

*National Standards and Benchmarks for Effective*

*Catholic Elementary and Secondary Schools*

**Rubrics for Benchmarks**

**Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.**

**Benchmark: 6.3**

The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

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| Level 4<br>Exceeds<br>Benchmark         | The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions. |
| Level 3<br>Fully Meets<br>Benchmark     | The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.   |
| Level 2<br>Partially Meets<br>Benchmark | The leader/leadership team is not included in the development of processes for the oversight of personnel but is required to exercise oversight for the faculty and staff. Levels of compliance exist but are not measurable, or the leadership team is neither consistent nor uniform in the adoption and application of personnel policies. Formal assessment procedures are in place but are implemented in an inconsistent fashion, or procedures for formal assessments are in place but not for all personnel. Professional development is ad hoc and  |

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|                                    | offered as a choice with no overall plan for professional growth and faith formation.  |
| Level 1<br>Does Not Meet Benchmark | The leaders/leadership team does not assume or is not permitted to assume responsibility for the development and/or the oversight of personnel. Recruitment procedures and policies are not clear and there are no professional development plans for the faculty and staff. Consistent formal assessment policies and procedures do not exist.  |
| Possible Sources of Evidence       | <ul style="list-style-type: none"><li>• Personnel Policies and updates</li><li>• Governing body endorsement of personnel policies</li><li>• Leadership team job descriptions</li><li>• Recruitment policies and procedures</li><li>• Diversity recruitment plan</li><li>• Professional development plans for all administrators, faculty and staff</li><li>• Faith formation development plans</li><li>• Yearly appraisal/assessment plans and procedures</li><li>• Formal yearly, appraisal/assessment documents</li><li>• Benchmarks and measurement criteria</li><li>• Assessment data, both formative and evaluative</li><li>• Budget</li><li>• Appraisal review protocols</li></ul> |