

Guidelines for Interpreting and Scoring Benchmarks

5.5 *In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.*

I. What does this benchmark indicate for school performance?

Benchmark 5.5 states the expectation of the type of relationship that should exist between the parish school's governing body, school leader, and parish canonical administrator. The qualities of mutual trust, close cooperation, and continuing dialogue that mark this relationship are critical to the good health of the school, thus ensuring ongoing fidelity to the school's mission, academic excellence, and operational vitality.

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

Here are some fundamental guiding questions which will help frame this item:

- Do school calendars and schedules for meetings reflect the presence of the governing body, school leader, and parish canonical administrator in regular attendance?
- Do public announcements and publications reflect the solidarity of the governing body, school leader, and parish canonical administrator in the response to issues and the communication of program information?
- Do the records of public events identify the regular presence of the governing body, school leader, and parish canonical administrator?
- Will the stakeholders of the school identify the qualities of mutual trust, close cooperation, and continuing dialogue as characteristic of the relationship between the governing body, school leader, and parish canonical administrator?
- What type of leadership assessment is conducted annually? Is the process designed to be formative, summative, and/or evaluative? How is the assessment used to benefit the relationship between the governing body, school leader, and parish canonical administrator?

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- Is there an annual budget formation process that includes the governing body, school leader, and parish canonical administrator in regular discussion until the strategic plan is complete?
- Are there clearly designed and explained roles and responsibilities that the governing body, school leader, and parish canonical administrator can call upon to guide their work together?
- Is there a strategic plan for the vision of the school that was developed through collaborative effort of the governing body, school leader, and parish canonical administrator? Does the strategic plan contain the collaborative responsibility of assessing progress by the mutual effort of the governing body, school leader, and parish canonical administrator?

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

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

the governing body, school leader, and parish canonical administrator exhibit through the evidence above that the qualities of mutual trust, close cooperation, and continuing dialogue mark their relationship in a regular and consistent way.

At level 4- **Exceeds Benchmark,**

the governing body, school leader, and parish canonical administrator develop and foster a continuous working relationship marked by regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue that is productive, sustained and future focused. This positive relationship is totally integrated into “the way we do things.”

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

the governing body, school leader, and parish canonical administrator exhibit an inconsistent and unpredictable relationship that is sometimes collaborative. Timely and effective decision-making is often impaired by this relationship.

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

the governing body, school leader, and parish canonical administrator are not collaborating. There is an evident disconnect between the governing body, the school leader, and the canonical administrator. The stakeholders recognize this disconnect and respond to planning, policy and regulations designed by the governing body and school leader with confusion and/or disregard. The parish canonical administrator and school leader do not share the same vision for the school's future.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Begin a dialogue with the parish canonical leader to develop a relationship of mutual trust. This can be very difficult to accomplish if issues existing in the relationship are contentious. Seek third party facilitation if needed.

To move from level 2 to level 3,

- Increase a dialogue with the parish canonical administrator on a much more intentional and planned level.
- Promote a shared vision approach to planning and decision-making with the parish canonical administrator.
- Conduct regular meetings and share information between the governing body, school leader, and parish canonical administrator for the purpose of planning and decision-making.
- Establish a climate of mutual trust, close cooperation, and continuing dialogue that marks a positive relationship recognized by the stakeholders.

To move from level 3 to 4,

- Expand dialogue between the parish canonical leader, governing body, and school leader that is marked by a sense of mutual trust and close cooperation.

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- Collaborate at a level that all stakeholders become witnesses to a relationship that provides future focused decision-making that is a result of this collaboration.
- Establish an environment that all other stakeholder groups and committees of the school use as a model of collaboration marked by mutual trust and cooperation that guides their work together in support of the school's mission and vision.

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

Parish canonical administrator