

✚ 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 leaders(s) of the school. *(Note: This benchmark requires professional development for the leadership team and religious certification for all leaders.)*

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 leaders(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.

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"/>	Shared certification documents		
<input type="checkbox"/>	Postings of faculty and staff biographies		
<input type="checkbox"/>	Faculty and staff yearly planning documents		
<input type="checkbox"/>	Stakeholder assessment of school leaders		
<input type="checkbox"/>	School leaders’ self-assessments		
<input type="checkbox"/>	Budget line for professional development		
<input type="checkbox"/>	Job descriptions		
<input type="checkbox"/>	Awards commendations based on performance		
<input type="checkbox"/>	Policies and/or directives regarding credential requirements		
<input type="checkbox"/>	National, state or local requirements for credentials		
<input type="checkbox"/>	Accountability requirements		
<input type="checkbox"/>	School wide plan for professional development		
<input type="checkbox"/>	<i>Professional development records for leaders (attendance or facilitation)</i>		
<input type="checkbox"/>	<i>Record of religious certification maintenance and attainment</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

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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 *[that]* 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.

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 and Vision statement postings		
<input type="checkbox"/>	School Publications containing mission		
<input type="checkbox"/>	Stakeholder groups’ charters and by-laws		
<input type="checkbox"/>	Documents from public events		
<input type="checkbox"/>	Students interviews		
<input type="checkbox"/>	Student work products		
<input type="checkbox"/>	News articles and community recognitions		
<input type="checkbox"/>	Classroom postings		
<input type="checkbox"/>	Corridor postings		
<input type="checkbox"/>	Co-curricular and extra-curricular guidelines		
<input type="checkbox"/>	School by-laws		
<input type="checkbox"/>	Agendas of public events		
<input type="checkbox"/>	Recorded/documented visitor observations		
<input type="checkbox"/>	Stakeholder surveys		
<input type="checkbox"/>	<i>Parent and faculty interviews or focus groups</i>		
<input type="checkbox"/>	<i>School leaders (pastor, principal, etc.) work well together</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"/>		

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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. (*“Faculty and staff” as used here includes the leader/leadership team.*)

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 offered as a choice with no overall plan for professional growth and faith formation. *[In Wisconsin, the “development of processes” are determined at the (arch)diocesan level. The leader/leadership team is expected to implement (arch)diocesan processes and to take responsibility for the development of personnel (i.e. professional growth, faith formation, and formal assessment).]*

Level 1 – Does Not Meet Benchmark: The leader/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. *(For the highlighted section, the leader/leadership team’s authority is secondary to the canonical authority of the 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.

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"/>	Personnel Policies and updates		
<input type="checkbox"/>	Governing body endorsement of personnel policies		
<input type="checkbox"/>	Leadership team job descriptions		
<input type="checkbox"/>	Recruitment policies and procedures		
<input type="checkbox"/>	Diversity recruitment plan		
<input type="checkbox"/>	Professional development plans for all administrators, faculty and staff		
<input type="checkbox"/>	Faith formation development plans		
<input type="checkbox"/>	Yearly appraisal/assessment plans and procedures		
<input type="checkbox"/>	Formal yearly, appraisal/assessment documents		
<input type="checkbox"/>	Benchmarks and measurement criteria		
<input type="checkbox"/>	Assessment data, both formative and evaluative		
<input type="checkbox"/>	Budget		
<input type="checkbox"/>	Appraisal review protocols		
<input type="checkbox"/>	<i>Informal and formal faculty instructional classroom observations</i>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

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Benchmark 6.4: The leader/leadership 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 collaboration. .

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"/>	Teacher and administrator collaborative network member lists and documents		
<input type="checkbox"/>	Network organizational structure, mission, goals, objectives		
<input type="checkbox"/>	Record of public recognition for networks (<i>collaboration</i>)		
<input type="checkbox"/>	Budget allocations for networks (<i>collaboration</i>)		
<input type="checkbox"/>	School schedule		
<input type="checkbox"/>	Space allocation inside school building		
<input type="checkbox"/>	Professional development network meeting plans and list of shared experts		
<input type="checkbox"/>	Academic programming products of networks		
<input type="checkbox"/>	Online network presence (Ning site, etc.)		
<input type="checkbox"/>	Professional learning teams minutes, schedules and products etc.		
<input type="checkbox"/>	Student outcome goals related to network (<i>collaboration</i>)		
<input type="checkbox"/>	Regional network meeting schedule, mission, goals, vision, etc.		
<input type="checkbox"/>	<i>Use of education-based social networking tools, webcasts, etc.</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

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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. *(In Wisconsin, this rating can be summarized as “Data-based decision making is not properly utilized to ensure continuous improvement of curriculum and instruction.”)*

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. *(In Wisconsin, omit the highlighted section.)*

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"/>	Curriculum and curriculum maps demonstrating alignments		
<input type="checkbox"/>	Standards and benchmarks for curriculum		
<input type="checkbox"/>	Schedules for curriculum development planning		
<input type="checkbox"/>	Curriculum and instructional strategies		
<input type="checkbox"/>	Electronic records of school-wide data		
<input type="checkbox"/>	Shared communications of school-wide data		
<input type="checkbox"/>	Academic excellence and growth documents, current and archived		
<input type="checkbox"/>	Development and enrollment marketing materials		
<input type="checkbox"/>	Student achievement national, local and school wide recognition and awards		
<input type="checkbox"/>	Vision and metrics for academic excellence and continuous improvement		
<input type="checkbox"/>	Assessment planning and procedures		
<input type="checkbox"/>	Budget allocations		
<input type="checkbox"/>	School wide academic and instructional data base		
<input type="checkbox"/>	Data analyses for academic excellence and growth		

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<input type="checkbox"/>	Data analyses for instructional improvement		
<input type="checkbox"/>	Job description		
<input type="checkbox"/>	Building level test scores		
<input type="checkbox"/>	Faculty appraisal system		
<input type="checkbox"/>	Curriculum and instructional measures for outcome expectations		
<input type="checkbox"/>	<i>Data analyses and curriculum for students in need of accommodation (at-risk, remediation, high potential, special needs, etc.)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

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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 as 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.

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.

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"/>	Policies for facilities, human resources, finance, development and marketing		
<input type="checkbox"/>	Collaborative infrastructure planning documents (<i>i.e. strategic plan, enrollment management plan, development plan, marketing plan, financial plan, improvement plan, etc.</i>)		
<input type="checkbox"/>	Public documentation of plans; website presentation of plans		
<input type="checkbox"/>	Budget allocations of strategic dollars		
<input type="checkbox"/>	Listings of designated personnel for strategic areas of vitality, job descriptions/expectations		
<input type="checkbox"/>	Board meeting minutes		
<input type="checkbox"/>	Minutes and reports from parent meetings and gatherings (<i>i.e. home and school association</i>)		
<input type="checkbox"/>	Community surveys and/or interview data		
<input type="checkbox"/>	Listings of measurable outcomes related to operational vitality		
<input type="checkbox"/>	Development funding reports		
<input type="checkbox"/>	Facilities improvements records		
<input type="checkbox"/>	Budget communications to all stakeholders		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

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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.

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"/>	Planning documents for communicating new initiatives and changes		
<input type="checkbox"/>	Contracts or agreements with translators		
<input type="checkbox"/>	List of vehicles for communicating to all stakeholders in the community		
<input type="checkbox"/>	Samples of media communications regarding innovation (i.e. you tube, tweets, web blast, web postings, etc.)		
<input type="checkbox"/>	Plans for updating information with faculty and staff		
<input type="checkbox"/>	Evidence of faculty and staff participation in planning and delivery of information		
<input type="checkbox"/>	Assessment data regarding outcomes		
<input type="checkbox"/>	Community event programs highlighting new initiatives		
<input type="checkbox"/>	Budgets		
<input type="checkbox"/>	Job descriptions		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team: