

*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: 7.7**

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

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| Level 4<br>Exceeds Benchmark         | Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present: <ul style="list-style-type: none"><li>• Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments.</li><li>• Data teams and growth/value added data are familiar to the professional learning communities.</li><li>• In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.</li></ul> |
| Level 3<br>Fully Meets Benchmark     | Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.   |
| Level 2<br>Partially Meets Benchmark | There is some collaboration among faculty members. All or some faculty members are part of a professional learning community. Purposes for the professional learning communities are unclear and/or there is little evidence of improvement in effectiveness of the curriculum and/or improvement in student achievement.  |
| Level 1<br>Does Not Meet Benchmark   | Faculty members collaborate little or not at all. Most teachers plan, instruct, and assess without sharing ideas or concepts with faculty members within the school or with faculty members from other schools teaching similar grades and content. Opportunities for collaboration  |

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|------------------------------|---|
|                              | are not present.  |
| Possible Sources of Evidence | <ul style="list-style-type: none"><li>• Report of professional learning community membership</li><li>• Goals for professional learning communities</li><li>• Outcomes of professional learning communities</li><li>• Minutes from faculty meetings and PLC meetings</li><li>• Achievement score data that reflects goals of professional learning communities</li><li>• Common assessment results</li></ul> |