



**Exemplary Recognition – Educating the Whole Student**

Educating the Whole Student				
Application Statement	Highly Effective	Effective	Somewhat Effective	Ineffective
<b>STANDARD 9:</b> <i>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.</i>				
1. School-wide programs offer parents/guardians opportunities to collaborate with school leaders, faculty, and fellow parents to enrich the educational experiences within the school community.	Programs consistently offer diverse engagement opportunities, foster strong collaboration, significantly enhance educational experiences, and ensure inclusivity and accessibility for all parents/guardians.	Programs regularly provide engagement opportunities, encourage collaboration, positively impact educational experiences, and are generally inclusive, though some areas need improvement.	Programs occasionally offer engagement opportunities, provide limited collaboration, have minimal impact on educational experiences, and face significant accessibility challenges.	Programs rarely offer engagement opportunities, lack collaboration, show little impact on educational experiences, and fail to address inclusivity or accessibility for parents/guardians.
2. Guidance services, wellness programs, behavior management initiatives, and ancillary services offer essential support to help students successfully navigate	Services are highly effective, actively support student success with measurable outcomes, are fully accessible and inclusive, and are seamlessly integrated with strong collaboration among stakeholders.	Services effectively address most needs, contribute positively to student success, are accessible to most students, and show consistent collaboration and integration, with room for improvement in some areas.	Services are partially effective, have limited impact on student success, face accessibility barriers, and show minimal collaboration or integration into the school program.	Services are minimally effective, have little to no impact on student success, are largely inaccessible, and lack integration or collaboration, leading to fragmented and insufficient support.

and complete the school program.				
3. There is a systematic tracking of student data and outcomes for these services and programs (identified above). Student data is analyzed and shared appropriately across these services. Frequent communication ensures the greater community is aware of the existence of the programs and how to access them.	Student data is systematically tracked, thoroughly analyzed, and appropriately shared to enhance program effectiveness, with frequent, clear communication and high accessibility ensuring the community is fully informed and engaged.	Student data is regularly tracked, analyzed, and shared to support programs, with consistent communication and accessible services, though opportunities for improvement in outreach and integration remain.	Student data is inconsistently tracked, analyzed, or shared, with sporadic communication and limited accessibility, leaving many stakeholders uninformed or unable to fully benefit from services.	Student data is rarely tracked, analyzed, or shared, with infrequent communication and inaccessible services, resulting in minimal awareness or benefit for the community.
4. Students understand human, cultural, and societal issues related to technology and are guided in its use by the teachings of the Catholic Church.	Students deeply understand technology's societal impact, show strong awareness of human and cultural issues, consistently apply Catholic teachings, and demonstrate exemplary ethical practices in technology use.	Students clearly understand technology's societal impact, are aware of human and cultural issues, regularly apply Catholic teachings, and practice ethical technology use with minor inconsistencies.	Students have a basic understanding of technology's societal impact, limited awareness of human and cultural issues, occasional application of Catholic teachings, and inconsistent ethical practices.	Students show minimal understanding of technology's societal impact, little awareness of human and cultural issues, rare application of Catholic teachings, and lack of ethical practices in technology use.
5. Co-curricular and extracurricular activities offer students opportunities beyond the classroom to explore and develop their gifts and talents while enriching their	Activities provide diverse opportunities for students to explore interests, effectively develop and showcase their skills and talents, comprehensively support holistic growth across creative, aesthetic, social-emotional, physical, and spiritual areas, and consistently attract high	Activities offer regular opportunities for students to explore interests, support skill and talent development with some inconsistencies, contribute to holistic growth across multiple areas with room for improvement, and achieve moderate student participation and engagement with	Activities provide limited opportunities for exploration, offer minimal support for skill and talent development, partially address holistic growth with significant gaps, and struggle to engage students effectively, with participation confined to a small group.	Activities rarely provide opportunities for exploration, offer little support for skill and talent development, fail to address key aspects of holistic growth, and see minimal student participation or engagement, with limited efforts to improve inclusivity or appeal.

creative, aesthetic, social-emotional, physical, and spiritual growth.	levels of participation and engagement, fostering an inclusive and vibrant extracurricular culture.	potential to enhance inclusivity and enthusiasm.		
<b>STANDARD 7:</b>				
<b>An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.</b>				
6. Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind (7.5).	Instruction seamlessly integrates affective dimensions with academic content, actively fosters intellectual curiosity and social collaboration, prioritizes strong, trusting relationships, and consistently cultivates habits of mind like critical thinking, persistence, and self-reflection across disciplines.	Instruction frequently incorporates affective dimensions, supports intellectual curiosity and social collaboration, encourages positive relationships, and regularly promotes habits of mind, though some opportunities for deeper engagement and reinforcement are missed.	Instruction occasionally addresses affective dimensions, provides limited support for intellectual curiosity and social collaboration, makes inconsistent efforts to build relationships, and minimally develops habits of mind, with significant gaps in implementation.	Instruction rarely addresses affective dimensions, lacks support for intellectual curiosity and social collaboration, makes little effort to build relationships, and fails to develop habits of mind, resulting in a disengaged learning environment.
7. Students leverage digital tools and environments to communicate and collaborate, enhancing their own learning while contributing to the learning of others.	Students consistently and effectively use digital tools to communicate and collaborate, demonstrating advanced teamwork skills, significantly enhancing their own learning, and actively contributing meaningful input, feedback, and resources to support the learning of others.	Students regularly use digital tools to communicate and collaborate, demonstrating good teamwork skills, supporting their own learning, and making consistent contributions to the learning of others, though with some room for deeper engagement and impact.	Students occasionally use digital tools to communicate and collaborate, demonstrating inconsistent teamwork skills, minimal enhancement of their own learning, and limited contributions to the learning of others.	Students rarely use digital tools to communicate or collaborate, show little teamwork, make minimal efforts to enhance their own learning, and provide little to no contributions to the learning of others.
8. Classroom instruction is structured to engage and inspire all students, meeting	Instruction consistently engages and inspires all students through innovative and interactive methods, fully addresses diverse needs and abilities, provides comprehensive	Instruction regularly engages and motivates most students, effectively addresses diverse needs with some room for targeted interventions, provides	Instruction occasionally engages students but lacks consistency, provides limited support for diverse needs, offers minimal accommodations for students with	Instruction rarely engages students, fails to address diverse needs, lacks accommodations for students with special needs, and does not differentiate to meet varied learning styles or abilities,

their diverse needs and abilities while providing inclusive accommodations for students with special needs.	and inclusive accommodations for students with special needs, and is effectively differentiated to meet varied learning styles, levels, and interests, ensuring equitable and meaningful learning opportunities.	accommodations for students with special needs though not always fully integrating them, and is differentiated to meet varied learning needs, though some strategies may not fully reach every student.	special needs, and shows only partial differentiation, leaving some students underserved.	resulting in inequitable and ineffective learning experiences.
9. Faculty and professional support staff consistently demonstrate and actively enhance their knowledge and skills to deliver effective instruction, practice cultural sensitivity, and exemplify Gospel values.	Faculty and professional support staff consistently deliver highly effective and engaging instruction, actively seek and apply professional development to improve practices, demonstrate exceptional cultural sensitivity in fostering an inclusive environment, and consistently exemplify Gospel values through their words and actions, positively shaping a faith-filled community.	Faculty and professional support staff regularly deliver effective instruction that meets most student needs, engage in professional development to enhance their skills, demonstrate cultural sensitivity that promotes respect and inclusivity, and frequently model Gospel values, contributing to a positive and faith-centered environment.	Faculty and professional support staff occasionally deliver effective instruction but lack consistency in engaging students, participate sporadically in professional development with minimal application of new skills, demonstrate limited cultural sensitivity, and inconsistently model Gospel values, with a moderate impact on the school community.	Faculty and professional support staff rarely deliver effective instruction, show little engagement in professional development, fail to demonstrate cultural sensitivity, and seldom model Gospel values, leading to limited positive impact on the school community.
<b>STANDARD 2:</b>				
<b>An excellent Catholic school adhering to mission provides an exemplary (rigorous) academic program for religious education (studies) and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.</b>				
10. Faculty integrate Scripture and the Catholic intellectual tradition across all subjects, guiding students to think critically and ethically about the world around them.	Faculty seamlessly integrate Scripture and the Catholic intellectual tradition across all subjects, fostering meaningful connections, advanced critical thinking, and ethical reflection that empower students to analyze and engage with the world through faith and reason.	Faculty consistently incorporate Scripture and the Catholic intellectual tradition into subjects, promoting relevant connections, critical thinking, and ethical reflection, with room for deeper exploration and engagement.	Faculty occasionally integrate Scripture and the Catholic intellectual tradition into lessons, with limited promotion of critical thinking and ethical reflection, resulting in a superficial impact on students' understanding.	Faculty rarely incorporate Scripture or the Catholic intellectual tradition into instruction, with minimal encouragement of critical thinking or ethical reflection, offering little connection to faith and reason.
11. Catholic culture and faith are	Catholic culture and faith are deeply integrated and creatively	Catholic culture and faith are regularly reflected in good-quality	Catholic culture and faith are occasionally expressed in limited	Catholic culture and faith are rarely expressed through art or architecture,

expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture (2.6).	expressed through diverse, high-quality forms of visual and performing arts, music, and architecture, profoundly enriching the school community and fostering a strong sense of Catholic identity.	artistic and architectural expressions, with some diversity and positive impact on the school community, though opportunities for deeper integration and innovation remain.	forms of art and architecture, with inconsistent quality and minimal impact on the school community or connection to Catholic identity.	lacking diversity, quality, and relevance, with little to no impact on the school community or sense of Catholic identity.
<b>STANDARD 6:</b>				
<b>An excellent Catholic school has a qualified leader/ leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school’s mission and vision.</b>				
12. The leader/leadership team articulates a clear vision for educating the whole child through academic, co-curricular, faith-formation, and service programs, imparting technical knowledge alongside spiritual wisdom and virtuous behavior for daily life.	The leader/leadership team articulates a clear, inspiring vision for whole-child education, seamlessly integrates academic, co-curricular, faith-formation, and service programs, fully addresses all dimensions of development, and profoundly enriches the school community.	The leader/leadership team communicates a clear vision for whole-child education, integrates programs effectively, addresses most dimensions of development, and positively influences the school community, with room for deeper cohesion and impact.	The leader/leadership team communicates a limited vision for whole-child education, inconsistently integrates programs, addresses only some developmental dimensions, and has a minimal impact on the school community.	The leader/leadership team lacks a clear vision for whole-child education, with disjointed programs, insufficient focus on developmental dimensions, and little to no impact on the school community.
13. Administrators and teachers recognize local and global societal issues and responsibilities within an evolving digital culture and are guided in their professional use of technology by the teachings of the Catholic Church.	Administrators and teachers deeply understand societal issues in the digital culture, consistently use technology ethically, fully integrate Catholic teachings into their practices, and model exemplary responsibility in professional contexts.	Administrators and teachers clearly understand societal issues, regularly use technology ethically, apply Catholic teachings, and demonstrate responsibility, with occasional gaps in consistency or depth.	Administrators and teachers show limited understanding of societal issues, inconsistent ethical technology use, occasional application of Catholic teachings, and lapses in responsibility.	Administrators and teachers lack awareness of societal issues, rarely demonstrate ethical technology use, fail to apply Catholic teachings, and show minimal responsibility in professional contexts.

Comments:				

**Note on Sources:**  
The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Second Edition, is the primary source for the Exemplary Recognition Program and all documents created for the program. Artificial Intelligence (ChatGPT) was used in the formatting of the documents.