as disciples of Jesus.
- ❖ That new methodologies for communicating the wisdom of the Church's teaching within a digital culture are required.
- ❖ That we model faith in action through Christian social service commitments.
- ❖ That there is a need to involve all clergy in the ministry of Catholic schools.
- ❖ That the witness of adults actively continuing their own formation shows children and youth that growth in faith is lifelong and does not end upon reaching adulthood.
- ❖ That the principles of Catholic social teaching provide students with a moral framework in which to be productive, global citizens.

# Mission Formation and Evangelization



## *Enduring understandings*

*“Our Archdiocesan Catholic school communities are called to re-inspire, to stir into flame afresh, educational and spiritual energy to reinvigorate a new perspective for Catholic Education in the 21st century.”*

*Sr. Angela Ann Zukowski,  
MHSH, D.Min., 2012*



The mission statement is the foundation for the schools' educational programs and strategic planning.

Excellent Catholic schools in the Archdiocese of Hartford must foster a deep understanding of the school's mission and communicate it to all constituents.

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**We recognize that the enduring understandings to carry over into our schools' ministerial plans must include the following:**

- ❖ The Catholic identity and culture of the school are centered on Christ who is the heart of the mission.
- ❖ Leadership, faculty, and governance teams accept that the Catholic school is a center of evangelization and, therefore, provide opportunities for families to grow in relationship with Jesus Christ.
- ❖ The clergy is actively involved in the life of the Catholic school.
- ❖ A unified school culture is created and welcomes a community of diverse backgrounds.
- ❖ Support of and appreciation for the role of laity as called and gifted within the Catholic school community.
- ❖ A Catholic climate contributes to the formation of students as active participants in the parish community and the global society.

# Mission Formation and Evangelization



## Standard 1

**An excellent Catholic school in the Archdiocese of Hartford is guided and driven by a clearly communicated mission that is consistent with the Archdiocese's Purpose and Vision for Catholic School Education.**



## Standard 2

**An excellent Catholic school in the Archdiocese of Hartford understands itself as a center of evangelization and catechesis for teachers, students, and their families.**



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# Mission Formation and Evangelization



## Standard 3

**An excellent Catholic school in the Archdiocese of Hartford provides opportunities for faith formation and action in service of social justice.**



## Benchmarks:

- 3.1 Every administrator, faculty, and staff member visibly supports the faith life of the school community.
- 3.2 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of personal and communal prayer, the Eucharist, liturgy, age-appropriate retreats, and other spiritual experiences.
- 3.3 Every student participates in Christian service programs to promote social justice.
- 3.4 All adults in the school community are invited to participate in Christian service programs to promote social justice.

notes \_\_\_\_\_

# Leadership and Governance



*What we  
learned...*

*"...that the priests,  
school leaders, board  
members and all  
who actively support  
Catholic schools have a  
great opportunity to be  
collaborative agents for  
change in advancing  
the mission of Catholic  
schools."*

*Common Threads, 2008*



***Common Threads*** directed us to be collaborative in the governance of our schools.

Working collaboratively, leadership teams and school boards create an organizational structure that reflects the school's mission, ensures it's effective and efficient, and provides an excellent academic program.

As the leader works collaboratively with the school board, it is incumbent that both have an understanding of the history and traditions of the faith to pass on to future generations; it is necessary to understand global citizenry as an opportunity to evangelize the faith.

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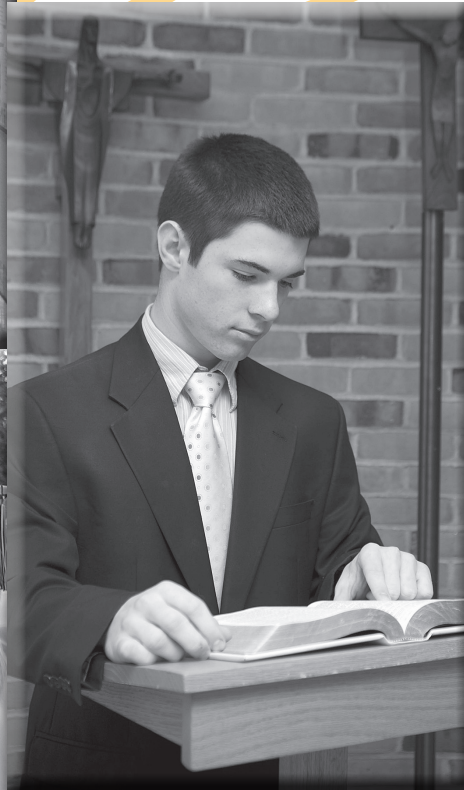
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**As a result of our journey with *Common Threads*, we learned:**

- ❖ That our Catholic schools must be attractive, accessible, safe, and favorable for families within the spectrum of educational choices available.
- ❖ That we make sound decisions based on supportive data with regard to our achievement.
- ❖ That the role of the laity has been significant in Catholic education.
- ❖ That the role of committee-driven school boards, representing various constituency groups, is vital to the success of the school.
- ❖ That the leadership and governance establishes regular reviews of policies and procedures to ensure consistency with the mission of the school and the *Archdiocese of Hartford Handbook of Policies and Procedures for Catholic Schools*.

# Leadership and Governance



## *Enduring understandings*

*“... the growth and development of school boards are among the most important graces that have emerged from Vatican II... In a spirit of collegiality with the members of the board... they can ensure that the Catholic school will achieve its noble mission.”*

*Rev. Joseph O’Keefe, S.J. Ed.D.,  
2012*



We are mindful of the research on Catholic school leadership and governance that must be incorporated into best practices that will maintain and sustain viability.

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**We recognize that the enduring understandings we carry forward into our ministerial plans must include the following:**

- ❖ A general understanding and integration of the themes of the Second Vatican Council (appreciation of scripture, the role of the Holy Spirit, dialogue with non-Christians, deepening of ecumenism, the sense of social justice, the important role for laity, and collegiality) must be the foundation for best practices in leadership and governance.
- ❖ The collaborative partnership between administration and school board will affect the mission of Catholic education and the success of the Catholic school.
- ❖ Data analysis and evidence-based research must inform programming and professional development decisions to shape successful schools.
- ❖ Profiles of graduates should be used to ensure that students are prepared to become productive, virtuous citizens and church leaders who will fashion a more humane and just world.
- ❖ Change is inevitable in a growth model and leaders must be “empathetic and collaborative while being resolute and courageous.” (O’Keefe, Educational Forum, 2012)
- ❖ Leadership teams receive appropriate education and formation to be fully effective.

# Leadership and Governance



## Standard 4

**An excellent Catholic school in the Archdiocese of Hartford has a governance structure that recognizes, respects, and collaborates with the appropriate and legitimate authorities.**

## Standard 5

**An excellent Catholic school in the Archdiocese of Hartford has a local school board that exercises responsible decision making in collaboration with the canonical administrator and the school's leadership team for the development and oversight of the school's fidelity to mission, standards of excellence, and operational vitality.**



### Benchmarks:

- 4.1 The local school board, in accordance with its constitution and by-laws, maintains a constructive and beneficial relationship with the school leader/leadership team marked by mutual trust, close cooperation, and continuing dialogue.
- 4.2 The local school board, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.
- 4.3 The local school board, in accordance with its constitutions and by-laws, maintains a relationship with the canonical administrator (Archbishop or his designee, pastor, or sponsoring religious congregation) that is marked by shared responsibility and participatory decision making that respects the canonical administrator's legitimate authority.

### Benchmarks:

- 5.1 The local school board systematizes the policies of the school's operations to ensure fidelity to mission, continuity, and sustainability through leadership successions.
- 5.2 The local school board engages in formation and ongoing training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

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# Leadership and Governance



## Standard 6

**An excellent Catholic school in the Archdiocese of Hartford has a qualified school leader/leadership team responsible for realizing and implementing the school's mission and vision guided by a strategic plan.**



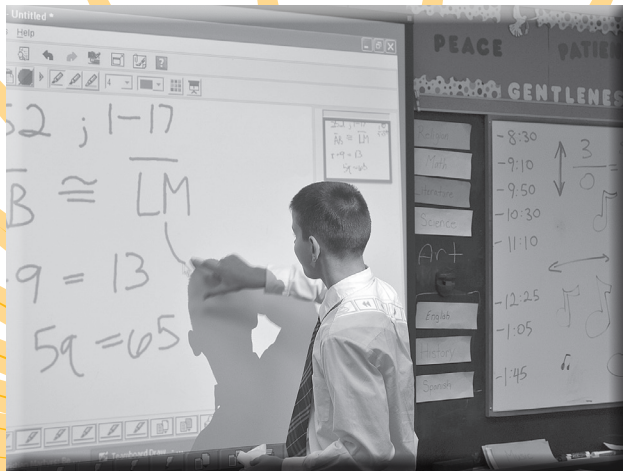


## Benchmarks:

- 6.1 The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.
- 6.2 The leader/leadership team meets national, state, and/or archdiocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.
- 6.3 The leader/leadership team works in collaboration with the local school board to provide an infrastructure of programs and services that ensures the operational vitality of the school.
- 6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.
- 6.5 The leader/leadership team, in collaboration with the local school board, assumes responsibility for communicating new initiatives and changes to school programs to all constituents.

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# Excellence in Teaching and Learning



*What we  
learned...*

*"... that the unique  
value of a Catholic  
education stems from  
a program of studies  
integrating Catholic  
faith formation with  
a curriculum that  
prepares students for  
academic excellence and  
challenges them to reach  
their full potential."*

*Common Threads, 2008*



*Common Threads* connected faith formation and curriculum; raised the bar for quality Catholic education; provided current and essential professional development; created beginning partnerships with Catholic higher education; recruited teachers who were trained in best practices and certified.

With 2020 in view, we frame our next response on qualitative and quantitative assessment of teaching and learning, using scientifically-based best practices, and an innovative and rigorous standards-based curriculum that fosters excellence in critical thinking, 21st century literacies, and global perspective with an emphasis on moral education and service learning.

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## **As a result of our journey with *Common Threads*, we learned:**

- ❖ That an integrated curriculum unites the Archdiocesan standards-based curricula, the teaching/learning process, and the commitment for Catholic school educators to intentionally integrate Catholic identity and Catholic intellectual traditions across all content areas.
- ❖ That students in our classrooms are part of a digital generation; therefore, we must embrace best practices that include the integration of 21st century literacies and technologies.
- ❖ That assessment is both formative and summative and invites all students to prove the depth of their understanding in multiple ways. These assessments are used to inform parents/guardians about their child's academic progress.
- ❖ That administrators and teachers must be innovative and support relevant and rigorous instructional programs that meet or exceed current standards and the needs of students.
- ❖ That teachers must be encouraged to move beyond past practices and employ vibrant, diversified, and technology-embedded assessment protocols and instructional strategies that support and challenge students.
- ❖ That leadership must understand the requirements of a Common Core/21st century classroom and be current on how to supervise and empower teachers.



## *Enduring understandings*

*“We must pay our students the respect of high expectations, which include the opportunities we give them to prove to us and to themselves that they have reached and exceeded those expectations! It is the quality of the assessment that determines the limits the students’ minds will be stretched. It is the format and the delivery... that will provide an opportunity for all students with varying learning styles to excel.”*

*Mary Jane Krebs, Ph.D., 2012*



On the journey to 2020, teachers are encouraged to “imagine” various, research-based instructional strategies that support 21st century fluencies that build a foundation of success for all students. Supporting this effort is the opportunity and responsibility for teachers to integrate Catholic values, beliefs, and teachings, and to synthesize culture, faith, and life.

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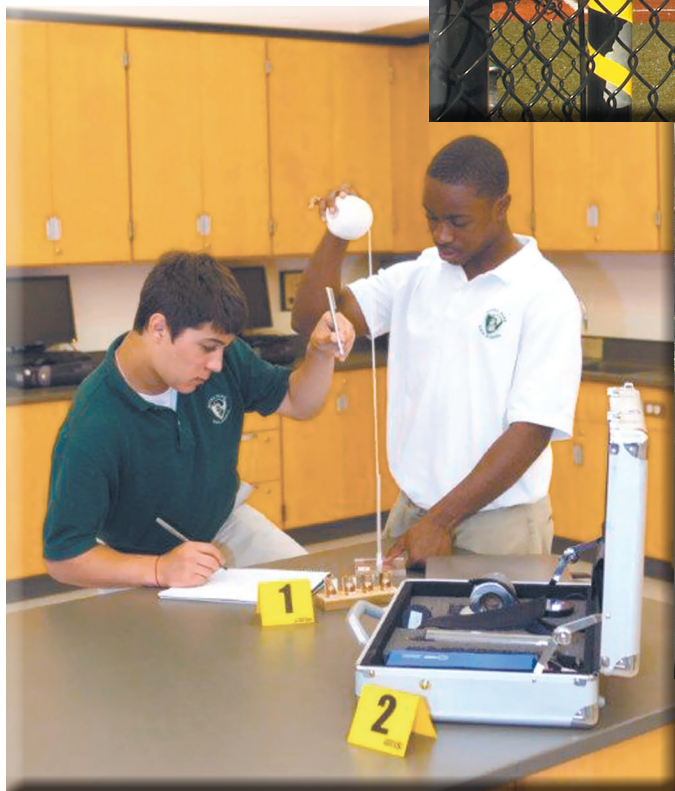
**We recognize that the enduring understandings that are carried over into our schools’ ministerial plans must include the following:**

- ❖ Catholic identity and Catholic intellectual traditions are infused into every aspect of the curriculum, culture, and practices of the school experience.
- ❖ The approved religion curriculum is the basis for instructional planning in all religion classes; students participate in the sacramental life of the Church.
- ❖ Instruction must be standards-based, research driven, and rigorous, so that every student has the opportunities to master the material and achieve.
- ❖ Fluency of skills is the desired outcome. Strategies that sort and use skills for problem solving, critical thinking, collaboration, and communication must be utilized for students to become college and career ready.
- ❖ Students must be given opportunities to develop a repertoire of information from which to draw and make connections for learning.
- ❖ Vertical planning and consistent professional development on best practices is vital to the effectiveness of teaching.
- ❖ Assessment is paramount to ensure understanding and a continuum of learning.
- ❖ Religious knowledge, attitudes, and practices of the students are included in formative and summative evaluation procedures.
- ❖ Digital learning and technology-enhanced activities contribute to the quality of the school’s instructional programs.

# Excellence in Teaching and Learning

## Standard 7

**An excellent Catholic school in the Archdiocese of Hartford has a qualified president/principal and a leadership team empowered to guide instructional practices and curricular programs and provide opportunities aligned with the mission to enrich the academic program and support the development of student and family life.**





## Benchmarks:

- 7.1 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional and spiritual formation, professional growth, community building, and formal assessment of faculty and staff, in compliance with archdiocesan policies and/or religious congregation.
- 7.2 The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.
- 7.3 Co-curricular, extracurricular, and service activities provide opportunities outside of the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.
- 7.4 School-wide programs for families provide opportunities for them to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.
- 7.5 Wellness programs, behavior-management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

notes

# Excellence in Teaching and Learning



## Standard 8

**An excellent Catholic school in the Archdiocese of Hartford has a clearly articulated, rigorous college and career-ready academic curriculum aligned with relevant standards, 21st century fluencies, and Gospel values, implemented through instructional best practices, and enhanced by the effective use of technology.**

## notes



# Excellence in Teaching and Learning



## Standard 9

**An excellent Catholic school in the Archdiocese of Hartford provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, diversity, and respect for life.**

## Standard 10

**An excellent Catholic school in the Archdiocese of Hartford uses school-wide assessment methods and practices to document students learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.**

## notes

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[illegible]





*What we  
learned...*

*"...that planning for  
the long-term vitality  
and viability of Catholic  
schools is the most  
significant challenge  
facing administrators  
and school boards."*

*Common Threads, 2008*



*Common Threads* expanded advancement efforts to include long-term planning for viability and vitality through a marketing plan, marketing resources, enhanced role for leadership, and well-developed strategic plans.

With the Educational Forum, ministerial direction was broadened to include a variety of constituents, effective school foundational documents, an operational plan to support the strategic plan, and professional development directed toward administrators, faculty, and staff.

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**As a result of our journey with *Common Threads*, we learned:**

- ❖ That actively seeking endowments, grants, donations, and professionally managing funds is necessary for viability.
- ❖ That continued and consistent legislative pressure for policies that benefit families paying private school tuition (tax credits, textbooks, and other services) is a just and equitable right of our students and families.
- ❖ That establishing partnerships with businesses promotes positive and productive community relations and financial support.
- ❖ That refining enrollment management and marketing plans maximize enrollment.
- ❖ That there must be sufficient financial resources to ensure that the school can accomplish its mission.
- ❖ That school business practices must be consistent with best practices.
- ❖ That strategic planning must address all aspects of the school's operation with measureable outcomes.



## *Enduring understandings*

*“Both research and experience suggest that operational vitality and, indeed, long-term viability are enhanced by clarity of roles and responsibilities... collaborative efforts... clearly written school foundational documents... strategic long-range plans... operational plans... and professional development.”*

*Br. John R. Paige CSC, Ph.D.,  
2012*

Successful Catholic schools in the Archdiocese of Hartford that exhibit vitality and viability have common critical elements that include clarity of roles and responsibilities, collaboration, and active involvement in long-range strategic planning with supporting operational plans.

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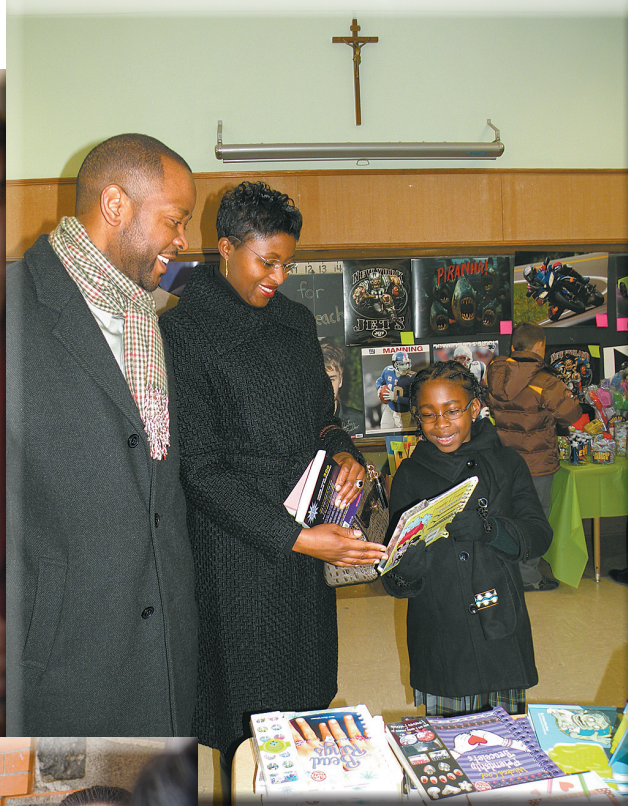
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**We recognize the following enduring understandings that must be integrated and propagated in all schools:**

- ❖ Well-defined roles and responsibilities of leadership and governance and other vital constituencies of a school are critical components for maintaining operational vitality.
- ❖ There is no success without collaboration, shared responsibility, and shared leadership that drives long-range forecasting.
- ❖ A well-developed strategic plan is necessary for identifying new financial resources, improving and ensuring safe facilities, and enhancing technology and academic programs.
- ❖ Operational planning encompasses facets of enrollment, finances, marketing, communication, technology, and student life.
- ❖ Appropriate professional development is critical to effectively carry out strategic and operational plans.
- ❖ The Archdiocesan Purpose and Vision Statement for Catholic Schools and the school's mission are the basis upon which a comprehensive strategic plan is designed with focus on continuous improvement.
- ❖ The teacher-pupil ratio is cost effective and affordable to maintain.





## Standard 11

**An excellent Catholic school in the Archdiocese of Hartford collaboratively, with the local school board and leader/leadership team, generates a strategic plan encompassing all aspects of school operations.**

## Standard 12

**An excellent Catholic school in the Archdiocese of Hartford collaboratively, with the local school board and leader/leadership team, develops a comprehensive financial plan and ensures that it is implemented using current and effective business practices as a means of providing good stewardship of resources.**

notes \_\_\_\_\_

[illegible][illegible]

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## Standard 13

**An excellent Catholic school in the Archdiocese of Hartford engages the broad support of the entire Catholic community in an institutional advancement program that is driven by a compelling mission.**



## Standard 14

**An excellent Catholic school in the Archdiocese of Hartford operates in accordance with the published human resource management policies of the Archdiocese of Hartford and/or sponsoring religious congregation.**



## notes

- [illegible]

[illegible]

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Archdiocese of Hartford*

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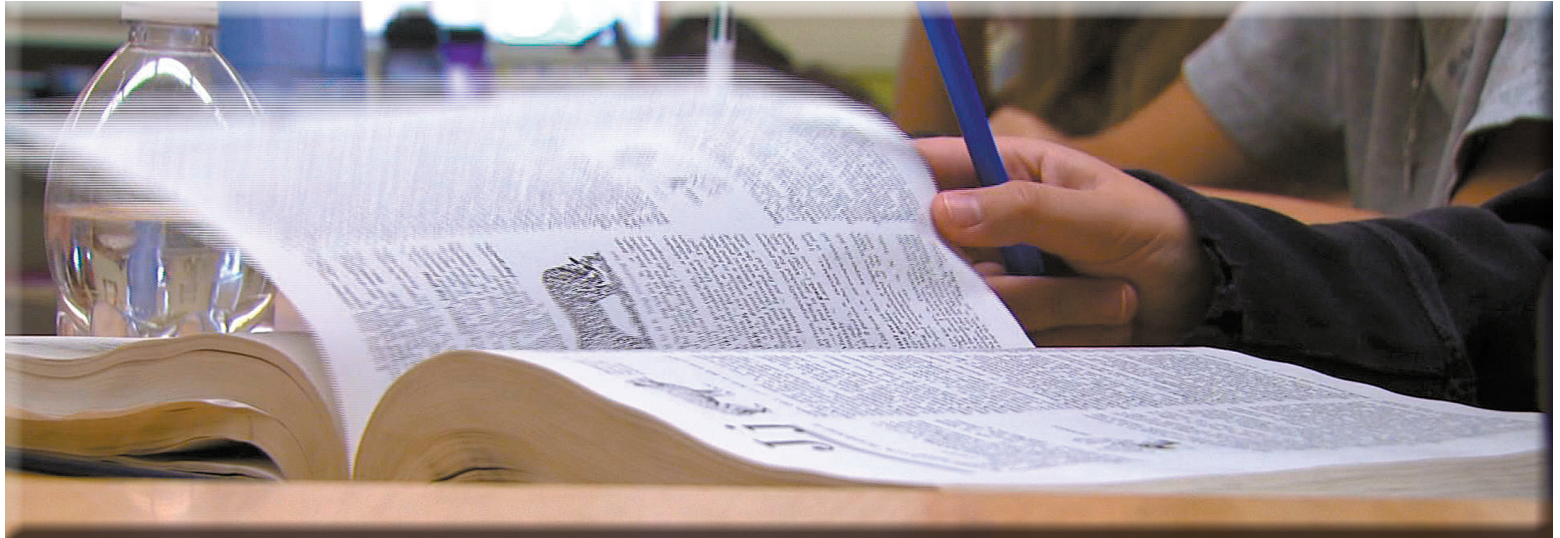
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Southington*

*“We will gather to  
embrace our destiny  
and effect change  
using our new Purpose  
and Vision Statement  
and Archdiocesan  
Standards and  
Benchmarks as the  
foundation upon which  
we will build...”*

*Dale R. Hoyt, Ed.D.,  
2012*



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