

Vision Statement

A strong academic program will produce confident problem solvers who exhibit the importance, power and application of learning in their lives. Collaboration, variety and opportunity are the cornerstones on which curriculum is built in order that students develop a life-long appreciation of learning and become productive members of society bringing Christian values into their world.

Collaboration: The staff of the Catholic Schools Office in collaboration with the Principals, Curriculum Coordinators and teachers in our PreK to Grade 12 schools shares in the development and implementation of all curricula areas – including religion. Each year the curricular guidelines for one or two subjects are reviewed and revised by Curriculum Coordinators and Diocesan personnel. Early Childhood is represented by an Advisory Council. This Council plans and develops professional development opportunities for the Early Childhood educators thus enabling an appropriate, unified and sequential focus on teaching, learning and assessment... All of the curricular guidelines are based on best practices and current research and on the National, State and Diocesan Standards.

Variety: The Diocesan Schools strive to provide its students with a variety of teaching materials, strategies, learning experiences and assessments.

- A Diocesan Professional Development Plan is formulated based on the needs of our schools. This plan is presented annually to our principals and teachers.
- Each school uses this plan to encompass their own *Middle States' goals and or school goals* thereby formulating their school wide the **School Improvement Plan**.
- Principals and individual teachers, upon reflection of the school goals will self-asses their personal strengths and needs and develop and pursue a Professional Improvement Plan – P.I.P.

Opportunity: The Diocesan Staff in collaboration with our Curriculum Coordinators and Principals will strive to make known and available information about professional development opportunities on the Diocesan, Regional, County, State and Federal level. Too, teachers will be encouraged to pursue learning opportunities via video and satellite learning as well as professional book clubs, writing circles.....

Professional Development Goals for 2005 - 2006

Professional Development Goals: 2005 - 06	NJ Standard for Professional Development
<p style="text-align: center;"><i>*Schools should adapt the professional goals l that most meet their K-8 school needs.</i></p> <p>1. To integrate <i>all of the arts of language</i> in a cohesive program of instruction that includes the tools of technology. (Reading, Writing, Listening And Speaking.) Source: Core Curriculum of Language Arts – NJ /Diocesan Core Curriculum Guides. <i>Goals: Integrated Language Arts</i></p> <p>2. To develop an understanding and application of all <i>of the strands of math in the context of real world problem solving</i> in a cohesive program that includes the tools of technology. (Numbers, Operations, Geometry, Measurement, Probability and Statistics, Patterns and Functions.) Source: Core Curriculum of Math – NJ /Diocesan Core Curriculum Guides. <i>Goals: Math Literacy Problem Solvers</i></p> <p>3. To develop an understanding and appreciation of the <i>content, inquiry skills and process skills</i> of life, physical and earth science in an active, hands-on way in a cohesive program that includes the tools of technology. Source: Core Curriculum of Science: NJ/Diocesan Core Curriculum Guides. <i>Goal: Science Literacy</i></p>	<p style="text-align: center;"><i>*Schools should adopt the professional development standards that most meet the needs of their K-8 professional staff.</i></p> <p>1. <i>Standard 1:</i> Enhances knowledge of the content <i>Standard 2:</i> Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential. <i>Standard 4:</i> Encourages educators to develop a variety of classroom based assessment skills. <i>Standard 9:</i> Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators.</p> <p>2. <i>Standard 1:</i> Enhances knowledge of the content. <i>Standard 2:</i> Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential. <i>Standard 4:</i> Encourages educators to develop a variety of classroom based assessment skills.</p> <p>3. <i>Standard 1:</i> Enhances knowledge of the content. <i>Standard 2:</i> Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential. <i>Standard 4:</i> Encourages educators to develop a variety of classroom based assessment skills.</p>

<p>4. To develop an understanding and appreciation of the content of Social Studies as seen from the lenses of history, geography, economics, citizenship and government. The use of primary sources and inquiry skills and the tools of technology will support our Social Studies Programs. Source: NJ/Diocesan Core Curriculum. Goals: Social Studies Literacy</p> <p>5. To integrate music, art, world language and physical education into our core curriculum wherever and whenever possible. Source: NJ Core Curriculum. Goals: Integrated Learning;</p> <p>6. To develop leadership skills among the professional staff in and through the roles of subject coordinators and mentors as well as through the Catholic School Leadership Program. Goal: Leadership Literacy</p>	<p>4. <u>Standard 1</u>: Enhances knowledge of the content. <u>Standard 2</u>: Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential. <u>Standard 4</u>: Encourages educators to develop a variety of classroom based assessment skills.</p> <p>5. <u>Standard 1</u>: Enhances knowledge of the content. <u>Standard 2</u>: Improves understanding of the academic, social, emotional and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential.</p> <p>6. <u>Standard 9</u>: Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators</p>
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