

## Standards and Benchmarks for Catholic Schools

### ***NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS*** (Catholic Schools Standards)

[www.catholicstandards.org](http://www.catholicstandards.org). (August 1, 2013)

The Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College



### **Workshops for Teachers and Administrators:**

#### ***“Improving Student Achievement Through Neuroscience”***

##### **Catholic Schools Standards**

**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.

- . **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.
- . **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.

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- . **7.7** Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
- . **7.9** Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
- . **7.10** Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.



## ***“Effective Teaching Strategies”***

### **Catholic Schools National Standards**

**Standard 8:** An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

- . **8.1** School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
- . **8.3** Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.



## ***“Neuroscience in the Classroom”***

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**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- . **7.5** Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.



## ***“Cognitive Skills Improvement through the use of BrainWare SAFARI”***

### **Catholic Schools National Standards**

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- **7.6** Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

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- **8.1** School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
- **8.3** Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

**Standard 9:** An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

- **9.1** School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.



**Workshops for Parents and Guardians:**

***“Baby Brains”***

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***“How Children Learn”***

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***“The Adolescent Brain, or, ‘My Kids is Driving Me Nuts! Will I Every Live Through This?’”***

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***“Understanding Different Teaching Styles ”***

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***“What are the Effects of the Media and Technology on the Brain?”***

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**Workshops for Students:**

***Neuroscience in the Classroom: “If I only had a Brain, Part I”***

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**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned

with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- . **7.1** The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.



### ***Neuroscience in the Classroom: “If I only had a Brain, Part II”***

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### ***Neuroscience in the Classroom: “Got Brains?”***

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### ***Neuroscience in the Classroom: “What are the Effects of Technology on the Brain?”***

#### **Catholic School Standards**

**Standard 2:** An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

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

**Standard 7:** An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- . 7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
- . 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
- . 7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
- . 7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
- . 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
- . 7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
- . 7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
- . 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
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***Neuroscience in the Classroom: “The Adolescent Brain.”***

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### ***Neuroscience in the Classroom “Learning Styles for Kids”***

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### ***Neuroscience in the Classroom “Teaching Styles”***

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### ***Neuroscience in the Classroom “r u ok?”***

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**Workshops for Adults:**

***“Don’t Treat me Like a Kid!”***

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***“The Aging Brain, or ‘Where did I park my car?’”***

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