

## Guidelines for Interpreting and Scoring Benchmarks

**3.4:** *Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.*

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

This benchmark looks to engage the “community” in community service. Catholic schools strengthen their mission and Catholic identity by intentionally bolstering the relationships of all its community members. There is a lack of authenticity to school-wide service if it only calls upon the students, some teachers and parents to act. This benchmark also necessitates a vibrancy of Standard 4, where school administration, faculty and staff feel comfortable and encouraged to share and deepen their faith together.

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

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

- Do all administrators, faculty and staff take time together to pray, especially for students?
- Do administrators communicate this expectation with candidates during the hiring process?
- Are students comfortable asking faith-based questions in each class?
- Do students seek out different adults for sharing and receiving advice?
- Are conversations regarding service projects welcome in all classes or are they relegated to religion class?
- Do students know which charities or causes their teachers are active in?
- Are there public records witnessing the commitments adults have made?
- Do all administrators, faculty and staff have responsibilities in the school service projects?
- Do all administrators, faculty and staff discuss what a faith role model is, and share resources to develop this role continuously?

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

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

all students have active relationships with school personnel that model a commitment to faithful service. The school emphasizes its commitment to teaching and practicing social justice in multiple ways. Hiring practices reflect this commitment.

#### At level 4-Exceeds Benchmark,

all members of the school community model a commitment to faithful service. The school emphasizes its commitment to teaching and practicing social justice in multiple ways. Hiring practices reflect this commitment. The school's commitment to this value is well communicated to all stakeholders and the public at large.

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

there are several role models of faithful service throughout the community who encounter students. Some administrators and faculty demonstrate the practice of social justice within the community. Hiring practices do not make this component of faculty service a priority.

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

there is not an overt commitment of the school community to social justice or faithful service. A consideration of faith integrated into a service outlook is not a requirement for administrators or faculty.

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

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

- Commit to Standard 4 by providing all people working in the school community with ways to deepen their faith lives.
- Work to build trust between school administration and faculty and staff.
- Reflect on scripture that illustrates faith role-modeling.
- Require the staff to engage in service projects.
- Survey students about how teachers help them to encounter God.

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

- Sponsor a series of conversations among all people working in the school community about role modeling by asking them to identify someone who has been a faith role model for them.
- Share stories and identify what elements made the modeling effective and meaningful.
- Empower employees to foster these elements with certain students in the context of a school-wide initiative.
- Assess what methods are effective with students and plan to expand the faith role modeling effort in a greater capacity.
- Continue developing goals articulated in Standard 4 benchmarks.

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

- Champion faith role-modeling school wide by empowering all stakeholders with the tools and time to develop relationships (using as many unique pairings as possible).
- Create faith reflection groups comprised of different stakeholders and grade levels.
- Work with these groups as the school prepares and debriefs community service projects.
- Think outward about how the school can be a role model of faith to other organizations and those in need of care and kindness.

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