

*National Standards and Benchmarks for Effective*

*Catholic Elementary and Secondary Schools*

**Rubrics for Benchmarks**

**Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.**

**Benchmark: 7.10**

Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Level 4 Exceeds Benchmark	Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty create planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.
Level 3 Fully Meets Benchmark	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth.
Level 2 Partially Meets Benchmark	Some or all faculty and staff engage in high quality professional development in some subject areas and perhaps religious formation. Implementation of professional development concepts and strategies is inconsistent.
Level 1 Does Not Meet Benchmark	Faculty and staff do not engage or engage minimally in professional development. When professional development occurs there is no accountability for implementation.

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Possible Sources of Evidence	<ul style="list-style-type: none"><li>• Individual professional development plans</li><li>• Lesson plans</li><li>• Surveys of faculty and staff</li><li>• Student achievement scores</li><li>• Record of workshops attended</li><li>• Pre and post conference notes -Records of change in practice as a result of professional development</li><li>• Faculty/staff retreats</li><li>• School professional development plans</li><li>• Catechetical course work</li><li>• Participation in the Virtual Learning Community for Faith Formation or similar on-line or face-to-face catechetical formation courses or communities</li><li>• Catechetical certification levels</li><li>• Outcomes of growth in faith formation such as ACRE or similar tests</li><li>• Results of catechetical assessments such as ACRE</li><li>• Curriculum maps</li></ul>
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