

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.9

Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

Level 4 Exceeds Benchmark	Faculty and professional support staff consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, cultural sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values throughout and at the conclusion of school programs. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.
Level 3 Fully Meets Benchmark	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. Annual goal setting includes plans for continuous improvement in effective instruction, cultural sensitivity, and modeling of Gospel values.
Level 2 Partially Meets Benchmark	Some faculty and professional support staff demonstrate and show emerging knowledge and skills needed for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.
Level 1 Does Not Meet Benchmark	Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction, cultural sensitivity and/or modeling of Gospel values. Observation in the school reveals ineffective instruction and/or insensitivity to cultural differences and/or absence of Gospel values.

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Possible Sources of Evidence	<ul style="list-style-type: none">• Cultural competence in-service• Strategic plan• Classroom observation records• Faith formation opportunities• Professional development –effective instruction• Lesson plans• Surveys of faculty and professional support staff• Annual goal setting includes plans for improvement in these areas• Annual accreditation compliance reports• Curriculum maps• Surveys of students and parents• Template for individual faculty goal setting
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