

✠ Benchmark 2.1: *(The school's)* Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.

Level 4 – Exceeds Benchmark: Religious education curriculum and instruction at all levels in each course and in each unit meets or exceeds requirements and standards of the (arch)diocese. The requirements are evidenced in every course and unit. Courses are vertically aligned, scaffolded, and rigorous to ensure continuous growth in the knowledge of religion for all students. *In Wisconsin, emphasis is on courses being vertically aligned and rigorous without reference to being “scaffolded”.*

✠ Level 3 – Fully Meets Benchmark: *(The school's)* Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese. **The requirements are evidenced in course expectations, grade level expectations, and course content.** *In Wisconsin, disregard the highlighted phrase.*

Level 2 – Partially Meets Benchmark: *(The school's)* Religious education curriculum and instruction meets some of the religious education requirements and/or standards of the (arch)diocese.

Level 1 – Does Not Meet Benchmark: *(The school's)* Religious education and curriculum and instruction do not meet the religious education requirements and standards of the (arch)diocese.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	The Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age (USCCB) (curriculum references Framework)		
<input type="checkbox"/>	National Directory of Catechesis (curriculum references National Directory of Catechesis)		
<input type="checkbox"/>	Religion curriculum/graded course of study		
<input type="checkbox"/>	Curriculum maps, syllabi		
<input type="checkbox"/>	Course work offered beyond what is required in the standards		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✚ Benchmark 2.2: Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

Level 4 – Exceeds Benchmark: Religion classes are regarded by the school community as exciting, interesting, innovative, and highly engaging. These classes are an integral part of the academic program with equal or prioritized standing with other academic classes. Highly qualified teachers are trained and certified as catechists at advanced levels. The allocation of class time in relation to other academic areas is equitable and is scheduled in specified time frames. The selection of current state-of-the-art texts and other curricular materials contribute to the innovative approach. Religion classes may be service-based and integrated with other academic courses, concepts, and outcomes. Student performance in religion classes are included in academic achievement reports.

✚Level 3 – Fully Meets Benchmark: Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials. School leaders consistently program religion courses with the same level of attention given to other subjects.

Level 2 – Partially Meets Benchmark: Religion classes are somewhat integrated into the academic program. Religion classes are assigned regular teachers, scheduled into specified time periods, and have designated texts and/or curriculum materials. They may not always be given equal priority with other classes in scheduling.

Level 1 – Does Not Meet Benchmark: Religion classes are not an integral part of the academic program. The assignment of teachers, the amount of class time, and the selection of texts and other curricular materials are not prioritized for religion classes. Teachers are assigned in an ad hoc manner and an equitable amount of time is not ensured. If academic time is lost in a given day, religion class is likely chosen as expendable.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Master plan of classes for the school including number of days and time of day religion classes are offered		
<input type="checkbox"/>	Evidence of adherence to the master plan of classes		
<input type="checkbox"/>	Textbook selection committee- notes and choices of this committee		
<input type="checkbox"/>	Catechetical training levels for teachers		
<input type="checkbox"/>	Copies of religious education certificates		
<input type="checkbox"/>	Frameworks		
<input type="checkbox"/>	Appropriate curriculum materials		
<input type="checkbox"/>	USCCB approved resources (as implemented by the (arch)diocese)		
<input type="checkbox"/>	Intentional scheduling of religion in academic program by school leaders		
<input type="checkbox"/>	Demonstration that the leadership has clear knowledge of religion design and planning of academic program for religion		
<input type="checkbox"/>	Perceptions survey of school community		
<input type="checkbox"/>	ACRE test results, affective portion		
<input type="checkbox"/>	Senior year theology course at local Catholic college, AP dimension		
<input type="checkbox"/>	Liturgical celebrations and observances		

School Name:

Page:

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✚ Benchmark 2.3: Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. **In Wisconsin, Benchmark 2.3 applies to all faculty whether they teach religion class or not. (See “Standards for Educators in Catholic Parishes and Schools”, Wisconsin Catholic Conference 2008.)*

Level 4 – Exceeds Benchmark: All faculty* who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. The faculty meets regularly in professional learning communities to intentionally develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis. The faculty employs best practices through instructional methodologies and meets standards that result in effective teaching.

✚ Level 3 – Fully Meets Benchmark: Faculty* who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum instruction.

Level 2 – Partially Meets Benchmark: Some faculty* who teach religion meet all or some (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.

Level 1 – Does Not Meet Benchmark: Few or none of the faculty* who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction. Meeting (arch)diocesan requirements is not a condition for teaching religion at this school.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Documentation of catechetical certification		
<input type="checkbox"/>	Records of CEU’s for teachers		
<input type="checkbox"/>	Records of professional development workshops, conferences, courses etc.		
<input type="checkbox"/>	Evidence of facilitation of workshops, courses, etc.		
<input type="checkbox"/>	Documentation of catechetical certification requirements by diocese and/or diocesan designate Published diocesan requirements		
<input type="checkbox"/>	Some faculty contribute their expertise to the preparation and enhancement of skills for colleagues in their own learning community and/or the (arch)diocese and beyond		
<input type="checkbox"/>	Evidence of developmentally appropriate methodology		
<input type="checkbox"/>	Teacher evaluations – forms and schedule of completed evaluation		
<input type="checkbox"/>	Professional development plans for religion faculty		
<input type="checkbox"/>	Retreats and pilgrimage to enhance faith life		
<input type="checkbox"/>	Strategy of evaluation effectiveness of teachers		
<input type="checkbox"/>	Study of effectiveness of the religion program on lives of the students		
<input type="checkbox"/>	Graduation speeches or evidence of student internalization of religion		
<input type="checkbox"/>	Responses to crises that demonstrate elements of faith in decision making		
<input type="checkbox"/>	ACRE scores and/or similar assessment		

School Name:

Page:

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Meeting notes of professional learning community for religion teachers		
<i>Outcomes of growth in faith formation such as ACRE or similar tests (Information for Growth (IFG))</i>		
Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 2.4: The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

Level 4 – Exceeds Benchmark: In keeping with its Catholic identity, the school sets clearly articulated standards for and can demonstrate academic and intellectual excellence in all subjects, including religious education. Curriculum in all subjects including religious education gives evidence of the integration of faith, culture and life.

Level 3 – Fully Meets Benchmark: The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education. In keeping with its Catholic identity, the school sets clearly articulated standards for and expectations of academic and intellectual excellence in all subjects, including religious education.

Level 2 – Partially Meets Benchmark: In keeping with its Catholic identity, the school pays attention to and requires academic and intellectual excellence in the curriculum including religious education.

Level 1 – Does Not Meet Benchmark: Excellence in academic and intellectual formation is not evident in all subjects, including religion.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an "A" for artifact, "O" for observation, "S" for survey, or "I" for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Mission statement		
<input type="checkbox"/>	Curriculum guides that include standards in all subjects		
<input type="checkbox"/>	Catholic identity goals, objectives in all subjects		
<input type="checkbox"/>	Grading scales and rubrics in all subjects		
<input type="checkbox"/>	Departmental and or subjects standards and outcomes		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 2.5: Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

Level 4 – Exceeds Benchmark: In all subjects faculty use the lenses of Scripture and the Catholic intellectual tradition to require students to think critically and ethically about the world around them. Students participate in lectures, debates, service opportunities or other experiences that give evidence of their growth and maturation in the Catholic intellectual tradition and moral ethical thinking. These and other performance assessments are embedded in the curriculum.

Level 3 – Fully Meets Benchmark: Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

Level 2 – Partially Meets Benchmark: In only a few subjects, some faculty use the lenses of Scripture and/or Catholic intellectual tradition to help student think critically and ethically about the world around them.

Level 1 – Does Not Meet Benchmark: Faculty are not familiar with [the] definition of Catholic intellectual tradition and do not manifest teaching behaviors that evident it. Faculty do not use or seldom use the lenses of Scripture and/or Catholic intellectual tradition in subjects to help students think critically or ethically.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	ACRE results		
<input type="checkbox"/>	Student outcomes that give evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning		
<input type="checkbox"/>	Student performance that gives evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning		
<input type="checkbox"/>	Course text materials		
<input type="checkbox"/>	Use of resources Center of the 21st Century		
<input type="checkbox"/>	<i>Curriculum guide</i>		
<input type="checkbox"/>	<i>Professional development plans</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✠ Benchmark 2.6: Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture. *Any visitors to the school (including parents/guardians, staff, students, and others) readily identify signs and symbols of Catholic culture and faith.*

Level 4 – Exceeds Benchmark: Catholic culture and faith are expressed and integrated throughout the school through multiple and diverse forms of visual and performing arts, music and architecture. Symbols of Catholic faith abound at every level and recognition of the school’s Catholic culture and faith as expressed through visual and performing arts, music, and/or architecture are noted in a significant way by parents/guardians and those outside of the immediate school community.

✠ Level 3 – Fully Meets Benchmark: Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture. Any visitors to the school (including parents/guardians, staff, students, and others) readily identify signs and symbols of Catholic culture and faith.

Level 2 – Partially Meets Benchmark: Catholic culture and faith are expressed in the school through some form of visual and/or performing art and/or music and/or architecture. If someone actively looks for Catholic culture and faith they are apt to find something.

Level 1 – Does Not Meet Benchmark: Catholic culture and faith are not expressed or are expressed minimally in the school through forms of visual and performing arts, music or architecture. A tour of the school does not give evidence of Catholic culture and faith. Visual and performing arts and/or music created by teachers and students do not or rarely exemplify Catholic culture and faith. Symbols may point to spiritual realities but are not expressly Catholic.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Visual works of art seen or created		
<input type="checkbox"/>	Examples of music heard, performed or created		
<input type="checkbox"/>	Theater, dance, movement seen or created		
<input type="checkbox"/>	Architecture of large school building structures		
<input type="checkbox"/>	Architecture of individual classrooms		
<input type="checkbox"/>	Presence of religious symbols		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 2.7: The theory and practice of the Church’s social teachings are essential elements of the curriculum.

Level 4 – Exceeds Benchmark: The theory and practice of the Church’s social teachings are essential elements of the curriculum in multiple subject areas including religious education. Students are involved in forms of service that are intentionally designed and informed by the Church’s social teaching. Students receive planned instruction multiple times in their programs of study and are involved in service learning.

Level 3 – Fully Meets Benchmark: The theory and practice of the Church’s social teachings are essential elements of the curriculum. Every student receives planned instruction in the Church’s social teaching.

Level 2 – Partially Meets Benchmark: The theory and practice of the Church’s social teachings are minimally present in the curriculum. Students may be exposed to the Church’s social teaching but this is not a clear plan of instruction.

Level 1 – Does Not Meet Benchmark: The theory and practice of the Church’s social teachings are not found in the curriculum.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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<input type="checkbox"/>	Curriculum guides aligned to Church’s social teaching		
<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Service learning projects aligned to the Church’s social teaching		
<input type="checkbox"/>	Assessments tied to the Church’s social teaching		
<input type="checkbox"/>	School wide plan for instruction in the Church’s social teaching		
<input type="checkbox"/>	USCCB document...Seven Pillars for Catholic social justice teaching, (look at USCCB website 1999 sharing Catholic social teaching challenges and directions)		
<input type="checkbox"/>	Lesson plan activities aligned to Church’s social teaching		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✠ Benchmark 2.8: *The school maintains an environment that reflects and promotes trust, Gospel values, and the dignity of each person as a child of God, and develops these attributes in all learners.*

Level 4 – Exceeds Benchmark: *The school intentionally creates and fosters an environment that reflects and promotes trust, Gospel values, and the dignity of each person as a child of God and develops these attributes in all learners as evidenced by their interactions with all members of the school community.*

✠ Level 3 – Fully Meets Benchmark: *The school maintains an environment that reflects and promotes trust, Gospel values, and the dignity of each person as a child of God and develops these attributes in all learners.*

Level 2 – Partially Meets Benchmark: *The school maintains an environment that occasionally reflects and promotes trust, Gospel values, and the dignity of each person as a child of God and inconsistently develops these attributes in all learners.*

Level 1 – Does Not Meet Benchmark: *The school does not maintain an environment that reflects and promotes trust, Gospel values, and the dignity of each person as a child of God, and does not develop these attributes in all learners.*

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

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<input type="checkbox"/>	<i>Handbooks (dress code, code of conduct, etc.)</i>		
<input type="checkbox"/>	<i>Observations of student/ staff interactions</i>		
<input type="checkbox"/>	<i>Surveys of various constituencies</i>		
<input type="checkbox"/>	<i>Disciplinary report summary</i>		
<input type="checkbox"/>	<i>Curriculum or behavior programs (such as Positive Behavior Intervention System (PBIS))</i>		
<input type="checkbox"/>	<i>Student recognition and awards</i>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

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