

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Benchmark: 2.3

Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

Level 4 Exceeds Benchmark	All faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. The faculty meets regularly in professional learning communities to intentionally develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis. The faculty employs best practices through instructional methodologies and meets standards that result in effective teaching.
Level 3 Fully Meets Benchmark	Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.
Level 2 Partially Meets Benchmark	Some faculty who teach religion meet all or some (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.
Level 1 Does Not Meet Benchmark	Few or none of the faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction. Meeting (arch)diocesan requirements is not a condition for teaching religion at this school.
Possible Sources of Evidence	<ul style="list-style-type: none">• Documentation of catechetical certification• Records of CEU's for teachers• Records of professional development workshops, conferences, courses etc.• Evidence of facilitation of workshops, courses, etc.• Documentation of catechetical certification requirements by diocese and/or diocesan designate• Published diocesan requirements• Some faculty contribute their expertise to the preparation and

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	<p>enhancement of skills for colleagues in their own learning community and/or the (arch)diocese and beyond</p> <ul style="list-style-type: none">• Evidence of developmentally appropriate methodology• Teacher evaluations –forms and schedule of completed evaluation• Professional development plans for religion faculty• Retreats and pilgrimage to enhance faith life• Strategy of evaluation effectiveness of teachers• Study of effectiveness of the religion program on lives of the students• Graduation speeches or evidence of student internalization of religion• Responses to crises that demonstrate elements of faith in decision making• ACRE scores and/or similar assessment• Meeting notes of professional learning community for religion teachers
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