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?

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.*

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.

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.*

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

Benchmark 4.1   Developed by CHESCS Guidelines Task Force 2014

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?

Benchmark 4.2   Developed by CHESCS Guidelines Task Force 2014

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.*

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.

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.*

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.)

Guidelines for Interpreting and Scoring Benchmarks

4.3: *The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that the school views other Catholic institutions as resources for adult faith formation and recognizes the value of collaborating with these institutions. In addition, the school recognizes the importance of supporting parents in their knowledge and practice of their faith in an effort to support them in educating their children.

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

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

- With which institutions is the school collaborating?

- What kinds of opportunities are offered for parents to grow in the knowledge and practice of the faith?

- Is there any input from parents to determine what opportunities would best meet their needs?

- Is there any assessment of the effectiveness of these collaborations and opportunities for future planning?

- What is the depth of the collaboration with the selected institutions?

Guidelines for Interpreting and Scoring Benchmarks

4.3: *The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.*

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

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

> the school has established a relationship with a Catholic institution in order to broaden the understanding of the Church within the context of the school. This relationship is continuous and helps parents to deepen their understanding of the faith.

At level **4-Exceeds Benchmark**,

> the school has established an ongoing relationship with a Catholic institution in order to broaden the understanding of the Church within the context of the school. This relationship is articulated throughout the year, and provides opportunities for parents to develop their deeper sense of the faith from both a practical and theological viewpoint. Parents assist in the outreach and evaluation of the partnership program.

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

> the school has established a relationship with a Catholic institution in order to broaden the understanding of the Church within the context of the school. The offerings are sporadic, and help parents to deepen their understanding of the faith.

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

> the school has not established a relationship with a Catholic institution in order to broaden the understanding of the Church within the context of the school.

Guidelines for Interpreting and Scoring Benchmarks

4.3: *The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.*

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Establish collaborative relationships with other Catholic institutions to provide some types of opportunities for parents to grow in their faith.

To move from level 2 to level 3,
- Collaborate regularly with other Catholic institutions to provide opportunities for parents to grow in their faith.

To move from level 3 to 4,
- Ensure that collaborations with other Catholic institutions are on a regular basis and provide numerous and ongoing opportunities for parents to grow in their faith. Include parent input and feedback in these collaborations.

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

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Guidelines for Interpreting and Scoring Benchmarks

4.4: *All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.*

I. What does this benchmark indicate for school performance?

This benchmark indicates that the school community recognizes the importance of involving adults in community service programs to further develop their faith experiences and serve as role models to students.   The school has established a culture of Christian service and social justice.   Opportunities for involvement are extended to all adults in the school community.

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

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

- How does the school define "all adults in the school community"?

- In what Christian service programs is the school involved?

- How do these programs align with Catholic social teachings?

- How are adults invited to participate in these Christian service programs?

- To what extent are the adults in the school community able to recommend and/or design service projects?

- Does the Christian service program include any preparatory opportunities for the adults to understand the teachings of the Church regarding social justice and to recognize the Gospel's call to action?

- Does the Christian service program provide for Gospel reflection and sharing on the experience following each project?

- Is there any assessment of the effectiveness of these service programs and opportunities for future planning?

Guidelines for Interpreting and Scoring Benchmarks

4.4: *All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.*

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

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

a program exists that invites all the adults in the community to participate in service programs that operate according to Christian service and Catholic social justice principles. The majority of adults participate in this program.

At level **4-Exceeds Benchmark**,

the adults in the community are all involved in service programs that operate according to Christian service and Catholic social justice principles. Adults have gone through a discernment process to ascertain how to serve, where to serve, and engage in meaningful Gospel reflection about the role that service plays in their spiritual development.

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

programs are made known to adults in the community inviting them to participate in service programs that operate according to Christian service and Catholic social justice principles.

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

there is no formal program to inform adults in the community of the dimension of service in a Christian context.

Guidelines for Interpreting and Scoring Benchmarks

4.4: *All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.*

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Promote Christian service opportunities and engage more adults to participate in Christian service programs.
- Shift the culture of the school to reflect a focus on participation in such service programs.

To move from level 2 to level 3,
- Develop a specific plan to invite all adults to participate in Christian service programs.
- Create a plan of action to shift the culture of the school to make participation in these projects an expected norm.

To move from level 3 to 4,
- Ensure that all adults in the school community are actively engaged in participation in Christian service programs.
- Make participation and reflection on the service program a part of faculty formation.
- Conduct regular reviews of the program soliciting input from the adults involved in the program(s).

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

Christian service programs

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?

Benchmark 4.5   Developed by CHESCS Guidelines Task Force 2014

Guidelines for Interpreting and Scoring Benchmarks

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

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.

Guidelines for Interpreting and Scoring Benchmarks

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

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.)

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Benchmark 4.5   Developed by CHESCS Guidelines Task Force 2014