STANDARD

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.1: The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team meets or exceeds national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

The leader/leadership team participates in professional development **beyond the requirements** to **enrich and continuously improve** their expertise in facilitating learning according to **current best practices** for their students. **They continually deepen their understanding of and practice as faith leader(s) of the school.**

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

Relevant **knowledge and skills are kept up to date** through professional development and evaluation.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team for the most part **meets national, state and/or (arch)diocesan requirements** for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is support for meeting requirements, although **limited accountability** for doing so.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not meet national, state and/or (arch)diocesan requirements** for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is **no plan** on how to achieve these requirements and **achieving them is not expected.**

Possible Sources of Evidence

- Shared certification documents
- Postings of faculty and staff biographies
- Faculty and staff yearly planning documents
- Stakeholder assessment of school leaders
- School leaders' self-assessments
- Budget line for professional development
- Job descriptions
- Awards commendations based on performance
- Policies and/or directives regarding credential requirements
- National, state, or local requirements for credentials
- Accountability requirements
- School-wide plan for professional development

NCEA | NSBECS

National Catholic Educational Association

STANDARD 6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.2: The leader/leadership team articulates a clear mission and vision for the school, consistent with its Catholic identity, and engages the school community to ensure a school culture that embodies the mission and vision.

LEVEL 4
Exceeds Benchmark

The leader/leadership team **effectively articulates** and **seamlessly integrates** a clear mission and vision for the school consistent with its Catholic identity.

The mission and vision and the Catholic identity are **the foundation for all decisions**. Through multiple means, the leader/leadership team **intentionally engages** students, teachers, parents, and the larger community in working together to ensure a school culture that enlivens and honors the school's mission, vision, and Catholic identity.

LEVEL 3
Fully Meets Benchmark

The leader/leadership team articulates a clear mission and vision for the school consistent with its Catholic identity and engages the school community to ensure a school culture that embodies the mission and vision.

The Catholic mission, vision, and identity are **routinely part of the leadership team's interaction** with the school community.

LEVEL 2
Partially Meets Benchmark

The leader/leadership team **sometimes articulates a clear mission and vision** for the school consistent with its Catholic identity and has **limited** engagement with the school community regarding Catholic Identity.

LEVEL 1
Does Not Meet

The leader/leadership team **does not articulate a clear mission and vision** for the school consistent with its Catholic identity **or** does not engage with the school community regarding the school's Catholic mission, identity and culture.

Possible Sources of Evidence	• Mission and vision statement postings, consistent with its Catholic identity
	• School publications containing mission and Catholic Identity
	• Stakeholder groups' charters and by-laws
	• Documents from public events
	• Students' interviews
	• Student work products
	• News articles and community recognitions
	• Classroom postings
	• Corridor postings
	• Co-curricular and extra-curricular guidelines
	• School by-laws
	• Agendas of public events
	• Recorded/documented visitor observations
	• Stakeholder surveys

STANDARD

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.3: The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious sponsor policies.

LEVEL 4 Exceeds Benchmark	The leader/leadership team takes full responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious sponsor policies.

The leader/leadership **team adopts and initiates personnel policies** as designed and endorsed by the governing board in compliance with the designated overarching personnel policies.

Recruitment seeks to provide access to a diverse population, and new hires are made in collaboration with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals.

The planning process and the **budget intentionally and visibly support professional development** opportunities that are ongoing and long-term.

Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. **Assessment is both formative and evaluative.** Data gathered during the assessments is used to make personnel decisions.

Policies and procedures are regularly reviewed for effectiveness.

LEVEL 3 Fully Meets Benchmark	The leader/leadership team takes full responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

 The leader/leadership **team implements established policies and procedures** in all areas of personnel development and oversight and regularly reviews effectiveness. Measurable levels of **compliance exist and are consistently and uniformly applied** in the adoption and implementation of personnel policies. Formal assessment procedures are in place. Professional development includes a plan for professional growth and faith formation.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team exercises responsibility **in limited and/or inconsistent ways** for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff, in compliance with (arch)diocesan policies and/or religious sponsor policies.

For example, there are **inconsistent processes for recruitment and selection of employees.** Levels of compliance exist but are not measurable, or the leadership team is neither consistent nor uniform in the adoption and application of personnel policies. Formal assessment procedures are in place, but are **implemented in an inconsistent fashion**, and/or procedures for formal assessments are in place, but **not for all personnel**. Professional development is **inconsistent** and offered as a choice with no overall plan for professional growth and faith formation.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not** take or is **not permitted** to take responsibility for the development and/or the oversight of personnel. Recruitment procedures and policies are not clear and there are no professional development plans for the faculty and staff. Consistent formal assessment policies and procedures do not exist.
OR
the personnel policies **are not** in compliance with (arch)diocesan policies and/or religious sponsor policies.

Possible Sources
of Evidence

- Personnel Policies and updates
- Governing body endorsement of personnel policies
- Leadership team job descriptions
- Recruitment policies and procedures
- Diversity recruitment plan
- Professional development plans for all administrators, faculty, and staff
- Faith formation development plans
- Yearly appraisal/assessment plans and procedures
- Formal yearly, appraisal/assessment documents
- Benchmarks and measurement criteria
- Assessment data, both formative and evaluative
- Budget reflects line items for recruitment and professional development and use of applicable federal funding
- Appraisal review protocols

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.4: The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team takes full responsibility **to establish** and support networks of collaboration at all levels within the school community to advance excellence.

The leader/leadership team intentionally includes plans for collaborative networks, at **all levels** in the school community with **clearly delineated goals, objectives, assessment protocols and budgets.** All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activities. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community.

The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. With support from the leader/leadership team, **networks flourish**, in a culture of community and collaboration. Often the concept is shared across a **region** of schools with networks developed for leaders and teacher leaders across schools.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Support for the **growth and sustainability of networks is expected and clearly evident**. With support from the leader/leadership team, networks contribute to a culture of community and collaboration.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership team **partially establishes and supports networks** of collaboration **at some but not all levels** within the school community to advance excellence. The leader/leadership team provides vocal and other support to those networks created by small faculty groups in the school community, but **does not take the lead** in establishing and sustaining networks. Growth of networks is supported and **hoped for but not expected or prevalent throughout the school.**

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not establish and support** networks of collaboration **at any levels** within the school community to advance excellence. **No support** is provided for those who set out to establish small working group networks. The school scheduling, budget, and work demands **do not support** a culture of community and collaboration.

Possible Sources
of Evidence

- Teacher and administrator collaborative network member lists and documents
- Network organizational structure, mission, goals, objectives
- Record of public recognition for networks
- Budget allocations for networks
- School schedule
- Space allocation inside school building
- Professional development network meeting plans and list of shared experts
- Academic programming products of networks
- Online network presence
- Professional learning teams minutes, schedules, and products etc.
- Student outcome goals related to network
- Regional network meeting schedule, mission, goals, vision, etc.

STANDARD

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.5: The leader/leadership team directs the development and continuous improvement of Catholic identity and faith formation and uses school-wide evidence to plan for continued and sustained growth in these areas.

LEVEL 4 Exceeds Benchmark	The leader/leadership team **collaboratively directs** the development and continuous, school-wide improvement of Catholic identity and faith formation using **comprehensive, engaging, research-based** instructional tools, standards and strategies. A plan for ongoing Catholic identity and faith formation assessment is **developed, aligned to, and executed** to ensure continued and sustained growth in accordance with school-wide goals and objectives.
LEVEL 3 Fully Meets Benchmark	The leader/leadership team directs the development and continuous improvement of Catholic identity and faith formation and uses school-wide evidence to plan for continued and sustained growth in these areas. The development and continuous improvement of Catholic identity and faith formation is **a priority for the leader/leadership team** and sufficient time and resources are given to setting school-wide expectations for and creating programs to support growth and improvement in these areas.
LEVEL 2 Partially Meets Benchmark	The leader/leadership team **inconsistently** directs the development and continuous improvement of Catholic identity and faith formation. Expectations **may not be comprehensive** or aligned schoolwide, often varying from classroom to classroom. Evidence of continued and sustained growth in these areas may be limited and inconsistent.
LEVEL 1 Does Not Meet Benchmark	The leader/leadership team **has not developed or implemented a plan** to direct the continuous improvement of Catholic identity and faith formation. OR **Little to no evidence** is available for the leader/leadership team to use or plan for continued and sustained growth in these areas.

Possible Sources of Evidence

- Standards and benchmarks for arch/diocesan religion requirements
- Schedules for reviewing Catholic identity and faith formation standards
- Electronic records of school-wide data regarding Catholic identity and faith formation
- Shared communications of school-wide data regarding Catholic identity and faith formation
- Development and enrollment marketing materials affirming Catholic identity and faith formation
- Student achievement national, local, and school-wide recognition and awards pertaining to Catholic identity and faith formation
- Vision and metrics for continuous improvement Catholic identity and faith formation
- Assessment planning and procedures
- Budget allocations
- Data analyses for growth in Catholic identity and faith formation
- Data analyses for instructional improvement in Catholic identity and faith formation
- Job descriptions
- Building level test scores
- Faculty appraisal system regarding Catholic identity and faith formation

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.6: The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

LEVEL 4 Exceeds Benchmark	The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth. This includes **planning and budgeting** for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical alignment. Planning for engaging, researched-based instructional strategies accompany the development of curriculum. A **plan for continuous assessment data** over time is developed, aligned to the curriculum, and executed to ensure continuous improvement of curriculum and instruction. Faculty receive **ongoing training for use of the data** to plan for continued and sustained academic excellence and growth. The assessment plan delineates the necessity of generating school-wide data measuring change, growth, and achievement in accordance with academic goals and objectives. This assessment data is utilized as school-wide data to plan for continued and sustained academic excellence and growth.
LEVEL 3 Fully Meets Benchmark	The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth. The leader/leadership **team works with the faculty** to adjust the curriculum and instruction on the basis of ongoing assessment data to address the needs of the students. There is **a formal, documented plan for work** with the faculty to adjust the curriculum and instruction on the basis of assessment data to address the needs of the students. A school-wide assessment **procedure is implemented**, making useful school-wide data available. Faculty receive **training for use of the data** to plan for continued and sustained academic excellence and growth.

LEVEL 2 Partially Meets Benchmark	The leader/leadership team directs **some parts of** the development and continuous improvement of curriculum and instruction and**/or utilizes school-wide data inconsistently** to plan for continued and sustained academic excellence and growth.
	There is an **informal plan for work** with the faculty to adjust the curriculum and instruction on the basis of assessment data to address the needs of the students. **Limited** school-wide data is available.
	Training for use of the data is **sporadic**.

LEVEL 1 Does Not Meet Benchmark	The leader/leadership team **does not direct or encourage** the development and continuous improvement of curriculum and instruction and the use of school-wide data. A school-wide assessment procedure **is not developed or implemented**. Continuous improvement of curriculum and instruction **is not** included in the vision for excellence. There is **no plan** for continued and sustained academic excellence and growth.

Possible Sources of Evidence	• Curriculum and curriculum maps demonstrating alignments • Standards and benchmarks for curriculum Schedules for curriculum development planning • Curriculum and instructional strategies • Electronic records of school-wide data accessed by all staff • Shared communications of school-wide data • Academic excellence and growth documents, current and archived. • Development and enrollment marketing materials • Student achievement national, local, and school-wide recognition and awards • Vision and metrics for academic excellence and continuous improvement • Assessment planning and procedures • Budget allocations • School-wide academic and instructional databases • Data analysis for academic excellence and growth • Data analysis for instructional improvement • Job descriptions • Building-level test scores • Faculty appraisal system • Curriculum and instructional measures for outcome expectations

STANDARD

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.7: The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team is **fully engaged** in working in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.

This work provides an infrastructure for **dedicated personnel** who implement processes, programs, and services to support enrollment management, personnel decisions, budgeting, finance and development.

All plans for facilities, budgeting, advancement, and development are **transparent and shared** with the community and supported by the community to ensure the operational vitality of the school and uphold the dignity of the whole child.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.

The infrastructure provides **sufficient resources and personnel** to implement processes, programs, and services to support enrollment management, personnel decisions, budgeting, finance and development.

Plans for facilities, budgeting, advancement, and development are **in place** to ensure operational vitality and uphold the dignity of the whole child.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership **team works within the school** to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child, but **does not have the full support** of the governing body**.**

Without governing body support**, not all areas** can be properly sustained to ensure operational vitality and uphold the dignity of the whole child.
OR
The governing body provides the budget and personnel to create and support an infrastructure of programs and services to ensure operational vitality and uphold the dignity of the whole child, but the programs are only **partially adopted or inconsistently implemented** by the leader/leadership team, with some areas receiving more attention and time than other areas.

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **does not work** in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.

Possible Sources
of Evidence

- Policies for facilities, human resources, finance, development, and marketing
- Collaborative infrastructure planning notes and agendas
- Public documentation of plans; website presentation of plans
- Budget allocations of strategic dollars
- Listings of designated personnel for strategic areas of vitality, job descriptions/expectations
- Board meeting minutes
- Minutes and reports from parent meetings and gatherings
- Community surveys and/or interview data
- Listings of measurable outcomes related to operational vitality, as well as documentation of equitable services provided by the LEA, etc.
- Development funding reports
- Facilities improvements records
- Budget communications to all stakeholders

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.8: The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

LEVEL 4
Exceeds
Benchmark

The leader/leadership team assumes full responsibility for communicating new initiatives and/or changes to school programs to all constituents.

The leader/leadership team **works with constituents** to develop credible and reliable methods of communication for **all** stakeholders in the community, including families with second languages at home.

All new initiatives and/or changes to school programs are **shared** at the beginning of the initiative or change, and updates are provided as the initiative develops over time, with outcomes routinely measured and reported to all constituents.

Information about the new programs is communicated electronically and emphasized at community events.

LEVEL 3
Fully Meets
Benchmark

The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

A **variety of credible and reliable communication methods**, including electronic, in-person, multiple languages, etc., are developed and used to reach all members of the school community.

LEVEL 2
Partially Meets
Benchmark

The leader/leadership **team assumes some responsibility** for communicating new initiatives and/or changes to school programs to limited constituents.

Changes and new programs are communicated to **limited constituents** (i.e., families only) **and/or limited information is communicated to constituents.**

LEVEL 1
Does Not Meet
Benchmark

The leader/leadership team **assumes little to no responsibility** for communicating new initiatives and/or changes to school programs to constituents. The leader/leadership team has **little or no communication strategy** in place for this kind of activity. Communications are **ad hoc**, provided by individual faculty and staff.

Possible Sources of Evidence	• Planning documents for communicating new initiatives and changes
	• Contracts or agreements with translators
	• List of methods for communicating to all stakeholders in the community
	• Samples of media communications regarding innovations (i.e.,social media, parent communication apps and portal(s), school website postings, etc.)
	• Plans for updating information with faculty and staff
	• Evidence of faculty and staff participation in planning and delivery of information
	• Assessment data regarding outcomes
	• Community event programs highlighting new initiatives/changes
	• Budgets
	• Job descriptions

STANDARD

6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school's mission and vision.

Benchmark 6.9: The leader/leadership team assumes responsibility for building leadership capacity and creating shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision.

LEVEL 4 Exceeds Benchmark	The leader/leadership team **assumes full responsibility** for building leadership capacity and **has developed and implemented a system** of shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision. School-wide goals include **expanding shared leadership** with outcomes related to sustainability of the school's mission and vision. **Targeted and intentional** leadership training opportunities for faculty are prevalent, easily accessible, and effectively implemented.
LEVEL 3 Fully Meets Benchmark	The leader/leadership team assumes responsibility for building leadership capacity and creating shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision. Policies and procedures are in place that delineate opportunities for and expectations of faculty participating in shared leadership, and **faculty are invited and encouraged to engage** in professional development to build leadership skills in multiple areas.
LEVEL 2 Partially Meets Benchmark	The leader/leadership team **assumes some responsibility** for building leadership capacity and **occasionally** shares leadership within the faculty to ensure the long-term sustainability of the school's mission and vision.
LEVEL 1 Does Not Meet Benchmark	The leader/leadership team **has yet to assume responsibility** for building leadership capacity and shows **little to no evidence** of shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision.
Possible Sources of Evidence	• Staff and family handbooks of procedures, policies, and operations • Evidence of budget planning and materials • Job descriptions • Staff handbooks that include opportunities for committees and leadership • Meeting agendas • Evidence of staff leadership of committees, initiatives, professional learning, etc. • Calendars of meetings • Staff presentations regarding professional development sessions