

## Guidelines for Interpreting and Scoring Benchmarks

**1.5:** *All constituents know and understand the mission.*

### **I. What does this benchmark indicate for school performance?**

This benchmark indicates that the mission statement has permeated the life of the school. Members of the school community can recite the mission statement and explain its meaning and scope depending upon their age and experience. Examples of how the mission is incarnated into the life of the school and the lives of its community are readily available from individuals across the spectrum of the school community. People can describe and demonstrate a personal attachment to the manner in which the mission has affected their lives.

### **II. As a review team member, what evidence do I look for?**

These are some questions which will help to frame this item:

- Can school community members recite the mission statement from memory?
- Is the mission statement used at public gatherings of the student body?
- Is there a shorthand version of the mission statement that people can recite?
- Can people relate the values and vocabulary of the mission statement to instances of their lives in the school?
- What is the difference between the descriptions of the mission between those who are very involved in the school and those who are less involved in the school?
- How comfortable are members of the school community in using the mission statement's Christian and Catholic language in discussing the work of the school?
- Can members of the school community relate aspects of their personal development to the mission statement?
- Can members of the school community describe how they learned the deeper meaning of the mission statement?

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### III. What are the key differences between the levels of the rubric?

#### At level 3- Fully Meets Benchmark,

the school leadership takes responsibility through its formal and informal work to place the mission at the forefront of people's experience of the school. Where there is a lack of understanding of the school's mission steps are taken to explain it and allow students to experience it in action.

#### At level 4-Exceeds Benchmark,

the school leadership has taken care that all members of the community can explain the mission and how it affects their experience of the school. It may also have taken on a formalized program from year to year. For example, whereas Catholic Schools Week focuses on Catholic Schools as a national mission of the Church, local Mission Weeks could focus on particular aspects of the school's particular mission and the communities it serves. For new members of the community there is a formalized program orienting them to the mission and how it is lived through academics, activities, and social interactions. Members of the community have internalized the mission because they can easily describe their connection to its life within the school.

#### At level 2-Partially Meets Benchmark,

some members of the school community understand and can explain the mission. There is no formal program orienting members to the mission, and those who are more fully involved in the life of the school seem to have a better sense of the mission than those who only attend classes at the school.

#### At level 1-Does Not Meet Benchmark,

the mission exists in documentary form, but does not penetrate the life of the school. Few individuals can relate it, or explain how it affects their lives.

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### IV. What are some key suggestions for improvement?

#### **To move from level 1 to level 2,**

- Inaugurate a program across all sectors of school life to communicate the mission statement and its inherent values. This may involve its overt use by members of the faculty and leadership team.

#### **To move from level 2 to level 3,**

- Expand the manner in which the mission is integrated into school life.
- Discuss the relevance of the mission at assemblies, meetings, and within classes to the particular events under consideration.
- Fashion a type of assessment where members of the community explain the mission.

#### **To move from level 3 to 4,**

- Construct events when members of the school community demonstrate they know and understand the application of the mission to their educational, spiritual, and social lives.
- Publicize the events that best demonstrate the collective embrace of the mission by the entire community.
- Promote non-administrative individuals to take responsibility to orchestrate these events.
- Develop a system where the campus ministry team and a larger sampling of community members demonstrate that the mission is not just a function of campus ministry, but rather, an effort of the entire community.

### V. What are key terms for understanding? (Refer to NSBECS Glossary for terms listed below.)