

Guidelines for Interpreting and Scoring Benchmarks

4.5: *Every administrator, faculty, and staff member visibly supports the faith life of the school community.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that great importance is placed on the administrators, faculty, and staff members to visibly support the faith life of the school community. This visible support is both an established part of the school culture and is an expectation of all adults in the community.

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

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

- In what visible ways are the administrators, faculty, and staff visibly supporting the faith life of the school community?
- Do the administrators, faculty, and staff actively participate in school-wide prayer and liturgy?
- Do the administrators, faculty, and staff engage in prayer and para-liturgical celebrations with their students in their classrooms?
- Do the administrators, faculty, and staff pray together regularly?
- Do administrators lead prayer publicly? Are prayers relevant to the times of year and the occasions?
- In their relationships and interactions, do the administrators, faculty, and staff witness the presence of Jesus Christ in their lives?
- Do the administrators, faculty and staff engage in Christian service projects?
- Are the administrators, faculty and staff a faithful presence in the larger community on behalf of the school?
- Can students describe how adults in the community have expressed their faith and support the faith life of the community?
- Can students talk about an adult who serves as a personal role model for their faith development?

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

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

all administrators, faculty and staff are a visible presence at school events witnessing the Catholic identity of the school. The faculty and staff regularly participate in the full array of religious events at the school.

At level **4-Exceeds Benchmark,**

all administrators, faculty and staff are a visible presence at school events witnessing the Catholic identity of the school. Christian service programs, liturgical celebrations, prayer occasions, and spiritual development activities are opportunities where the staff gathers in a spirit of Christian communal solidarity.

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

some administrators, faculty and staff are a visible presence at school events witnessing the Catholic identity of the school. The faculty and staff sporadically participate in the full array of religious events at the school.

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

administrators, faculty and staff are not a visible presence at school events witnessing the Catholic identity of the school.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Initiate a program that involves administrators, faculty, and staff to visibly support the faith life of the community.
- Discuss among the administrative staff and faculty what the dimensions of such a program would entail – what it would look like for administrators, faculty and staff to visibly and meaningfully support the faith life of the school.

To move from level 2 to level 3,

- Design a specific plan or policy that includes every administrator, faculty, and staff member to visibly support the faith life of the community.
- Establish clear expectations for administrators, faculty, and staff member participation.
- Provide numerous opportunities for administrative staff and faculty to participate in faith-related activities, and to express and support faith life of those in the school community.

To move from level 3 to 4,

- Involve administrators, faculty, and staff members to design events and programs that visibly support the faith life of the school community.
- Evaluate the effectiveness and authenticity of these programs and events so they are visibly representative of the faith life of the school.

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