

Guidelines for Interpreting and Scoring Benchmarks

2.3: *Faculty who teach religion meet (arch) diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that the faculty members responsible for religious instruction meet the (arch) diocesan requirements for academic and catechetical preparation and certification.

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

The following questions should assist in framing this item:

- Is there a listing of the (arch) diocesan requirements for the preparation of faculty who teach religion in the school?
- Is there a list faculty members including both their academic degrees and catechetical certification?
- Is there a statement of professional development requirements in view of catechetical certification?
- Is there a list of faculty members who are progressing toward catechetical certification and their progress in the program?
- Is there a plan to maintaining and advance certification for teachers of religious education?
- Do teachers of religious education participate in professional development to address both pedagogical needs and content areas?

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

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

the school is fully in compliance with the expectations of the (arch)diocese.

At level **4-Exceeds Benchmark,**

the faculty meets and exceeds the (arch) diocesan requirements. This is evident in efforts to create and maintain professional learning communities within and beyond their school community to deepen their professional expertise.

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

not all of the teachers assigned to teach religion are qualified or in a preparation program to provide qualification.

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

teachers are assigned to teach religion without fulfilling (arch) diocesan requirements.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Establish a method so all teachers of religion are in programs to meet (arch) diocesan requirements.

To move from level 2 to level 3,

- Enroll all faculty who do not meet (arch) diocesan standards regarding academic and catechetical preparation in a program to provide certification.
- Ensure that completing certification is mandatory.

To move from level 3 to 4,

- Form professional learning communities for religious education faculty.
- Seek ongoing opportunities to deepen their expertise and improve their instructional skills for effective teaching within and beyond their school communities.
- Develop a plan to integrate developments in catechesis into the religion teacher professional development.

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

Professional Learning Community