

## Guidelines for Interpreting and Scoring Benchmarks

**4.2:** *The leader/leadership team and faculty assist parents in their role as the primary educators of their children in faith.*

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

This benchmark indicates that the school has established a culture that views parents as the primary educators of their children's faith lives. The leader/leadership team and faculty have clearly indicated the roles that parents are to play in the religious development of their children in partnership with the school's mission. Programs have been established to orient and educate parents so they can participate meaningfully in these roles.

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

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

- What kinds of support are offered to assist parents in the faith education of their children?
- How are these supports communicated to parents? (e.g. workshops, parent meetings, blogs, etc.)
- Is there any input from parents to determine what supports they need?
- Is there any assessment of the effectiveness of these supports for future planning?
- How are parental programs tied to the mission of the school?
- Is there a development model utilized so that parents can grow in their stewardship of the school's mission?

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

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

the school offers programming for parents to become involved in their children's religious education. The programming is consistent from year to year and meets the needs of the parent community.

#### At level **4-Exceeds Benchmark,**

the school offers orientation and educational programs for parents to understand and participate in the religious education of their children while enrolled at the school. A parent group exists to help new families become acquainted with the religious mission of the school and the role that parents are expected to play in the mission. Regular evaluations are made to adjust the program to changing needs of the parent or student community. Educational programs are designed by qualified personnel.

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

the school offers non-programmatic support for parents in their roles as religious educators of their children. The support is generally offered on an "as needed basis" or by request.

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

the school does not offer support for parents in this capacity.

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

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

- Begin to offer assistance to parents in their role as the primary educators of their children in faith. This support may be limited and/ or sporadic.

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

- Offer regular and ongoing assistance to parents in their role as the primary educators of their children in faith. This support should be intentional and consistent.
- Engage qualified individuals to facilitate these experiences.

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

- Offer support and programs to parents that are consistent and effective.
- Ensure that support is ongoing and encompasses the child's school career.
- Enrich support programs with parent input, involvement, and feedback so as to best meet their needs.
- Engage qualified individuals to facilitate these experiences.

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