

BROTHERS OF THE CHRISTIAN SCHOOLS

**IDENTITY CRITERIA
FOR THE VITALITY OF LASALLIAN
EDUCATIONAL MINISTRIES**

GENERALATE, ROME
2020

IDENTITY CRITERIA FOR THE VITALITY OF LASALLIAN EDUCATIONAL MINISTRIES

Brothers of the Christian Schools
Generalate - Rome
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INDEX

6 Introduction

8 Presentation

10 Saint John Baptist de La Salle and the First Brothers; Lasallian Presence in the World; Founding Principles

12 Identity Criteria for the Vitality of Lasallian Educational Ministries

13 Responses to needs

14 Educational community

15 Accompaniment

16 Historical foundational supports

17 Culture of quality

18 Strategic management

19 Annex - Models of evaluation for Lasallian Educational Ministries

20 Model 1 - Face-to-face evaluation

32 Model 2 - Online evaluation

35 Notes and references



**Brothers of
the Christian
Schools**

La  Salle



The Lasallian family has a multicultural face where the diversity of our communities makes our world richer.

“The polyhedron reflects that richness and originality. Unlike a sphere where all the points are equidistant from the center and without differences between them, the polyhedron recalls diversity and originality in a unity that seeks the common good».

(Cf. Evangelii Gaudium 236. Pope Francis)

M FIDEI



DEAR BROTHERS, AND LASALLIANS,

The month of April is full of significant events in the life of John Baptist de La Salle. In this month we recall his birth (30 April 1651), the death of his father (9 April 1672), his ordination to the priesthood (9 April 1678), the letter sent to him by the Brothers ordering him to return to Paris (1 April 1714), the drawing up of his will (3 April 1719) and his death (7 April 1719).

From his early years, John Baptist de La Salle had the custom of asking God to guide him in discerning the direction of his life. This attitude of Holy Spirit-inspired searching accompanied him throughout his life. When the first teachers abandoned him, when he faced difficulties with the Writing Masters, when he returned to Paris from Parmenie, he had recourse to prayer.

De La Salle's total commitment to Jesus Christ and the Reign of God led him to respond to the educational needs of the sons of the artisans and the poor. Inspired by the Gospel and encouraged by his Brothers, he set about writing books, designing educational programs and establishing a variety of educational communities. All this was done in order to effectively announce the Gospel to the poor through the ministry of human and Christian education.

John Baptist de La Salle accomplished his work in association with other men who shared his commitment to Jesus Christ. By common agreement, those first Brothers decided to give their lives to the human and Christian educational service of children and young people. They prepared themselves spiritually and intellectually and they organized schools. Most importantly, they were witnesses to the Gospel and examples of Christian living. At the end of his life, De La Salle exhorted his Brothers to maintain unity of spirit because he believed that united in mind and heart they could provide a meaningful education.

Dear Brothers and Lasallian Educators, following the example of our Founder, I invite you to recall the significance of our educational service, to respond creatively to the needs of those entrusted to our care and to maintain unity of heart and mind among yourselves.

May the living out of the Criteria for the Vitality of Lasallian Educational Communities strengthen our identity and increase our effectiveness in providing a human and Christian education to all, especially those who are poor and on the margins of society.

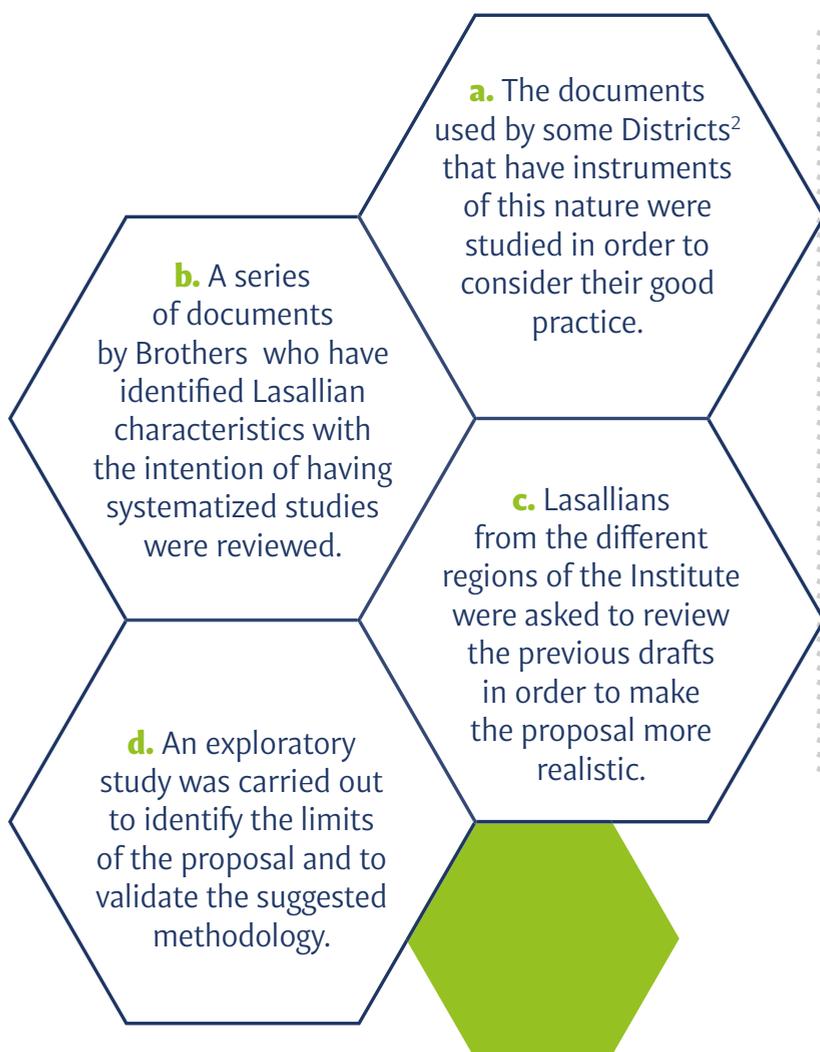
Brother Robert Schieler, FSC
Brother Superior

PRESENTATION

The criteria for the vitality of Lasallian education are reference points that have the purpose of contributing to the efforts of a Lasallian educational ministry in fulfillment of its particular mission.

The International Council for Association and the Lasallian Educational Mission (CIAMEL) has worked on this project at the request of the 45th General Chapter, which requested an instrument for ensuring the vitality of the corporate commitment of Lasallians so that "the school runs well."¹ (cf. Proposition 13).

Given this task, CIAMEL has relied on the mission vitality criteria given by the 45th General Chapter itself in order to enhance them and then to present a comprehensive proposal. In order to do this:



In this way, the Identity Criteria for the Vitality of Lasallian educational ministries⁴ have as their practical objective:

1. To recognize the development of Lasallian identity and its vitality in educational centers.

2. To favor continuous plans for improvement in educational ministries regarding Lasallian identity and its vitality.

Although this material offers a form of application and criteria to work with, it is true that each educational ministry, each Sector, District or Region has the possibility of adapting the criteria, expressions and methodology according to local circumstances

On the other hand, these Identity Criteria for the Vitality of Lasallian Educational Ministries will be enriched by the *Declaration on the Lasallian Educational Mission: Challenges, Convictions and Hopes*, which challenges us to become passionate about our ministry, and by the *Pilgrim's Guide* and the recent documents on Association, which guide us as Lasallian teachers.

It is our desire that this document will be of help to you, and we leave it in your hands, knowing that the rich inheritance handed down from John Baptist de La Salle and the first Brothers has grown over the years, thanks to the contribution of thousands of Lasallians who have transformed their profession into a ministry.

**Fraternally,
The International Council for Association
and the Lasallian Educational Mission (CIAMEL)**



1. JOHN BAPTIST DE LA SALLE AND THE FIRST BROTHERS.

"Deeply moved by the neglected state of 'the children of the artisans and the poor,' and as a result of their contemplation of God's saving plan, John Baptist de La Salle and the first Brothers joined together to conduct gratuitous Christian schools"⁵ and thus to cooperate in alleviating the needs of the poor.

The educational actions of these first Lasallians promoted in their students the recognition of their dignity as men and children of God, their preparation for life and the transformation of the school of the 17th century⁶.

2. LASALLIAN PRESENCE IN THE WORLD.

Today, the Lasallian network extends to all continents of the world and to all educational levels, expanding its ministry to all kinds of educational establishments in the service of the most vulnerable: street children, single mothers, literacy centers, training for women, migrants and drug-dependent people, rural training centers for the mentally ill, marginalized ethnic minorities and the disabled, among others.

This ministry is shared by men and women of different faiths, different vocations and different social contexts who make up educational communities in which the Gospel message is promoted, and where social transformation and the defense of the rights of children and young people and the fight against poverty are undertaken⁷.

3. FOUNDING INSPIRATIONS.

John Baptist de La Salle was concerned with forming good citizens and good Christians, and so all those who are linked to Lasallian work strive to live the spirit of faith, and they associate with one another and are passionate about education. These characteristics are experienced in union with others and they influence mutual growth.

Faced with the educational practices of his time, John Baptist de La Salle discovered that education was not based on the exercise of imposed authority but on benevolence, respect and fraternal relationships. So he used the expression to "touch hearts." This educational spirit is joined by other virtues and practices such as patience, prudence and accompaniment. Teachers are expected to have self-control and a rich inner life, and to be committed to their students⁸.

At the beginning of the Lasallian work, best practices were shared, which resulted in quality teaching. Today, we Lasallians are challenged to continue this practice and to include reflection, educational research, and networking to provide a successful response to the needs of learners.

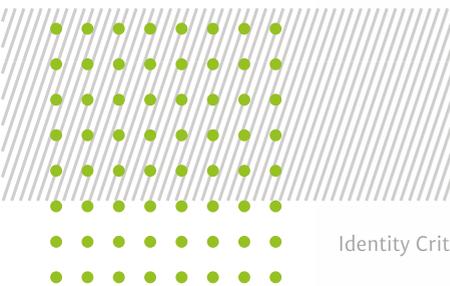
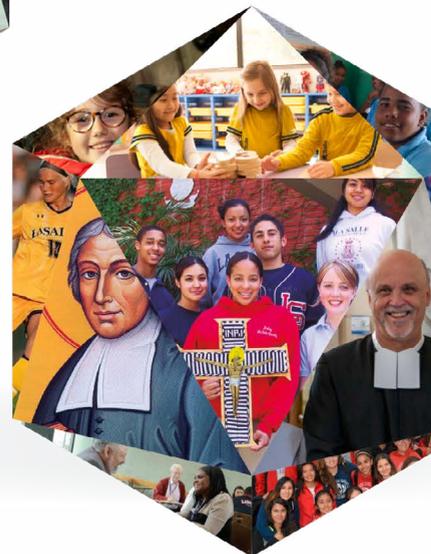


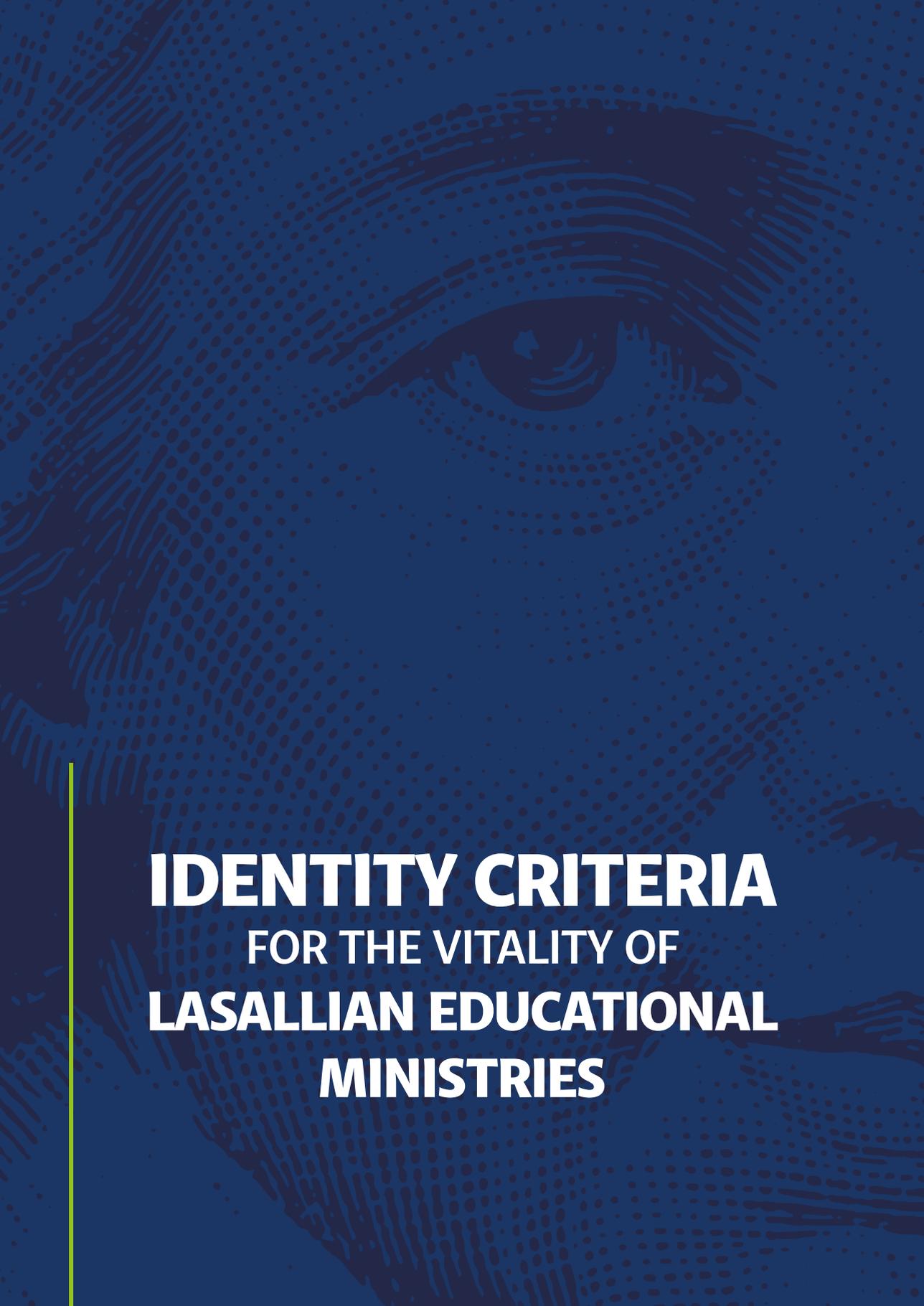
4. IDENTITY CRITERIA FOR THE VITALITY OF LASALLIAN EDUCATIONAL MINISTRIES.

The Identity Criteria for the vitality of Lasallian educational ministries (or simply Identity Criteria) are principles that make it possible to distinguish the characteristics of Lasallian education as well as the way of living them out. These criteria are organized by categories that respond to the purposes and the ways of carrying out education.

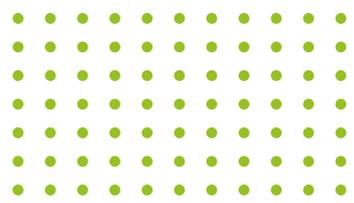


With the desire to help Lasallian educational ministries become more aware of their membership in the Network of Lasallian educational ministries, the Identity Criteria that seek to guarantee fidelity to the founding charism are set out below. In addition, they ensure the vitality of the corporate commitment on the part of Lasallians so that "the school runs well" (cf. Proposition 13).





IDENTITY CRITERIA
FOR THE VITALITY OF
LASALLIAN EDUCATIONAL
MINISTRIES



4.1 RESPONSE TO NEEDS



ATTENTION TO CHILDREN, YOUNG PEOPLE AND ADULTS, ESPECIALLY THE MOST VULNERABLE.

Lasallian education responds creatively to the economic, family, emotional, social, intellectual and spiritual needs of those whom it serves, and it organizes itself from there, according to its possibilities and in coherence with the Lasallian style.



COMPREHENSIVE EDUCATION.

A comprehensive education favors the development of all the dimensions of the person, relationships with others and possibilities for growth.



EXPLICIT PROCLAMATION OF THE GOSPEL.

a. Lasallians strive to promote an encounter with Jesus of Nazareth, in addition to living and sharing Gospel values. Their methods and strategies are in accordance with the socio-cultural context and the profile of those to whom their work is directed.

b. Lasallian educational ministries accept religious pluralism with respect and hope, promoting and witnessing everyday dialogue and unity among the members of their educational community.



PROMOTION OF JUST CITIZENSHIP.

The educational community encourages awareness of the roots of poverty and social injustice in order to combat them by education and to promote the rights of children, social justice, human dignity and solidarity.



4.2 THE EDUCATIONAL COMMUNITY



FRATERNAL INTERPERSONAL RELATIONSHIPS.

A Lasallian educational community strives to live those values that ennoble people, such as prudence, justice, strength and temperance. Similarly, each member strives to develop assertive communication.



TEACHERS WITH A VOCATION.

Lasallian teachers carry out their work to the best of their ability, and they know that they cooperate in the proclamation of the Gospel. They know their students and they let themselves be known.



COMMUNITIES AND GROUPS OF FAITH AND SERVICE.

Lasallian education encourages the formation of groups (of students, teachers or parents), to deepen faith and the life of prayer and service. Their spiritual formation and experience allow them to develop into communities open to new members.



THE EXPERIENCE OF ASSOCIATION.

Lasallian teachers carry out their educational work as a ministry in communion with all teachers. Similarly, they strive to live the spirit of faith and zeal inherited from Saint John Baptist de La Salle.



4.2 ACCOMPANIMENT

9

ACTIVE PARTICIPATION OF STUDENTS, COMMITTED TO THEIR OWN FORMATION.

The Lasallian school promotes the active participation of its students in the formative process. All activities are educational and are in accordance with the age of the students and with the local context.

MEDIATION WHICH LEADS TO SELF-DEVELOPMENT.

Lasallian teachers are true mediators for their students. They strive to promote the development of interiority and competence in the personal work and social life of their students through activities according to their age and particular context.

10

11

PROMOTION OF AN ATTITUDE OF SERVICE.

Lasallian formation gives priority to formation in service, revealing to students the richness of solidarity that helps to discover the transcendent meaning of life.

PROGRAMS AND STRATEGIES FOCUSED ON PARTICULAR NEEDS.

Lasallian education serves all its students, especially those who have greater difficulty in developing their skills, either by the use of programs or for particular strategies.

12

13

A VOCATIONAL CULTURE.

a. The educational establishment favors an environment for individual students to discover their role and vocation in building up the Kingdom of God and in building a better world, according to their age and their social and religious context.

b. Vocational discernment for the De La Salle Brothers. Each educational establishment has efficient means to promote the vocation of the De La Salle Brothers in addition to helping young people interested in their own vocational discernment.

4.4 HISTORICAL, FOUNDATIONAL SUPPORT

14

REGARDING THE LIFE AND WORK OF SAINT JOHN BAPTIST DE LA SALLE (SJBS).

Lasallian educational establishments share the life, work and spirituality of SJBDLS. They maintain strong links with the Brothers, especially in those works in which there are no Brothers. In addition, they use symbols that recall Lasallian ideals and the means to achieve them.

THE PROMOTION OF AN EDUCATIONAL SERVICE TO THE POOR.

The educational community designs policies, programs and/or strategies to make its educational service accessible. In particular, it is concerned with serving the most vulnerable and marginalized in society.

15

16

A CULTURE OF FORESIGHT.

A culture of foresight requires knowledge of the students, Lasallian vigilance, planning and organization for all educational activities.

RELATIONSHIP WITH THE LOCAL CHURCH.

Lasallian establishments maintain a healthy relationship and communication with their parish and with the local Ordinary through established channels.

17

18

A CULTURE OF INNOVATION AND TRANSFORMATION.

A culture of innovation uncovers educational and social needs in order to transform them into decent living conditions through creativity and participation. The use of research and cooperation with other organizations is of great value in this work.

4.5 A CULTURE OF QUALITY

19

SKILLS TRAINING.

The Lasallian educational ministry promotes the development of skills, knowledge and attitudes for self-development, a productive life (employment), healthy co-existence and the application of knowledge in daily life.

COMPETENT TEACHERS.

A competent Lasallian teacher masters his or her area of knowledge and knows how to transmit that knowledge to the students with proper respect and accompaniment, in addition to attending to administrative requirements.

20

21

A CULTURE OF ASSESSMENT.

A culture of assessment seeks to periodically review the activities, processes and results according to the needs of the students and the educational goals, in order to recognize what is positive and to improve what needs to be changed.

UPDATED AND RELEVANT TEACHING STRATEGIES.

Updated and relevant teaching strategies focus on the learning experience of students, facilitating the achievement of educational goals and enabling participation in and the acquisition of significant knowledge.

22

23

PROMOTION OF TRAINING AND DEVELOPMENT PROGRAMS.

Lasallian education prioritizes the training and development of teachers, especially in the pedagogical and Lasallian areas. For this to happen, a systematized program, organized efficiently, is provided.

4.6 STRATEGIC MANAGEMENT

24

DEVELOPMENT PLANS.

Development plans are carried out in a participatory way, showing the direction of the educational establishment as well as the way to achieve the desired goals.

CONNECTIONS.

Lasallian establishments collaborate with organizations in civil society and they cooperate especially with other Lasallian ministries (Sector, District, Region, Institute).

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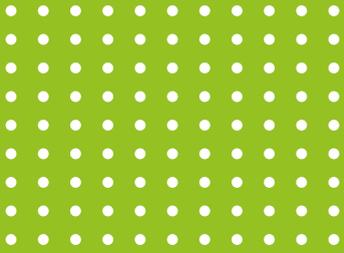
LEADERSHIP CONSISTENT WITH LASALLIAN STYLE.

Lasallian leadership gives confidence to students and teachers who recognize in their leaders examples to be followed.

UPDATED POLICIES AND REGULATIONS.

- a. The policies and regulations of the Lasallian educational ministry guarantee the good organization of that ministry in justice and respect for the rights of children, in addition to fostering a safe and friendly environment.
- b. The financial resources of the educational ministry are sufficient to provide adequate educational service. Resources may be provided through financing or by other means.

27



ANNEX

MODELS OF EVALUATION FOR LASALLIAN EDUCATIONAL ESTABLISHMENTS

Given the fact that the 45th General Chapter requested an evaluation of the degree of belonging of the ministries of the Lasallian network (45th General Chapter, 3.7, page 22), what follows is a model for the application of these criteria of identity for the vitality of Lasallian educational ministries. It should be pointed out that:

- 1.** The diversity of Lasallian educational ministries is very wide, and for that reason it is considered appropriate that each ministry adapt this material to its particular reality, both in its expression and in its criteria and application.
- 2.** If the educational ministry considers that it is valid to use the present material as offered, it can do just that.

Finally, we invite all Lasallians to take the necessary means, whether using this instrument or another, to promote the vitality of the charism and the development of the mission which the Church has entrusted to us.



THE LASALLIAN PROGRAM: TO PROVIDE A HUMAN AND CHRISTIAN EDUCATION

“Identity Criteria for the Vitality of Lasallian Educational Ministries”

Dear Lasallian Teacher,

With the desire to promote the development of Lasallian identity in your educational ministry, we offer you two instruments that allow you to assess Lasallian identity and its vitality. We invite you to join in this great effort for the good of the children and the young people we serve.

MODEL 1 FACE-TO-FACE ASSESSMENT

INSTRUCTIONS

1. The following exercise has two parts: one to be done privately and one to be done as part of a group.
2. Please, do the private exercise before the group session.

Privately:

- a. Read the following identity criteria.
- b. To the right side write the evidence that indicates how the criteria is lived out.
- c. Based on the evidence and according to the perception you have about your educational ministry, rate the level of fulfillment for each one of the Lasallian criteria.

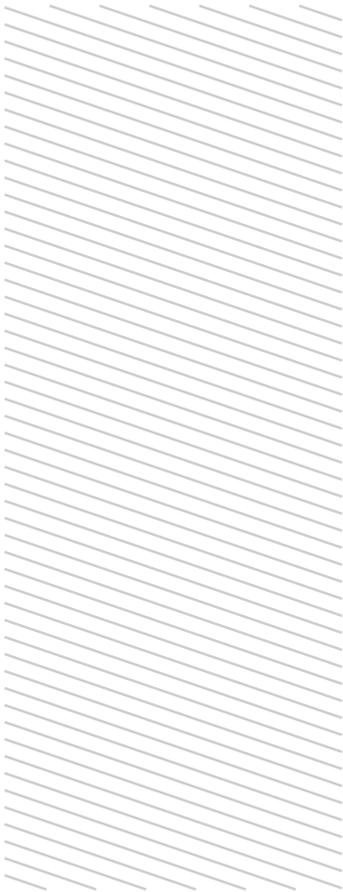
Consider 1 as the lowest level and 4 as the highest.

- 1** = No work being done on this **3** = In the process of consolidation
2 = In the developmental stage **4** = A strength

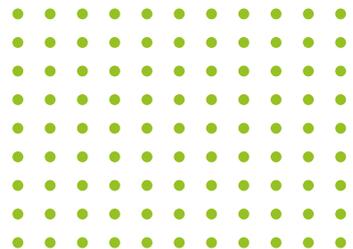
IN THE GROUP:

- d.** Share your results. Which are the highest criteria and which are the lowest?
- e.** Select two criteria to be improved.
- f.** Imagine what actions you could take to improve them.
- g.** Select the actions that you consider to be most pertinent to improvement.
- h.** Form a small committee that will include people involved in the most strategic actions in your work plan or educational project.

Please note: The criteria can be worked on all together or by subject matter, as deemed appropriate.



#SomosLaSalle
#WeAreLaSalle
#NousSommesLaSalle



Response to needs		Evidence	Fulfillment
1	<p>Attention to children, young people and adults, especially the most vulnerable.</p> <p>Lasallian education responds creatively to the financial, familial, affective, social, intellectual, and spiritual needs of those served and, starting from these, it provides opportunities in accordance with the Lasallian style.</p>		1
			2
			3
			4
2	<p>Comprehensive education.</p> <p>A comprehensive education promotes the development of all dimensions of the person, relationships between persons, and possibilities for growth.</p>		1
			2
			3
			4
3	<p>Explicit proclamation of the Gospel.</p> <p>a. Lasallians strive to promote an encounter with Jesus of Nazareth, in addition to living and sharing Gospel values. Their methods and strategies are in accordance with the socio-cultural context and the profile of those to whom their work is directed.</p>		1
			2
			3
			4
	<p>b. Lasallian educational ministries accept religious pluralism with respect and hope, promoting and witnessing everyday dialogue and unity among the members of their educational community.</p>		1
			2
			3
			4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

4	Promotion of just citizenship. The educational community encourages awareness of the roots of poverty and social injustice in order to combat them by education and to promote the rights of children, social justice, human dignity and solidarity.	1
		2
		3
		4

Response to needs		Evidence	Fulfillment
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5	Fraternal interpersonal relationships. A Lasallian educational community strives to live those values that ennoble people, such as prudence, justice, strength and temperance. Similarly, each member strives to develop assertive communication.	1
		2
		3
		4

6	Teachers with a vocation. Lasallian teachers carry out their work to the best of their ability, and they know that they are cooperating in the proclamation of the Gospel. They know their students and they let themselves be known.	1
		2
		3
		4

7	Communities and groups of faith and service. Lasallian education encourages the formation of groups (of students, teachers or parents), to deepen faith and the life of prayer and service. Their spiritual formation and experience allow them to develop into communities open to new members.	1
		2
		3
		4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

8	<p>The experience of association. Lasallian teachers carry out their educational work as a ministry in communion with all teachers. Similarly, they strive to live the spirit of faith and zeal inherited from Saint John Baptist de La Salle.</p>		1
			2
			3
			4

Accompaniment		Evidence	Fulfillment
9	<p>Active participation of students, committed to their own formation. The Lasallian school promotes the active participation of its students in the formative process. All activities are educational and are in accordance with the age of the students and with the local context.</p>		1
			2
			3
			4

10	<p>Mediation which leads to self-development. Lasallian teachers are true mediators for their students. They strive to promote the development of interiority, competence for personal work and social life of their students through activities according to age and their particular context.</p>		1
			2
			3
			4

11	<p>Promotion of an attitude of service. Lasallian formation gives priority to formation in service, revealing to students the richness of solidarity that helps to discover the transcendent meaning of life.</p>		1
			2
			3
			4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

12	<p>Programs and strategies focused on particular needs.</p> <p>Lasallian education serves all its students, especially those who have more difficulty in developing their skills, either by the use of programs or with particular strategies.</p>		1
			2
			3
			4

13	<p>A vocational culture.</p> <p>a. The educational establishment favors an environment for each student to discover his or her role and vocation in building up the Kingdom of God and in building a better world, according to their age and their social and religious context.</p>		1
			2
			3
			4
	<p>b. Vocational discernment for the De La Salle Brothers. Each educational establishment has efficient means to promote the vocation of the De La Salle Brothers in addition to helping young people interested in their own vocational discernment.</p>		1
			2
			3
			4

Historical, foundational support		Evidence	Fulfillment
14	<p>Regarding the life and work of Saint John Baptist de La Salle (SJBDSL).</p> <p>Lasallian educational establishments share the life, work and spirituality of SJBDSL. They maintain strong links with the Brothers, especially in those works in which there are no Brothers. In addition, they use symbols that recall Lasallian ideals and the means to achieve them.</p>		1
			2
			3
			4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

15	<p>The promotion of educational service to the poor. The educational community designs policies, programs and/or strategies to make its educational service accessible. In particular, it is concerned with serving the most vulnerable and marginalized in society.</p>		1
			2
			3
			4
16	<p>A culture of foresight. A culture of foresight requires student knowledge, Lasallian vigilance, planning and organization of all educational activities.</p>		1
			2
			3
			4
17	<p>Relationship with the local Church. Lasallian establishments maintain a healthy relationship and communication with their parish and with the local Ordinary, through established channels.</p>		1
			2
			3
			4
18	<p>A culture of innovation and transformation. A culture of innovation uncovers educational and social needs in order to transform them into decent living conditions thanks to creativity and participation. The use of research and cooperation with other organizations are of great value in this work.</p>		1
			2
			3
			4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

A culture of quality		Evidence	Fulfillment
19	<p>Skills training. The Lasallian educational ministry promotes the development of skills, knowledge and attitudes for self-development, a productive life (employment), healthy co-existence and the application of knowledge in daily life.</p>		1
			2
			3
			4
20	<p>Competent teachers. A competent Lasallian teacher dominates his or her area of knowledge and knows how to transmit that knowledge to the students with proper respect and accompaniment, in addition to attending to administrative requirements.</p>		1
			2
			3
			4
21	<p>A culture of assessment. A culture of assessment seeks to periodically review the activities, processes and results according to the needs of the students and with training goals, in order to recognize the positive and to improve what needs to be changed.</p>		1
			2
			3
			4
22	<p>Updated and relevant teaching strategies. Updated and relevant teaching strategies focus on the learning experience of students, facilitating the achievement of educational goals and enabling participation in and the acquisition of significant knowledge.</p>		1
			2
			3
			4

**Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength

23	Promotion of training and development programs. Lasallian education prioritizes the training and development of teachers, especially in the pedagogical and Lasallian areas. For this to happen, a systematized program , organized efficiently, is provided.		1
			2
			3
			4

Strategic Management		Evidence	Fulfillment
24	Development plans. Development plans are carried out in a participatory way, showing the direction of the educational establishment as well as the way to achieve the desired goals.		1
			2
			3
			4

25	Connections. Lasallian establishments collaborate with organizations in civil society and they cooperate especially with other Lasallian ministries (Sector, District, Region, Institute).		1
			2
			3
			4

26	Leadership consistent with Lasallian style. Lasallian leadership gives confidence to students and teachers who recognize in their leaders examples to be followed.		1
			2
			3
			4

****Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength**

27	Updated policies and regulations. a. The policies and regulations of the Lasallian educational ministry guarantee the good organization of the ministry, justice and respect for the rights of children in addition to fostering a safe and friendly environment.		1
			2
			3
			4
	b. The financial resources of the educational ministry are sufficient to provide adequate educational service. Resources are obtained by financing or by other means.		1
			2
			3
			4

****Fulfillment: 1. No work being done on this 2. In the developmental stage 3. In the process of consolidation 4. A strength**

GROUP WORK:

Share your results. What are the highest criteria and what are the lowest? Write them down.

	Area	Criteria Rating	Reference?	Value assigned by the group
Highest Criteria				
Highest Criteria				
Lowest Criteria				
Lowest Criteria				

In a large group or in small groups: select two criteria in need of improvement.

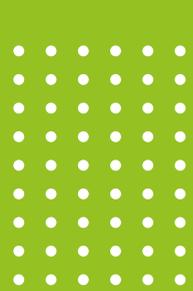
1. _____

2. _____

What actions can be taken to improve the lowest criteria?

1. _____

2. _____



MODEL 2

ONLINE ASSESSMENT

The following are the lines of action to carry out the online evaluation for a Lasallian educational institution based on the Identity Criteria for Lasallian Vitality.

Like the in person evaluation, this evaluation favors the initial objectives and integration into the institutional plan⁹ itself, thus strengthening a culture of ongoing improvement.

ACTION PLAN

STAGE 1. PLANNING

1. The Institute's Secretariat for Association and Mission and (educationalmission@lasalle.org) will offer the mission directors of the Districts/Delegations the option of evaluating the criteria of identity and vitality of a Lasallian educational work through the online mode.
2. Each District will notify the Institute's Secretariat for Association and Mission of its willingness to use the online mode either for all the educational ministries of the District or, if this is impossible, for some of its educational ministries.
3. The Institute's Secretariat will present the online evaluation instrument to the Mission Directors of the interested Districts (or of the educational ministries, as the case may be) and will offer them sufficient training for its proper use.
4. In the event that all District ministries are evaluated, a District team will be created to facilitate the entire online evaluation process. In the same way, each educational ministry will define the **team leader** that will carry out the evaluation for the ministry. This team leader will be ultimately responsible for the evaluation and in turn appointed by the management or the council of the educational ministry. His or her task will be to plan and facilitate the performance of the institutional evaluation. The District team will coordinate the team leaders of each educational ministry and will be the link with the Institute's Association and Mission Secretariat.
5. The District team, together with the team leaders of the ministries, will verify that the identity criteria are well expressed according to the local reality and the recipients. They will also define the criteria that must be taken into account for the consideration of an item as an area for improvement or a strength.

6. Each District will send to the Institute's Association and Mission Secretariat the information derived from the analysis of the identity criteria in order to adapt the tool to themselves. Once the adaptation to the District or local reality has been made, the Institute's Association and Mission Secretariat will return the tool ready for use to the District or ministry.
7. The Institute's Secretariat for Association and Mission will facilitate the procedure to be followed to guarantee ongoing communication with the District or the ministries concerned and the necessary relationships with them.

- a. The relationship for this evaluation will be made between the Institute's Secretariat of Association and Mission and those responsible for the District. When there is no District coordination, it will be carried out with the ministries concerned. In all cases, all communications will be copied between the District Director of the Educational Mission, the Institute's Secretariat for Association and Mission, and the team leader of the educational ministry.

- b. The project's team leader will be in ongoing contact with the District team and the Institute's Secretariat for Association and Mission to receive their support throughout the process: preparation of the evaluation, application of the criteria, and work for ongoing improvement. Together they will prepare all the necessary elements for the evaluation and will coordinate its application.

- c. The Institute's Association and Mission Secretariat will facilitate data processing and offer a reporting model that will be the basis for Ongoing Improvement.

Stage 2. Preparation

8. Once the relationship between the Institute's Secretariat for Association and Mission, the District coordinating team, and the team leader has been guaranteed, the latter will carry out the following tasks:
 - a. Coordinate the logistics for the event.
 - b. Select the profiles of the participants¹⁰: teachers, students, parents.
 - c. Calculate the number of participants ensuring high statistical reliability.
 - d. Provide the place and date for completion. Depending on the characteristics of the educational ministry, it can be mentioned that

all the evaluations can be carried out in person at the ministry or that some participants can do it at home.

- e.** Ensure the availability of electronic devices (tablets, computers ...) to be used.
- f.** Motivate participants to express themselves in an honest, objective and constructive way. A prior letter explaining the reasons and objectives of the evaluation could be of great help.
- g.** Summon the evaluation participants.
- h.** Coordinate the application of the evaluation tools.

Stage 3. Data processings

- 9. Once the evaluation has been carried out, the data will be transferred to the Institute's Secretariat for Association and Mission for processing.
- 10. Whenever possible, the processing will be carried out both at the educational ministry level and at the District level in order to have a global vision of it.
- 11. Once the processing is done, the results will be returned to the District team and the team leader of each educational ministry for their analysis and for the preparation of a report that will be the basis for ongoing improvement. Said ongoing improvement may be used both at the educational and District levels.

Stage 4. Plan for ongoing improvement

- 12. The plan for ongoing improvement will use the following process:
 - a.** The team leader will study the results and share them with the people who participated in the evaluation in order to receive ideas for improvement.
 - b.** The team leader will propose to the Board of Directors of the institution some strategies for improvement.
 - c.** The selected strategies will be integrated into the institutional or similar work plan and will have the necessary elements to be implemented: actions, managers, resources, times ...
 - d.** An analysis equivalent to the one previously described may be carried out at the District level.
 - e.** The District head of the Educational Mission will accompany the Institution in the implementation of its strategies.
 - f.** The District Mission Council will accompany the District team in the implementation of its strategies.
 - g.** When possible, the Institute's Secretariat for Association and Mission will visit the educational site to provide feedback.

NOTES AND REFERENCES

¹Brothers of the Christian Schools, Circular 469, Proposition 13, page 22.

²Documents from PARC;

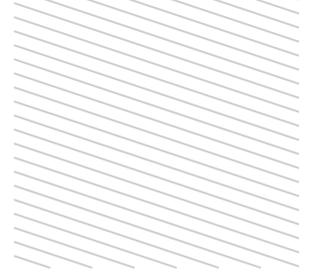
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- Trends and shifts. Lights and shadows. 2016.
- Viability and vitality of the Lasallian Mision. A working document. 2016.

Documents from RELAN:

- Approved Directional Statements - chart format-full.
- The Lasallian Mission assessment process. An overview of the protocol.
- Lasallian Mission. Assessment Process Guide.
- Policy on the Lasallian Mission Assessment Process.
- St. John's College High School Lasallian Mission Assessment Report.
- Lasallian self-study and District Assessment Process for ministry improvement. How-to Manual.
- Tool to collect notes to place ministry on rubrics.
- Lasallian Catholic Assessment 2016-2017. Faculty, Staff, & Administration Survey.
- Lasallian Catholic Assessment Process 2016-2017. School Leadership Team Edition.
- Lasallian Catholic Assessment Process 2016-2017. District Visiting Team Edition.
- Lasallian Catholic Assessment Process 2016-2017. Parent survey.
- Lasallian Catholic Assessment Process 2016-2017. Guide to the assessment process.
- Lasallian Catholic Assessment Process 2016-2017. Student Leader Survey.
- Lasallian Catholic Assessment Process 2016-2017. Student Survey.
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Documents from RELEM:

- Carácter propio de las obras educativas La Salle.
- Proyecto de Misión.
- Presentación del II instrumento de evaluación institucional.
- II Instrumento de Evaluación Institucional.
- Carta de presentación a la Comunidad Educativa.
- Información al equipo directivo.
- Documento para recoger información.
- Informe de la evaluación institucional.
- Cuaderno del profesor tutor.
- Claves del II Instrumento de Evaluación Institucional.
- Informe a la II AMELD de la Evaluación Institucional.
- Concentrado de respuestas “preguntas por grupo”.
- Guide de questionnaire pour une visite de tutelle.
- Projet éducatif lasallien. L'éducation est notre passion.
- The Lasallian. Great Britain and Malta. Issue 8, Spring 2013.
- Criteri di Lasallianità. Documento di lavoro. 2017.
- Educar en el espíritu de Juan Bautista de La Salle. La escuela de mañana ¿Qué pertinencia?
- Vlaams Lasalliaans Perspectief. Perspectiva Lasaliana Flamenca. Bélgica – Norte. VLP. Cuaderno 8.



Documents from RELAL

- Horizonte Educativo – Pastoral de Bogotá.
- Manual de Calidad. Versión 7 de Bogotá.
- Propuesta Educativa del Distrito La Salle Brasil-Chile
- Proyecto Curricular Lasallista. Marco teórico doctrinal. Chile, 2003.
- Ideario Educativo Lasallista. 2016 del Distrito Centroamérica – Panamá.
- Modelo Interdistrital de Calidad Educativa Lasallista. México. Borrador.
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- Ideario de la educación lasallista peruana. Educación cristiana para un país diverso en un mundo en cambio. Hermanos de las Escuelas Cristianas. Distrito del Perú. Consejo Educativo Distrital. Lima, 2007.

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- Le bonheur d'éduquer. Charisme d'éducation et spiritualité lasallienne. Marc Some.
- Projet éducatif. Collège Lasallien de Kongoussi C.L.K. 2013.
- ³Chico, Pedro, Las características actuales de la escuela lasallista. En: http://www.lasalle.mx/estrategias/biblioteca/lecturas/educacion_lasallista.
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- Van Grieken, George. *Llegar al Corazón de los Alumnos. Rasgos de las Escuelas Lasalianas*. Ranchal, Agustín, traductor. Landover, EUA. Christian Brothers Publications. 2002, segunda edición.
- ⁴The criteria are the result of the principle of exclusivity of all categorization by which the variables must be mutually exclusive. Morone, Guillermo. *Scientific research methods and techniques*. In: http://biblioteca.ucv.cl/site/servicios/documentos/metodologias_investigacion.pdf
- ⁵Brothers of the Christian Schools. *The Rule* 2015, number 13.
- ⁶Works such as those of Saturnino Gallego and José M. Valladolid or the *Declaration on the Lasallian Educational Mission* help to broaden this vision.
- ⁷Ibidem, numbers 15, 17.
- ⁸Brothers of the Christian Schools, *Shared Mission Program*, ARLEP 99, Volume 1.
- ⁹The institutional plan may have different variants in name such as work plan, development plan, annual educational plan, etc.
- ¹⁰It is important to consider some of the characteristics in each of the participating groups. In the case of students, it is important to take their age into account. In the case of teachers, their seniority in the Institution as well as the position they hold should be considered. In the case of parents, it is important to keep in mind the type of work that will be carried out in the evaluation and/or their educational level.