

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.)

]