

Guidelines for Interpreting and Scoring Benchmarks

7.8 The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

I. What does this benchmark indicate for school performance?

Benchmark 7.8 is about the need for all faculty and professional support staff to meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. It is imperative that Catholic schools employ faculty who are committed to students and their learning. Faculty members and professional staff understand the content that they are teaching and how to teach students well. This level of expertise is needed in order to provide a quality curriculum and to ensure that students are learning the skills and knowledge necessary for future success.

In order for faculty and professional support staff to remain current in pedagogical practices and information about how students learn, on-going applied and job embedded professional development is readily available for all staff members. This assists them in developing the skills and knowledge necessary to be effective Catholic educators.

Recognition of exemplary educators for their outstanding service to Catholic education is important, as is participation in professional organizations. Sharing knowledge and skills with other Catholic school educators permits the experiences of our best educators to have an impact on other educators and their students.

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

Here are a few fundamental guiding questions which will help frame this item:

- Does a blind review of teacher credentials indicate faculty members have achieved licensure from the state in which they teach?
- Does a blind review of teacher credentials indicate that faculty members and professional support staff have earned academic degrees indicating a level of knowledge necessary to successfully teach particular content areas?

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- Is there evidence that faculty and professional staff have shared their knowledge and expertise through writing, presenting or facilitating professional development sessions, or leading a professional learning community?
- Are individual professional learning plans for teachers available for review?
- Are faculty members and professional staff able to discuss their own professional growth needs and their plans to meet those needs?
- Are faculty members and professional staff able to articulate what they have learned through a professional learning community, a personal learning network or through professional reading in the last year?

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

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

the faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Compliance with these requirements is factored into all employment decisions. Most faculty members and professional support staff are provided on-going, applied professional development opportunities and an individualized professional development plan.

At level **4-Exceeds Benchmark**,

all faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. All faculty and professional support staff are provided on-going applied professional development opportunities and complete an individualized professional development plan. Faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenting at professional conferences, serving as facilitators for professional workshops, or authoring educational publications. Faculty members and professional support staff are members of a professional learning community or have a personal learning network to support them in their own professional growth.

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At level 2-Partially Meets Benchmark,

some faculty members and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing. Compliance with these requirements is factored into most employment decisions. On-going, applied professional development opportunities are offered at times and some faculty members have individualized professional development plans, but these are not required. A few faculty members and professional support staff are members of a professional learning community or have a personal learning network to support them in their own professional growth.

At level 1-Does Not Meet Benchmark,

few faculty members and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing. Compliance with these requirements is not considered when making employment decisions. Professional development opportunities are unavailable and/or not required.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Support faculty and professional staff in achieving licensure
- Provide faculty and professional staff with on-going, applied professional development
- Create opportunities for faculty and professional staff to participate in a professional learning community or personal learning network

To move from level 2 to level 3,

- Encourage and provide membership in professional organizations
- Provide all faculty and professional staff with on-going, applied professional development
- Use licensure attainment as a criteria when making employment decisions

To move from level 3 to 4,

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- Encourage faculty and professional staff to share their knowledge and skills with others via a variety of formats, including presenting at workshops, publishing articles and facilitating workshops, conducting webinars
- Require all teachers to attain licensure or to meet all (arch)diocesan criteria
- Financially support membership in professional organizations for all faculty members and professional staff

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

Job embedded professional development

Professional development

Professional learning communities