

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Benchmark: 4.1

The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.

Level 4 Exceeds Benchmark	The leader/leadership team provides faith-enriching retreats and other spiritual experiences for the faculty and staff frequently throughout the school year, and as appropriate to the liturgical seasons. The leader/leadership team actively engages faculty and staff in the planning and implementation of retreats and other spiritual experiences.
Level 3 Fully Meets Benchmark	The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis. Faculty retreats are offered at least once a year and, additionally, there are regular opportunities for spiritual experiences throughout the year.
Level 2 Partially Meets Benchmark	The leader/leadership team provides retreats and/or other spiritual experiences for the faculty and staff on an occasional, less than yearly, basis.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not provide retreats or other spiritual experiences for the faculty and staff.
Possible Sources of Evidence	<ul style="list-style-type: none">• Retreat schedule and retreat director information• Schedule of daily faculty and staff prayer together (before school, for instance)• Meeting agendas showing prayer before meetings and other events• Schedule of faith-sharing groups

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Benchmark: 4.2

The leader/leadership team and faculty assist parents in their role as the primary educators of their children in faith.

Level 4 Exceeds Benchmark	The leader/leadership team consistently and very effectively assists parents throughout their child's school career in their role as the primary educators of their children in faith. Programs and supports are intentional, consistent and enriched, with parent input, involvement and feedback.
Level 3 Fully Meets Benchmark	The leader/leadership team assists parents in their role as the primary educators of their children in faith. Supports are intentional and consistent.
Level 2 Partially Meets Benchmark	The leader/leadership team offers limited and/or sporadic support to parents in their role as the primary educators of their children in faith.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not provide assistance to parents in their role as the primary educators of their children in faith.
Possible Sources of Evidence	<ul style="list-style-type: none">• Workshops on timely topics (such as sacramental preparation, development of conscience at various ages, responding to adolescent idealism or cynicism, for instance) are arranged by the leadership and delivered by experts in the field of faith formation to parents at times convenient for them.• Parents are directed to parish and diocesan resources, print material in their home language if available, Catholic websites and on-line resources to assist them in the faith formation of their children.• Planning documents• Program documents• Parent surveys, assessments

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Benchmark: 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.

Level 4 Exceeds Benchmark	The leader/leadership team regularly collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith. Parent input and feedback are respectfully included in collaborations with other institutions.
Level 3 Fully Meets Benchmark	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.
Level 2 Partially Meets Benchmark	The leader/leadership team occasionally collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide some opportunities for parents to grow in the knowledge and practice of the faith.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not collaborate 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.
Possible Sources of Evidence	<ul style="list-style-type: none">• Brochures/invitations to participate in course offerings or programs co-sponsored by the school and a Catholic partnering institution• Communications to parents about webinars or on-line opportunities offered by Catholic institutions• Rosters and agendas of Parent Committee on collaboration with other institutions

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Benchmark: 4.4

All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.

Level 4 Exceeds Benchmark	All adults in the school community are actively engaged at some level of participation in Christian service programs to promote the lived reality of action in service of social justice.
Level 3 Fully Meets Benchmark	All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice. Participation is the norm.
Level 2 Partially Meets Benchmark	Some adults in the school community are aware of and participating in Christian service programs to promote the lived reality of action in service of social justice.
Level 1 Does Not Meet Benchmark	Few adults in the school community have been made aware of or invited to participate in Christian service programs to promote the lived reality of action in service of social justice. It is not an expectation of the school.
Possible Sources of Evidence	<ul style="list-style-type: none">• Announcements of food or clothing drives; toy drives; or letter writing campaigns to legislators or other government officials on social justice issues, meetings, marches or other actions related to social justice• Participation lists

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Benchmark: 4.5

Every administrator, faculty, and staff member visibly supports the faith life of the school community.

Level 4 Exceeds Benchmark	Every administrator, faculty, and staff member consistently participates in planned events that demonstrate significant visible support for the faith life of the community.
Level 3 Fully Meets Benchmark	Every administrator, faculty, and staff member visibly supports the faith life of the community. This is a clear expectation for every administrator, faculty and staff member.
Level 2 Partially Meets Benchmark	Some administrators, faculty, and staff members visibly support the faith life of the community. One hundred percent participation is not expected.
Level 1 Does Not Meet Benchmark	There is little or no visible support from administrators, faculty and staff members for the faith life of the community and no expectation that this visible support should be present.
Possible Sources of Evidence	<ul style="list-style-type: none">• All members of the school community participate in school-wide prayer and liturgies• Teachers lead classroom prayer and participate in all school liturgies and devotions (Penance Service, Stations of the Cross, rosary, adoration, etc.)• Symbols of the faith• Classroom environments