

STANDARD

4

An excellent Catholic school adhering to mission provides opportunities for Christ-centered adult faith formation and action in service of missionary discipleship and social justice.

Benchmark 4.1: The leader/leadership team provides engaging spiritual formation experiences that prioritize both personal reflection and interpersonal encounter for the faculty and staff on a regular and timely basis.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team provides engaging spiritual formation experiences that prioritize both personal reflection and interpersonal encounter for the faculty and staff **frequently throughout the school year**, and as appropriate to the liturgical seasons.

The leader/leadership team provides engaging **spiritual formation experiences frequently** throughout the school year, and as appropriate to the liturgical seasons, that prioritize spiritual formation experiences.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team provides engaging spiritual formation experiences that prioritize both personal reflection and interpersonal encounter for the faculty and staff on a regular and timely basis.

The leader/leadership team **involves faculty and staff** in the planning and implementation of spiritual formation experiences.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team provides **occasional** spiritual formation experiences for the faculty and staff on a limited basis.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not provide spiritual formation** experiences for the faculty and staff.

Possible Sources
of Evidence

- Faculty and staff spiritual formation experiences schedule including details about the experiences such as leaders' names, location of events, and number of days or hours
- Schedule of daily faculty and staff prayer together (before school, for instance)
- Schedule of faculty and staff faith-sharing groups

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4

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Benchmark 4.2: The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith, making clear to families the appropriate supportive role of the school as it relates to parish and home.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith, making clear to families the appropriate supportive role of the school as it relates to parish and home.

Programs and support for parents/guardians are **well-resourced, intentional, consistent, effectively delivered throughout their child's school career, and enriched with family input, involvement and feedback.**

The role of the school as a support to the parish and to families is **clearly communicated to and understood by all** in the school community.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith, making clear to families the appropriate supportive role of the school as it relates to parish and home.

Programs and support are **intentional and consistent throughout a child's school career.**

The role of the school as a support to the parish and families is **clearly communicated** to all in the school community.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team and faculty offer **limited and/or sporadic support** to parents/guardians in their role as the primary educators of their children in faith.

The role of the school as a support to the parish and to families is **sometimes communicated** to the school community.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team and faculty **do not provide** assistance to parents/guardians in their role as the primary educators of their children in faith.

Possible Sources
of Evidence

- Information about workshops facilitated by school leaders and faculty for families on timely topics, such as, sacramental preparation, development of conscience at various ages, and responding to adolescent idealism or cynicism
- Workshops are delivered by experts in the field of faith formation to families at times convenient for them
- The leadership team and faculty describe how they provide families with parish, diocesan, and school resources to assist with child faith formation; for example, print material in a family's home language if available, Catholic websites and online resources, and information about local programs and events

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4

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Benchmark 4.3: The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious sponsor programs) to provide opportunities for parents/guardians 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, the parish(es), Catholic Charities, Catholic higher education, and one or more religious congregations) to provide **numerous and ongoing** opportunities for parents/guardians to grow in the knowledge and practice of the faith.

Family input and feedback are **actively solicited** and respectfully included in collaborations with other institutions.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team collaborates with other institutions (for example, the parish(es), Catholic Charities, Catholic higher education, or one or more religious congregations) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.

Family input and feedback are **respectfully included** in collaborations with other institutions.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team **occasionally collaborates** with other institutions (for example, Catholic Charities, Catholic higher education, and one or more religious congregations) to provide **some opportunities** for parents/guardians to grow in the knowledge and practice of the faith.

Family input and feedback in collaboration with other institutions **occurs on an ad hoc basis**.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not collaborate** with other institutions to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.

Possible Sources
of Evidence

- 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 online opportunities offered by Catholic institutions
- Rosters and agendas of a school parent committee on collaboration with other institutions
- Descriptions of how family input and feedback was respectfully included in collaborations with other institutions, for example, testimonials, survey information, and interviews with families

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Benchmark 4.4: All adults in the school community are invited to participate in authentic 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 **invited and actively engage at some level of participation** in authentic Christian service programs to promote the lived reality of action in service of social justice.

Participation is the individually and collectively embraced norm for adults in the school.

LEVEL 3
Fully Meets
Benchmark

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

Participation is **expected, encouraged, and embraced** by adults in the school.

LEVEL 2
Partially Meets
Benchmark

Some adults in the school community are aware of and participating in authentic Christian service programs to promote the lived reality of action in service of social justice.

Adult participation in Christian service is **an individual decision**.

LEVEL 1
Does Not Meet
Benchmark

Few adults in the school community have been made aware of or invited to participate in authentic Christian service programs.

Adult participation **is not an expectation** at the school.

Possible Sources
of Evidence

- Announcements and invitations to adults in the school to participate in authentic Christian service programs, for example, food or clothing drives; toy drives; letter-writing campaigns to legislators or other government officials on social justice issues; meetings; marches or other actions related to social justice
- Participation lists demonstrating the percentage of adults in the school who are actively engaged at some level of participation in authentic Christian service programs
- Descriptions of adult service opportunities with explanations of how activities promote the principles of Catholic social teaching including social justice for all



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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 school 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 school community and **no expectation** that this visible support should be present.

Possible Sources
of Evidence

- School community participation 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 in the school and classrooms like a prayer table, easy access to Bibles and other religious texts, crucifixes, religious images and art

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Benchmark 4.6: The leader/leadership team attends to the unique formative needs of faculty and staff so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team **consistently attends** to the unique formative needs of faculty and staff as individuals so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.

The leader/leadership team **thoughtfully determines** where all faculty and staff are in their understanding of the Catholic faith and their own spiritual journey.

The leader/leadership team engages **all faculty and staff in developing and offering programs** to increase and deepen each faculty member's ability to support and fully participate in the vibrant school community.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team attends to the unique formative needs of all faculty and staff so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.

The leader/leadership team **identifies the spiritual formation needs of all faculty and staff and offers opportunities** for each member to increase and deepen their understanding of the Catholic faith and their own spiritual journey to increase their ability to support and participate in the vibrant Catholic school faith community.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team recognizes the formative needs of all faculty and staff regarding their understanding of the Catholic faith and their own spiritual journey and **occasionally provides opportunities** for growth in these areas.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not attend to** the unique formative needs of faculty and staff so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.

Possible Sources
of Evidence

- Professional development for faculty and staff together as well as individual opportunities
- The leader/leadership team holds retreats and shares offerings of retreats outside of the school (for example, at the parish, at a nearby Catholic college or university or seminary, etc.)
- Feedback from attendance at a professional development event or retreat
- Evidence in student reflections and on religion assessments of their recognition of an authentic and vibrant Catholic school community