

Guidelines for Interpreting and Scoring Benchmarks

4.1: *The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that the school is committed to providing ongoing faith formation opportunities (i.e. retreats and other spiritual experiences) for the faculty and staff. It is the responsibility of the leader and leadership team to ensure that such opportunities are being provided on a regular basis. This benchmark indicates that ongoing spiritual experiences will enrich the spirituality of the faculty and staff so that the Catholic identity of the school will be strengthened.

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

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

- What is the structure of the faculty/Staff retreat program?
- When are faculty/ staff retreats scheduled?
- What is the frequency of the retreats?
- What kinds of other spiritual experiences are offered to the faculty and staff?
- Is there an ongoing program of individual as well as group discernment to measure the effectiveness of the program?
- Are faculty and staff involved in the planning and execution of the program?

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

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

the leadership team takes responsibility for setting a yearly course for faculty and staff's spiritual enrichment. Both individual and communal experiences are offered throughout the year.

At level **4-Exceeds Benchmark,**

the leadership team takes responsibility for establishing a group that helps to set a yearly course for all faculty and staff to participate in spiritual discovery and enrichment. There is a progressive growth process in place where faculty and staff proceed individually and as a community. The style and substance of the retreats and spiritual experiences are aligned with the spiritual heritage and mission of the school in that the faculty and staff can explore their roles as the current stewards of the school's spiritual and religious heritage. The experiences are evaluated on a yearly basis to maintain quality and relevance to the faculty and staff.

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

the leadership team takes responsibility for setting up occasional experiences for faculty and staff's spiritual enrichment. There is no plan in place to offer individual and communal experiences.

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

retreats and spiritual experiences are not provided.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Begin to offer retreats and/or other spiritual experiences for the faculty and staff.

To move from level 2 to level 3,

- Begin to offer retreats for the faculty/staff at least once a year.
- Provide regular opportunities for spiritual experiences throughout the year.
- Engage qualified individuals to facilitate these experiences.

To move from level 3 to 4,

- Ensure that the retreats and other spiritual experiences address the spiritual needs of the faculty/staff both personally and as a community.
- Engage qualified individuals to facilitate these experiences.
- Offer spiritual opportunities throughout the year that are aligned with the liturgical calendar.
- Organize a faculty/staff team to assist in planning and evaluating the spiritual experiences offered by the school.
- Investigate opportunities for personalized spiritual experiences for faculty and staff.
- Align the spiritual development process with the heritage and mission of the school community.

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

Leadership Team
Retreat
Spiritual Experiences
Discernment
Spiritual heritage