

Summer 2010

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TALE OF TWELVE CITIES

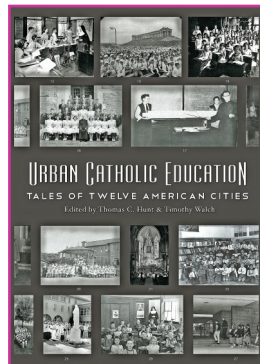
Catholic schools have historically been located mainly in the urban centers of the United States. As there are substantial differences among and between cities, so too have there been substantial differences among and between Catholic schools in these cities. Just how did certain factors affect the educational opportunities of Catholics? This is the focus of a new book co-edited by Thomas Hunt, teacher education professor and fellow in the University of Dayton's Center for Catholic Education, and Timothy Walch, director of the Herbert Hoover Presidential Library. Released in June, *Urban Catholic Education: Tales of Twelve American Cities* is a collection of twelve essays on the evolving history of Catholic education in the nation's largest cities from their beginnings to the middle of the twentieth century.

Commissioned by Hunt and Walch, researchers in the twelve designated cities -- Baltimore, Boston, New York, Philadelphia, Cincinnati, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, New Orleans, and San Antonio -- investigated the history of Catholic schools in those areas. They considered four factors:

- The ethnic mix of the community. Some ethnic groups were more inclined to attend Catholic schools than others
- The size and growth of the Catholic population
- The position of the local bishops. Some bishops were ardent supporters of Catholic schools, while others were not.
- The attitude of the local population toward Catholicism and Catholic schools in particular.

Naturally, distinctions and common threads were discovered within the urban communities, but all shared two common goals: to preserve the faith of Catholic children and to prepare them for productive lives in American society.

The foremost common thread was the will to survive. Catholics struggled to sustain their religion and churches in the hostile land abundant with opposition beginning in the middle of the sixteenth century. They suffered great hardships in an effort to educate the native populations and struggled to survive among the hostile Protestant majority.



David O'Brien, Professor of Faith and Culture at the University of Dayton, notes in the Foreword that "themes of the work are helpful in reflecting on the overall story of American educational history." He notes that democracy worked for millions of families educated in these institutions formed by voluntary local

collaboration of Church leaders, vowed and religious. The exclamation of gratitude for this work can be found in Hunt's and Walch's gratitude to "the five generations of sister-teachers who educated tens of million of American children, one soul a at a time."

Hunt has written nearly one hundred articles on education, many focusing on Catholic education. *Urban Catholic Education* is the fourteenth book he has edited or written since joining the University of Dayton faculty in 1996. The book is available from Alliance for Catholic Education Press at the University of Notre Dame <http://ace.nd.edu/outreach/acepress/>

LALANNE REFLECTIONS

As director of Lalanne, I am often asked why people choose to participate in Lalanne. One of the application questions asks *"What motivated you to apply to Lalanne?"* I would like to introduce you to the eight new teachers who are part of Lalanne 2010-2011 by sharing a small part of how each one answered that question. You will soon realize what an amazing group of young teachers they are and why we are excited and blessed to have them join us!

Caroline Andary is a 2010 UD graduate.

Caroline has been placed at Chaminade Julianne High School in Dayton, OH where she will teach science. Caroline says "In order for me to become the best educator possible, I will need the help and guidance of teachers more experienced than me. I think Lalanne helps a transitioning student become a real teacher."

Elise Balaj, another 2010 UD graduate writes, "When I arrived at UD it did not take me long to learn about Lalanne and all it had to offer. I knew it was my fit from freshman year. I have felt called to work in Catholic schools for many years." Elise will teach middle school students at Springfield Catholic Elementary in Springfield, OH.

Joining Elise at Springfield Catholic and teaching 4th grade is Amanda Valley. Amanda graduated in May from Kent State University. Amanda was drawn to Lalanne because we serve so many schools in urban areas. "Catholic schools in these areas are important because they offer students complete education, encompassing not only academic subjects but also the spiritual and moral values within the Catholic faith. I want to be part of that."

Amanda Bracher, a 2010 UD graduate, says that "Lalanne fits with my personal goals to grow in faith and to teach. I want to make a difference in the world." Amanda's second graders at Metro Catholic in Cleveland, OH will be lucky to have such a teacher!

Andrew Clare, a 2009 graduate from Villanova

University, did not always think he would someday like to teach. He studied engineering but enjoyed tutoring and helping people learn. He decided that he would not be happy as a civil engineer. "Teaching was going to be the profession that got me out of bed every morning and excited about life!" Andrew will teach math at St. Peter Channel High School in Cleveland, OH. His studies during his time in Lalanne will earn him the teaching license that he needs to wake up in the morning!

Another high school math teacher and 2010 graduate of UD, Natalie Leonhardt, is going to be in Indianapolis, IN at Fr. Scecina Memorial High School. Natalie shares, "Lalanne can help me reach and expand my dreams of becoming a high school math teacher in a Catholic school, allowing me to touch the lives of my students."

Ann Sacksteder grew up in Dayton, OH and attended Catholic schools. In 2007 she graduated from Ohio University and began teaching in areas of the United States and beyond where very few beginning teachers would dare to go. Ann writes, "I have been in the field for almost three years now. I have learned an incredible amount. I need to keep on growing and that is what Lalanne is about." Ann will be serving St. Mary Magdalen School in San Antonio, TX as a kindergarten teacher. To be five and to have Ann as their first teacher will be fun for all students in the class!

Finally, Courtney Ryan is a 2010 graduate from John Carroll University. Courtney will teach second graders at St. Thomas Aquinas in Cleveland, OH. "I like the fact that Lalanne is a faith based program and its teachers live in community," she writes. "I am sure that this is a positive support system and that the teachers will be able to share and help each other during the ups and downs of our experiences."

Please remember our Lalanne teachers in your prayers as they complete their summer studies on campus and move to the different cities to start the school year.



URBAN CHILD DEVELOPMENT RESOURCE CENTER

The University of Dayton Peacemakers, in collaboration with the Marianist Leadership Scholars (MLS), hosted a retreat for Mary Queen of Peace 8th grade students on March 26th on the campus of the University of Dayton. The Peacemakers represented the schools of St. Anthony, Immaculate Conception, Our Lady of the Rosary, and both campuses of Mary Queen of Peace. Based on the book *Have You Filled a Bucket Today?*, by Carol McCloud, students were exposed to 40 Developmental Assets throughout the day with particular focus on caring, responsibility, interpersonal competence, self-esteem, and sense of purpose.

Due to the success of this retreat, the principals from all UCDRC schools requested their 8th grade students be included in retreats for the 2010-2011

school year, and for UCDRC to host two retreats next year instead of just one.

The UD MLS students will continue to provide leadership, guidance, and support to the Peacemakers in their quest to support and maintain peace in their communities.



EXCELLENCE INITIATIVE TO READING SUMMIT

The Excellence Initiative (EI), a professional development journey launched in fall 2008, now begins to bear great fruit. The Center for Catholic Education (CCE), the Catholic Education Collaborative of Dayton (CEC), and the Cincinnati Archdiocesan Catholic School Office have collaborated to bring research based, job-embedded professional development to Dayton area Catholic schools. The pillars of EI are curriculum, assessment, instruction and professional learning communities.

The initial venture, curriculum mapping, has been embraced by 17 schools. Teachers map their yearly units in one or more content areas to align with the Cincinnati Archdiocesan graded course of study as well as state and/or national content standards.

Representatives of curriculum mapping schools have created core maps for each content area which describe skills essential for advancement at each grade level. These practices ensure that students are exposed to



the entire graded course of study and are prepared to advance.

Assessment is vital to maximizing each student's gifts and talents. Core curriculum maps will contain common assessments to measure understanding of curricular units. Teacher created and standardized testing will be mined for information about skills and concepts for each student. Through the leadership of the CEC, value added assessment data have been obtained to demonstrate the yearly progress of students in 15 pilot schools within the Dayton Deanery. The combination of multiple types of assessment will provide teachers with necessary data to plan and deliver appropriate lessons to meet the needs of diverse learners.

As a result of the EI and the St. Remy Initiative, teachers have begun to form professional learning communities. A grassroots movement among middle grade level teachers has resulted in action research and cooperative endeavors to advance effective teaching and learning in math classes.

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Center for Catholic Education

300 College Park
Dayton, OH 45469-0531

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HOW TO CONTACT THE CENTER FOR CATHOLIC EDUCATION

Center for Catholic Education
300 College Park
Dayton, OH 45469-0531
(937) 229-3778
Fax (937) 229-3670

For more information please visit our website:

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Susan Ferguson

Director, Center for Catholic Education
Susan.Ferguson@notes.udayton.edu

Jacinta Mergler

Director, Lalanne Program
Jacinta.Mergler@notes.udayton.edu

George Lisjak

Director, Marianist Educational Studies and Partnerships
George.Lisjak@notes.udayton.edu

Linda Russell

Director, UCDRC
Linda.Russell@notes.udayton.edu

Barbara Miller

Administrative Associate
Barbara.Miller@notes.udayton.edu

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The enthusiasm of these teachers has been inspiring! Many initiatives in reading and language arts have been established at various schools. Recently, a Reading Summit for Professional Development was established that consists of professors from the UD Department of Teacher Education, principals and teachers of Catholic elementary schools, representatives of the CEC and of the Archdiocesan Catholic School Office, and personnel from the CCE. These brainstorming sessions are designed to plan and implement a systemic means to deliver professional development in the area of reading and language arts to teachers in Collaborative schools who

desire information, demonstration, and opportunities to share best practice. The creation of more professional learning communities is the goal of Reading Summit sessions.

To date, three full-day professional development workshops have been held for all teachers and principals of collaborative schools, and two more are planned for the 2010-2011 school year. These exciting, informative days have provided opportunities for collaboration, camaraderie, and inspiration to move forward in the pursuit of academic excellence and faith formation for all students in Catholic schools. The Center for Catholic Education is proud to be an invited partner in co-leading this journey.