National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement 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 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 in order to enrich and continuously improve their expertise in facilitating learning according to current best practices for their students.
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. The leader/leadership team renews these credentials as required in a timely manner.
Level 2 Partially Meets Benchmark	The leader/leadership team partially 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 only minimal support for meeting requirements and the leader/leadership team is not held accountable for meeting requirements.
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.

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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

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Developed by Center for Catholic School Effectiveness, School of Education, Loyola University Chicago
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Benchmark: 6.2

The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

Level 4 Exceeds Benchmark	The leader/leadership team carefully articulates a clear mission and vision for the school and consistently demonstrates the mission and vision are continuously forming the foundation for all decisions. The school community is fully engaged at all levels from the students, to parents, to the larger community in order to ensure a school culture that enlivens and honors the mission and vision.
Level 3 Fully Meets Benchmark	The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.
Level 2 Partially Meets Benchmark	The leader/leadership team articulates a mission and vision for the school, but it is not broadly shared with the larger community. A small portion of the community is engaged in sharing the mission and vision but is unable to ensure a school culture that embodies the mission and vision.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not articulate a clear mission and vision for the school. The school community is not engaged in expressing the mission and vision. The school culture does not embody the mission and vision.
Possible Sources of Evidence	• Mission and Vision statement postings • School Publications containing mission • Stakeholder groups' charters and by-laws • Documents from public events • Students interviews • Student work products • News articles and community recognitions • Classroom postings

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	• Corridor postings • Co-curricular and extra-curricular guidelines • School by-laws • Agendas of public events • Recorded/documented visitor observations • Stakeholder surveys

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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 congregation sponsorship policies.

Level 4 Exceeds Benchmark	The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing 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. 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.
Level 3 Fully Meets Benchmark	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 congregation sponsorship policies.
Level 2 Partially Meets Benchmark	The leader/leadership team is not included in the development of processes for the oversight of personnel but is required to exercise oversight for the faculty and staff. 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, or procedures for formal assessments are in place but not for all personnel. Professional development is ad hoc and

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	offered as a choice with no overall plan for professional growth and faith formation.
Level 1 Does Not Meet Benchmark	The leaders/leadership team does not assume or is not permitted to assume 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.
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 • Appraisal review protocols

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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 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 activity. 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. 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. The leader/leadership team ensures that the school's scheduling, budget and work demands support a culture of community and collaboration.
Level 2 Partially Meets Benchmark	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 take the lead in establishing and sustaining networks. 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

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	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 (Ning site, etc.) • Professional learning teams minutes, schedules and products etc. • Student outcome goals related to network • Regional network meeting schedule, mission, goals, vision, etc.

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Benchmark: 6.5

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 plans and budgets for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical integration. Planning for engaging, researched-based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. 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 a 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.
Level 2 Partially Meets Benchmark	The leader/leadership team directs the development of a curriculum-based on standards but with little oversight for the instructional strategies employed and/or for assessment procedures that will ensure continuous improvement of curriculum and instruction, utilizing school-wide data. OR The leader/leadership team adopts a prepackaged curriculum but does not work with the faculty to adjust the curriculum on the basis of ongoing assessment to address the needs of the students. There is limited school-wide data that is useful for faculty and staff or able to be used by the school community to plan for continued and sustained academic excellence and growth.

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Level 1 Does Not Meet Benchmark	The leader/leadership team does not direct or encourage others to direct the development of curriculum and instructional strategies within the school community. A school-wide assessment procedure is not developed or implemented. Continuous improvement of curriculum and instruction are 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 • 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 data base • Data analyses for academic excellence and growth • Data analyses for instructional improvement • Job descriptions • Building level test scores • Faculty appraisal system • Curriculum and instructional measures for outcome expectations

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Benchmark: 6.6

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.

Level 4 Exceeds Benchmark	The leader/leadership team works in collaboration with the governing body and the local community to develop short-term and long-term plans to ensure appropriate budgeting for the operational vitality of the school. 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.
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. To ensure this, budget and personnel are provided to create and implement policies, programs and procedures.
Level 2 Partially Meets Benchmark	The leader/leadership team does not have the support of the governing body but works within the school to establish policies and procedures to provide an infrastructure of programs and services that ensures the operational vitality of the school. Without support, not all areas can be properly sustained to ensure operational vitality. Or the governing body provides the budget and personnel to create and support an infrastructure of programs and services to ensure operational vitality, but the programs are not fully adopted or inconsistently implemented by the leader/leadership team, with some areas receiving more attention and time than other areas.

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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. As a result the operational vitality is in serious jeopardy.
Possible Sources of Evidence	• Policies for facilities, human resources, finance, development and marketing • Collaborative infrastructure planning documents • 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 • Development funding reports • Facilities improvements records • Budget communications to all stakeholders

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Benchmark: 6.7

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 works with community leaders and constituents to develop credible and reliable vehicles 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 are communicated electronically, and celebrated 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.
Level 2 Partially Meets Benchmark	The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to limited constituents (i.e. families only) or limited information is communicated to constituents. Not all constituents are informed regarding new programs.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not assume responsibility for communicating new initiatives and/or changes to school programs. 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.

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Possible Sources of Evidence	• Planning documents for communicating new initiatives and changes • Contracts or agreements with translators • List of vehicles for communicating to all stakeholders in the community • Samples of media communications regarding innovations (i.e. you tube, tweets, web blast, web 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 • Budgets • Job descriptions

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