Guidelines for Interpreting and Scoring Benchmarks

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.*

I. What does this benchmark indicate for school performance?

Benchmark 6.3 is about the creation and development of a school's faculty and staff. No action by a leader/leadership team is more important than recruiting quality faculty and staff and developing them to their fullest potential. The leader/leadership team are responsible for deliberating and researching the best means of attracting and developing faculty and staff over multiple years using written plans for both faith formation and academic development. Assessment practices for faculty and staff are outlined in policy and procedure handbooks and include formal and formative tools for evaluating performance. The data gathered from faculty and staff assessment tools drive meaningful conversations that lead to changes in instruction, job performance, and future professional development goals for the individual teacher or staff member and school.

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

Here are some fundamental guiding questions that will help frame this item:

- What means does the leader/leadership team use to recruit faculty and staff?

- Does the leader/leadership team use formal and informal means of recruiting faculty such as outreach to university teacher development programs and networking with other educational leaders?

- Does the leader/leadership team seek the placement of student teachers to help develop relationships with prospective teaching candidates?

- Does the leader/leadership team encourage high school students to consider teaching at a Catholic school as a vocation?

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- Do interview procedures exist for faculty and staff positions? Do interview questions and protocols include focus on both professional qualifications and fit with mission? Are appropriate faculty/staff members asked to join the interview process?

- Are reference checks completed on all candidates?

- Can faculty and staff explain the assessment process used for annual performance review?

- Has the leader/leadership team clearly articulated and expressed what types of instruction they expect to witness in the classroom?

- Are examples of formal and informal observations present in the faculty/staff member's personnel files for multiple years?

- Are examples of growth plans present in the faculty/ staff member's personnel file?

- Do the goals on the growth plan relate to individual and school areas of need?

- Is there a written professional development plan for faculty that includes dates, subject matter, and name of presenters for topic sessions attended?

- Is there evidence that the topics for the professional development relate to concrete data on student needs?

- Does the professional development plan have a 2-3 year focus to ensure all faculty members adopt appropriate teaching strategies and practices?

- Are teachers asked to implement the professional development and share their experience with colleagues?

- Is time allotted for faith formation annually in the professional development calendar for faculty and staff?

- To what extent is a spiritual community developed among the faculty and staff?

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- Are sufficient funds budgeted annually for faculty and staff gatherings and retreats that promote the development of a spiritual community?

- Are sufficient funds budgeted annually to support professional development activities that meet the targeted individual performance expectation goals for faculty and staff?

- Do formal or formative assessments of faculty and staff relate to the professional development topic of individual performance expectation goals?

- Do formative assessments for faculty and staff occur regularly and provide immediate feedback?

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

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

the leader/leadership team has a defined recruitment plan to attract quality candidates for all faculty and staff positions. The professional development plan for faculty and staff is linked to student needs and ongoing school improvement. The school defines professional development as opportunities for both spiritual and professional growth for all faculty and staff. Time allocation in the school calendar signifies a commitment to both spiritual and professional growth of faculty and staff. The annual budget signifies a financial commitment to support both spiritual and professional growth of the faculty and staff. A policy and procedure handbook for performance evaluation provides for regular, timely, and appropriate assessment of and feedback for faculty and staff. Faculty and staff are regularly assessed and provided professional development to support the fulfillment of their job responsibilities.

At level **4-Exceeds Benchmark**,

in addition to the elements of level 3, the leader/leadership team has designed and effectively implemented a plan to develop future faculty and staff members. All professional growth plans for faculty and staff exhibit alignment with student learning needs and ongoing school improvement. Professional

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development and spiritual formation topics and activities serve the faculty and staff individually and as a professional learning community. The school-wide spiritual plan provides regular opportunities for faculty and staff to learn ways to integrate faith and professional practice into their specific job responsibilities. The performance evaluation process for faculty and staff uses both formal and formative assessment tools to provide ongoing feedback and professional growth. The feedback to faculty regularly relates professional development topics and activities to professional practice in the classroom and inspires reflection on the faculty member's part. The performance evaluation process for faculty and staff includes the creation of an individual professional growth plan that requires performance data to be used in forming an annual summative evaluation. The annual summative evaluation includes goals for the next school year related to performance expectations and supporting professional growth. All individual performance and professional growth plans are in alignment with and support the mission and vision of the school.

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

the leader/leadership team's plan for recruiting and attracting faculty and staff is limited and inconsistent. The school-wide professional growth plan is not clearly articulated. An inordinate amount of professional development time for teachers is spent working on operational and organizational tasks such as entering grades or preparing for parent teacher conferences. Teachers inconsistently relate information from professional development topics and activities to student learning and ongoing school improvement. Little, if any, reflection on professional development topics and activities takes place among the faculty within learning teams or departments for the benefit of student learning and program improvement. Faith formation topics and activities for faculty and staff may occur occasionally but are not a part of an annual spiritual growth plan. The leader/leadership team has a limited understanding of the goals and methods appropriate for an effective professional performance review process of both faculty and staff. Professional performance reviews of faculty and staff occur infrequently and tend to use only formal summative evaluation methods that do not ask faculty and staff to reflect on their professional practice.

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

> the leader/leadership team does not have a recruiting plan. Professional development is not related to student achievement data and seldom occurs. No faith formation events are planned for faculty and staff. Faculty and staff performance are not assessed and little, if any, data about their performance is collected.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,
- Create a plan for recruiting well-qualified faculty and staff.
- Plan and implement professional development that includes faith formation and professional growth activities.
- Adopt an evaluation policy handbook.
- Conduct regular performance reviews of the faculty and staff.

To move from level 2 to level 3,
- Develop a wide range of contacts and networks to attract well-qualified candidates for position openings.
- Create professional development topics that reflect documented student needs so that teachers have resources to implement strategies to improve student learning.
- Assess and provide feedback for faculty and staff through both formal and informal tools on a regular basis.
- Demonstrate reflective professional practice.

To move from level 3 to 4,
- Cultivate qualified candidates from a variety of resources to fill immediate faculty and staff position openings and future hiring needs.
- Relate professional development topics and activities directly to programs for immediate impact related to continuous improvement in student learning.
- Implement, reflect on, and assess the professional development topics and activities used to improve student learning.

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- Evaluate teacher performance using a process that includes individual growth plans, formal and informal observations, and an end of year summative evaluation.
- Reflect on professional practice regularly with colleagues and adjust instruction based on reflective practice that is focused on the improvement of student learning.
- Regularly assess the effectiveness of processes for faculty and staff development, formation, and performance assessment, using appropriate standards and criteria.

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