



2024-2025

# Exemplary Recognition: Educating the Whole Student

SCORING RUBRIC SUPPORTING DOCUMENT

## Educating the Whole Student

**STANDARD 2:**

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.

**STANDARD 6:**

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.

**STANDARD 7:**

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.

**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.*

- 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.**

### Condensed Performance Levels

**Highly Effective:** Programs consistently offer diverse engagement opportunities, foster strong collaboration, significantly enhance educational experiences, and ensure inclusivity and accessibility for all parents/guardians.

**Effective:** Programs regularly provide engagement opportunities, encourage collaboration, positively impact educational experiences, and are generally inclusive, though some areas need improvement.

**Somewhat Effective:** Programs occasionally offer engagement opportunities, provide limited collaboration, have minimal impact on educational experiences, and face significant accessibility challenges.

**Ineffective:** Programs rarely offer engagement opportunities, lack collaboration, show little impact on educational experiences, and fail to address inclusivity or accessibility for parents/guardians.

### Category 1: Engagement Opportunities

- **Highly Effective:** Programs consistently offer diverse and meaningful opportunities for parents/guardians to participate and actively engage in the school community.
- **Effective:** Programs regularly provide opportunities for parents/guardians to participate and engage, though some opportunities may lack diversity or depth.
- **Somewhat Effective:** Programs occasionally offer opportunities for parent/guardian engagement, but they are limited in scope or frequency.
- **Ineffective:** Programs rarely offer opportunities for parent/guardian engagement, with minimal effort to involve them in the school community.

### Category 2: Collaboration with Stakeholders

- **Highly Effective:** Programs foster strong and effective collaboration among parents/guardians, school leaders, faculty, and other parents, creating a unified and cooperative community.
- **Effective:** Programs encourage collaboration among stakeholders, but interactions are not always fully optimized or consistent.
- **Somewhat Effective:** Programs provide limited opportunities for collaboration, with minimal interaction or engagement among stakeholders.
- **Ineffective:** Programs lack collaborative elements, with little to no interaction among parents/guardians, school leaders, and faculty.

### Category 3: Impact on Educational Experiences

- **Highly Effective:** Programs significantly enhance the educational experiences of the school community, contributing to meaningful improvements in learning and relationships.
- **Effective:** Programs positively contribute to educational experiences, though their impact may be moderate or inconsistent.
- **Somewhat Effective:** Programs have minimal impact on educational experiences, with benefits being unclear or sporadic.
- **Ineffective:** Programs show little to no evidence of positively influencing educational experiences within the school community.

### Category 4: Inclusivity and Accessibility

- **Highly Effective:** Programs are highly inclusive and accessible, accommodating diverse needs, schedules, and languages, ensuring all parents/guardians can participate.
- **Effective:** Programs are generally inclusive and accessible, but some barriers remain that limit full participation for certain groups.
- **Somewhat Effective:** Programs are somewhat accessible, but significant barriers prevent many parents/guardians from participating.

- **Ineffective:** Programs are largely inaccessible and fail to address barriers, excluding significant portions of the parent/guardian community.

## **2. Guidance services, wellness programs, behavior management initiatives, and ancillary services offer essential support to help students successfully navigate and complete the school program.**

### **Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** Services are partially effective, have limited impact on student success, face accessibility barriers, and show minimal collaboration or integration into the school program.

**Ineffective:** 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.

### **Category 1: Effectiveness of Services**

- **Highly Effective:** Services consistently meet and exceed student needs, offering comprehensive, tailored, and proactive support that ensures students thrive academically, socially, and emotionally.
- **Effective:** Services effectively address most student needs, providing valuable support, though some areas may require more depth or consistency.
- **Somewhat Effective:** Services address some student needs but lack consistency, depth, or comprehensiveness, leaving gaps in support.
- **Ineffective:** Services are minimally effective or fail to address student needs, providing little or no meaningful support.

### **Category 2: Support for Student Success**

- **Highly Effective:** Programs and initiatives actively help students navigate challenges and achieve success, with measurable outcomes demonstrating significant impact on academic and personal growth.

- **Effective:** Programs and initiatives contribute to student success, with positive outcomes evident but lacking consistent, measurable impact.
- **Somewhat Effective:** Programs and initiatives have limited impact on student success, with benefits inconsistently realized or unclear.
- **Ineffective:** Programs and initiatives do little to support student success, showing no measurable or meaningful impact.

### **Category 3: Accessibility and Inclusivity**

- **Highly Effective:** Services are highly accessible and inclusive, accommodating diverse needs and ensuring that all students can benefit from available resources.
- **Effective:** Services are accessible and inclusive for most students, but some barriers remain for certain groups.
- **Somewhat Effective:** Services are accessible to a limited portion of the student body, with significant barriers excluding many students.
- **Ineffective:** Services are largely inaccessible, with minimal effort to accommodate diverse student needs.

### **Category 4: Collaboration and Integration**

- **Highly Effective:** Services are seamlessly integrated into the school's overall program, with strong collaboration among staff, students, and families to provide cohesive and effective support.
- **Effective:** Services are integrated into the school program, with collaboration among stakeholders evident but occasionally lacking depth or coordination.
- **Somewhat Effective:** Services operate with limited integration and collaboration, resulting in fragmented or inconsistent support.
- **Ineffective:** Services are poorly integrated, with little to no collaboration among staff, students, and families, leading to disjointed or ineffective support.

**3. There is a systematic tracking of student data and outcomes for these services and programs. 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.**

### **Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** Student data is rarely tracked, analyzed, or shared, with infrequent communication and inaccessible services, resulting in minimal awareness or benefit for the community.

#### **Category 1: Data Tracking**

- **Highly Effective:** Student data and outcomes are systematically and consistently tracked with a robust, organized process that ensures accuracy and comprehensiveness.
- **Effective:** Student data and outcomes are regularly tracked, but processes may have minor inconsistencies or gaps.
- **Somewhat Effective:** Student data and outcomes are occasionally tracked, but the process is inconsistent or lacks thoroughness.
- **Ineffective:** Student data and outcomes are rarely or not systematically tracked, resulting in incomplete or inaccurate information.

#### **Category 2: Data Analysis and Sharing**

- **Highly Effective:** Student data is thoroughly analyzed and appropriately shared across services to inform decision-making and enhance program effectiveness.
- **Effective:** Student data is regularly analyzed and shared, though opportunities to enhance its impact on program effectiveness are sometimes missed.
- **Somewhat Effective:** Student data is occasionally analyzed or shared, but processes are inconsistent or fail to meaningfully inform program improvements.
- **Ineffective:** Student data is rarely analyzed or shared, with little to no impact on program effectiveness.

#### **Category 3: Communication with the Greater Community**

- **Highly Effective:** Communication about program availability is frequent, clear, and accessible, ensuring all stakeholders are well-informed about the services and how to access them.
- **Effective:** Communication about programs is regular and accessible, but some stakeholders may be less informed or face occasional barriers to information.

- **Somewhat Effective:** Communication about programs is sporadic or unclear, leaving many stakeholders unaware of the services or how to access them.
- **Ineffective:** Communication about programs is infrequent or nonexistent, resulting in limited awareness among stakeholders.

#### **Category 4: Accessibility of Programs and Services**

- **Highly Effective:** Programs and services are highly accessible, with clear pathways and frequent outreach efforts ensuring all members of the community can benefit.
- **Effective:** Programs and services are generally accessible, though some pathways may not be clear or outreach efforts could be expanded.
- **Somewhat Effective:** Programs and services are somewhat accessible, but significant barriers prevent some community members from benefiting.
- **Ineffective:** Programs and services are largely inaccessible, with little effort to ensure community members can easily access them.

### **4. Students understand human, cultural, and societal issues related to technology and are guided in its use by the teachings of the Catholic Church.**

#### **Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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.

#### **Category 1: Understanding of Technology’s Impact**

- **Highly Effective:** Students demonstrate a deep understanding of how technology affects individuals, communities, and society, articulating its potential benefits and challenges.

- **Effective:** Students show a clear understanding of technology's societal impact but may not fully explore its complexities or broader implications.
- **Somewhat Effective:** Students have a basic understanding of technology's societal impact but struggle to connect its implications to real-world issues.
- **Ineffective:** Students show minimal understanding of how technology affects individuals or society, with little ability to analyze its impact.

#### **Category 2: Awareness of Human and Cultural Issues**

- **Highly Effective:** Students exhibit strong awareness of how technology influences human relationships, cultural practices, and social structures, demonstrating sensitivity to diverse perspectives.
- **Effective:** Students are aware of how technology affects human and cultural issues but may not consistently consider diverse perspectives or contexts.
- **Somewhat Effective:** Students show limited awareness of how technology interacts with human and cultural issues, often overlooking key perspectives.
- **Ineffective:** Students show little to no awareness of the relationship between technology and human or cultural issues.

#### **Category 3: Application of Catholic Teachings**

- **Highly Effective:** Students consistently apply Catholic teachings to analyze and evaluate technology's role in promoting human dignity, justice, and ethical use.
- **Effective:** Students regularly apply Catholic teachings to guide their understanding of technology but may not explore its full moral and ethical implications.
- **Somewhat Effective:** Students occasionally apply Catholic teachings to their understanding of technology but lack depth or consistency in their analysis.
- **Ineffective:** Students rarely apply Catholic teachings to their understanding of technology, with little consideration of moral or ethical dimensions.

#### **Category 4: Ethical Use of Technology**

- **Highly Effective:** Students demonstrate exemplary ethical practices in their use of technology, promoting fairness, respect, and responsible digital citizenship.
- **Effective:** Students practice ethical use of technology, adhering to guidelines and showing respect for others, with occasional room for improvement.
- **Somewhat Effective:** Students demonstrate inconsistent ethical practices in their use of technology, sometimes failing to adhere to responsible behavior.
- **Ineffective:** Students rarely demonstrate ethical use of technology, showing minimal regard for responsible or respectful practices.



**5. Co-curricular and extracurricular activities offer students opportunities beyond the classroom to explore and develop their gifts and talents while enriching their creative, aesthetic, social-emotional, physical, and spiritual growth.**

**Condensed Performance Levels**

**Highly Effective:** 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 levels of participation and engagement, fostering an inclusive and vibrant extracurricular culture.

**Effective:** 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 potential to enhance inclusivity and enthusiasm.

**Somewhat Effective:** 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.

**Ineffective:** 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.

**Category 1: Opportunities for Exploration**

- **Highly Effective:** Activities consistently provide diverse and meaningful opportunities for students to explore a wide range of interests and discover new passions.
- **Effective:** Activities regularly offer a variety of opportunities for students to explore interests, though some areas may be underrepresented.
- **Somewhat Effective:** Activities provide limited opportunities for exploration, with few options available to cater to diverse student interests.
- **Ineffective:** Activities rarely offer opportunities for exploration, with minimal variety or engagement options for students.

## Category 2: Skill and Talent Development

- **Highly Effective:** Activities are highly effective in helping students identify, develop, and showcase their unique skills and talents in meaningful ways.
- **Effective:** Activities support the development of students' skills and talents, though opportunities for refinement or recognition may be inconsistent.
- **Somewhat Effective:** Activities provide minimal support for skill and talent development, with limited guidance or recognition of individual abilities.
- **Ineffective:** Activities do little to help students develop or showcase their skills and talents, with little emphasis on individual growth.

## Category 3: Holistic Growth

- **Highly Effective:** Activities comprehensively enhance students' creative, aesthetic, social-emotional, physical, and spiritual growth, fostering well-rounded development.
- **Effective:** Activities contribute to students' holistic growth, addressing multiple areas, though certain dimensions may receive less emphasis.
- **Somewhat Effective:** Activities partially support holistic growth, focusing on a limited range of developmental areas with significant gaps.
- **Ineffective:** Activities fail to address key aspects of holistic growth, with little impact on students' overall development.

## Category 4: Student Participation and Engagement

- **Highly Effective:** Activities consistently attract high levels of student participation and engagement, creating a vibrant and inclusive extracurricular culture.
- **Effective:** Activities achieve moderate student participation and engagement, with room to enhance inclusivity and enthusiasm.
- **Somewhat Effective:** Activities struggle to engage students effectively, with participation limited to a small group or lacking diversity.
- **Ineffective:** Activities see minimal student participation or engagement, with little effort to attract or include students.

## 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

### Condensed Performance Levels

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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.

### Category 1: Integration of Affective Dimensions

- **Highly Effective:** Instruction consistently incorporates affective dimensions, seamlessly blending intellectual, social, and emotional learning with academic content to create a holistic learning environment.
- **Effective:** Instruction frequently integrates affective dimensions, but the emphasis on social and emotional aspects is not always fully aligned with academic goals.
- **Somewhat Effective:** Instruction occasionally addresses affective dimensions, but efforts are sporadic and not well-integrated with the overall learning objectives.
- **Ineffective:** Instruction rarely addresses affective dimensions, with little to no emphasis on students' intellectual, social, or emotional development.

### Category 2: Support for Intellectual and Social Dispositions

- **Highly Effective:** Instruction actively fosters intellectual curiosity, resilience, and collaborative social dispositions, creating an environment where students feel empowered to engage deeply with the learning process.

- **Effective:** Instruction supports intellectual and social dispositions, encouraging curiosity and collaboration, though strategies may not fully engage all students.
- **Somewhat Effective:** Instruction provides limited support for intellectual and social dispositions, focusing mainly on academic tasks without fostering deeper engagement.
- **Ineffective:** Instruction lacks support for intellectual curiosity or social collaboration, leaving students disengaged from the learning process.

### Category 3: Relationship Building

- **Highly Effective:** Instruction prioritizes relationship building, fostering strong, respectful, and trusting connections among students and between students and teachers, enhancing the classroom community.
- **Effective:** Instruction encourages positive relationships, but opportunities to deepen connections among students and with the teacher are sometimes missed.
- **Somewhat Effective:** Instruction occasionally promotes relationship building, but efforts are inconsistent or superficial, limiting their impact on the classroom community.
- **Ineffective:** Instruction rarely emphasizes relationship building, resulting in weak or absent connections among students and teachers.

### Category 4: Development of Habits of Mind

- **Highly Effective:** Instruction explicitly and consistently cultivates habits of mind, such as critical thinking, persistence, and self-reflection, and encourages their application across disciplines.
- **Effective:** Instruction regularly promotes habits of mind, but opportunities to develop or reinforce these skills are not fully optimized.
- **Somewhat Effective:** Instruction occasionally touches on habits of mind, but the development of these skills is minimal or inconsistent.
- **Ineffective:** Instruction does not address habits of mind, with little to no emphasis on fostering critical thinking, persistence, or self-reflection.

## 7. Students leverage digital tools and environments to communicate and collaborate, enhancing their own learning while contributing to the learning of others.

### Condensed Performance Levels

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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.

#### **Category 1: Effective Use of Digital Tools**

- **Highly Effective:** Students consistently use a variety of digital tools effectively and efficiently to communicate and collaborate in innovative ways.
- **Effective:** Students regularly use digital tools effectively to communicate and collaborate but may not explore all available functionalities or tools.
- **Somewhat Effective:** Students occasionally use digital tools, but their use is inconsistent, with limited understanding or effectiveness.
- **Ineffective:** Students rarely use digital tools, or their usage is ineffective and lacks purpose.

#### **Category 2: Collaboration Skills**

- **Highly Effective:** Students demonstrate advanced collaboration skills, actively engaging in respectful and productive digital interactions that foster teamwork and shared goals.
- **Effective:** Students demonstrate good collaboration skills, participating in respectful and productive digital interactions, though contributions may not consistently advance group goals.
- **Somewhat Effective:** Students participate in digital collaborations but inconsistently contribute to group interactions, sometimes hindering teamwork.
- **Ineffective:** Students rarely collaborate effectively in digital environments, with little or no meaningful interaction.

#### **Category 3: Support for Individual Learning**

- **Highly Effective:** Students use digital tools and collaboration to enhance their learning significantly, applying insights from interactions to deepen understanding and skills.
- **Effective:** Students use digital tools and collaboration to support their learning, though application and impact are moderate.
- **Somewhat Effective:** Students occasionally use digital tools to support their learning, but the impact on understanding and skills is minimal.

- **Ineffective:** Students show little to no use of digital tools to enhance their individual learning.

#### **Category 4: Contribution to Peer Learning**

- **Highly Effective:** Students actively and consistently contribute to the learning of peers through meaningful input, feedback, and shared resources in digital environments.
- **Effective:** Students regularly contribute to the learning of peers, though contributions may lack consistency or depth.
- **Somewhat Effective:** Students occasionally contribute to the learning of peers, but input and participation are minimal.
- **Ineffective:** Students rarely contribute to the learning of peers, providing little or no input or support in digital environments.

### **8. Classroom instruction is structured to engage and inspire all students, meeting their diverse needs and abilities while providing inclusive accommodations for students with special needs.**

#### **Condensed Performance Levels**

**Highly Effective:** Instruction consistently engages and inspires all students through innovative and interactive methods, fully addresses diverse needs and abilities, provides comprehensive 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.

**Effective:** Instruction regularly engages and motivates most students, effectively addresses diverse needs with some room for targeted interventions, provides 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.

**Somewhat Effective:** Instruction occasionally engages students but lacks consistency, provides limited support for diverse needs, offers minimal accommodations for students with special needs, and shows only partial differentiation, leaving some students underserved.

**Ineffective:** 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, resulting in inequitable and ineffective learning experiences.

### **Category 1: Engagement and Motivation**

- **Highly Effective:** Instruction consistently engages and inspires all students through innovative, relevant, and interactive methods, fostering a love for learning.
- **Effective:** Instruction regularly engages students, using effective strategies that motivate most learners, though some opportunities for deeper inspiration may be missed.
- **Somewhat Effective:** Instruction occasionally engages students, but strategies are inconsistent or fail to fully capture students' interest and motivation.
- **Ineffective:** Instruction rarely engages students, lacking strategies to inspire or motivate them in the learning process.

### **Category 2: Addressing Diverse Needs**

- **Highly Effective:** Instruction fully addresses the diverse needs and abilities of all students, offering personalized support and fostering equity in learning opportunities.
- **Effective:** Instruction addresses the diverse needs and abilities of most students, with effective support strategies but room for more targeted interventions.
- **Somewhat Effective:** Instruction attempts to address diverse needs but lacks consistency, leaving some students unsupported or underserved.
- **Ineffective:** Instruction does not address the diverse needs and abilities of students, resulting in inequitable learning opportunities.

### **Category 3: Inclusivity for Special Needs**

- **Highly Effective:** Instruction provides comprehensive, inclusive accommodations, ensuring students with special needs are fully integrated and supported in the learning process.
- **Effective:** Instruction provides accommodations for students with special needs, but inclusion efforts may not fully support their complete integration or success.
- **Somewhat Effective:** Instruction provides minimal accommodations for students with special needs, leaving significant gaps in their inclusion or support.
- **Ineffective:** Instruction fails to accommodate or include students with special needs, creating barriers to their learning.

### **Category 4: Differentiation of Instruction**

- **Highly Effective:** Instruction is consistently differentiated to meet the unique learning styles, levels, and interests of all students, maximizing individual growth.
- **Effective:** Instruction is regularly differentiated to meet varied learning needs, though some strategies may not fully reach every student.
- **Somewhat Effective:** Instruction shows limited differentiation, addressing only a narrow range of learning styles or needs.

- **Ineffective:** Instruction lacks differentiation, failing to adapt to students' varied learning styles or abilities.

**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.**

**Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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.

**Category 1: Instructional Effectiveness**

- **Highly Effective:** Consistently delivers highly effective, innovative, and engaging instruction tailored to diverse student needs, fostering exceptional learning outcomes.
- **Effective:** Regularly delivers effective and engaging instruction, meeting most student needs and promoting positive learning outcomes.
- **Somewhat Effective:** Delivers instruction that is occasionally effective but lacks consistency in meeting diverse student needs or engaging learners.
- **Ineffective:** Instruction is rarely effective, with limited engagement or consideration of student needs.



## Category 2: Commitment to Professional Growth

- **Highly Effective:** Actively seeks and applies professional development opportunities, consistently improving knowledge and skills to enhance teaching and support practices.
- **Effective:** Regularly engages in professional development and applies new knowledge and skills, though opportunities for further growth may be underutilized.
- **Somewhat Effective:** Occasionally participates in professional development but shows minimal application or improvement in teaching and support practices.
- **Ineffective:** Rarely engages in professional development, with little effort to enhance knowledge or skills.

## Category 3: Cultural Sensitivity

- **Highly Effective:** Demonstrates exceptional cultural sensitivity, fostering an inclusive environment that values and respects diversity in all interactions.
- **Effective:** Demonstrates cultural sensitivity in interactions and practices, creating a respectful and inclusive environment with occasional room for improvement.
- **Somewhat Effective:** Demonstrates limited cultural sensitivity, with some interactions or practices failing to promote inclusivity or respect for diversity.
- **Ineffective:** Rarely demonstrates cultural sensitivity, leading to interactions or practices that may lack inclusivity or respect for diversity.

## Category 4: Modeling of Gospel Values

- **Highly Effective:** Consistently exemplifies Gospel values in words and actions, serving as a positive role model and fostering a faith-filled community.
- **Effective:** Regularly models Gospel values in interactions and practices, positively contributing to a faith-filled community.
- **Somewhat Effective:** Occasionally models Gospel values, with limited consistency or impact on fostering a faith-filled community.
- **Ineffective:** Rarely models Gospel values, with little or no evidence of contributing to a faith-filled community.

**10. Faculty integrate Scripture and the Catholic intellectual tradition across all subjects, guiding students to think critically and ethically about the world around them.**

**Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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.

**Category 1: Integration of Scripture**

- **Highly Effective:** Faculty seamlessly integrate Scripture across all subjects, making connections that are meaningful, relevant, and deeply embedded in the curriculum.
- **Effective:** Faculty consistently integrate Scripture into subjects, providing relevant connections, though some opportunities may be missed.
- **Somewhat Effective:** Faculty occasionally integrate Scripture into lessons, but connections are limited or lack depth.
- **Ineffective:** Faculty rarely or ineffectively integrate Scripture into subjects, with little relevance or connection to the curriculum.

**Category 2: Incorporation of Catholic Intellectual Tradition**

- **Highly Effective:** Faculty deeply incorporate the Catholic intellectual tradition, encouraging interdisciplinary connections and fostering a rich understanding of faith and reason.
- **Effective:** Faculty consistently incorporate elements of the Catholic intellectual tradition, though opportunities for deeper exploration are sometimes missed.
- **Somewhat Effective:** Faculty occasionally incorporate the Catholic intellectual tradition, but applications are limited or superficial.

- **Ineffective:** Faculty rarely incorporate the Catholic intellectual tradition, with little evidence of its influence in the curriculum.

### **Category 3: Promotion of Critical Thinking**

- **Highly Effective:** Faculty actively promote advanced critical thinking skills, encouraging students to analyze, question, and evaluate ideas through the lens of faith and reason.
- **Effective:** Faculty regularly encourage critical thinking, guiding students to analyze and reflect, though opportunities for deeper questioning may be missed.
- **Somewhat Effective:** Faculty occasionally promote critical thinking, but activities often lack depth or fail to challenge students meaningfully.
- **Ineffective:** Faculty rarely foster critical thinking, offering little guidance in analyzing or questioning ideas.

### **Category 4: Fostering Ethical Reflection**

- **Highly Effective:** Faculty consistently guide students to reflect ethically on the world around them, fostering strong moral reasoning and decision-making rooted in faith.
- **Effective:** Faculty regularly encourage ethical reflection, though some opportunities for deeper moral reasoning may be underdeveloped.
- **Somewhat Effective:** Faculty occasionally promote ethical reflection, but discussions are limited in scope or depth.
- **Ineffective:** Faculty rarely encourage ethical reflection, with little emphasis on moral reasoning or its application to real-world situations.

## **11. Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture**

### **Condensed Performance Levels**

**Highly Effective:** Catholic culture and faith are deeply integrated and creatively 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.

**Effective:** Catholic culture and faith are regularly reflected in good-quality artistic and architectural expressions, with some diversity and positive impact on the school community, though opportunities for deeper integration and innovation remain.

**Somewhat Effective:** Catholic culture and faith are occasionally expressed in limited forms of art and architecture, with inconsistent quality and minimal impact on the school community or connection to Catholic identity.

**Ineffective:** Catholic culture and faith are rarely expressed through art or architecture, lacking diversity, quality, and relevance, with little to no impact on the school community or sense of Catholic identity.

#### **Category 1: Integration of Catholic Identity**

- **Highly Effective:** Catholic identity is deeply integrated across all forms of visual and performing arts, music, and architecture, consistently reflecting core beliefs and values in meaningful and inspiring ways.
- **Effective:** Catholic identity is regularly reflected in arts and architecture, with clear connections to faith, though some opportunities for deeper integration are missed.
- **Somewhat Effective:** Catholic identity is occasionally expressed in arts and architecture, but connections are limited or lack depth.
- **Ineffective:** Catholic identity is rarely evident in arts and architecture, with minimal or unclear connections to faith.

#### **Category 2: Diversity of Artistic Expression**

- **Highly Effective:** A wide variety of visual and performing arts, music, and architectural elements express Catholic culture and faith, showcasing rich diversity and inclusivity.
- **Effective:** Multiple forms of artistic expression are present, reflecting Catholic culture and faith, though diversity and range could be expanded.
- **Somewhat Effective:** Artistic expressions of Catholic culture and faith are limited to a few forms, with minimal variety or inclusivity.
- **Ineffective:** Few or no artistic expressions of Catholic culture and faith are evident, lacking diversity and representation.

#### **Category 3: Quality and Creativity**

- **Highly Effective:** Artistic and architectural expressions of Catholic culture demonstrate exceptional quality, creativity, and craftsmanship, engaging and inspiring the school community.
- **Effective:** Artistic and architectural works are of good quality and creativity, effectively representing Catholic culture, though some elements may lack innovation or refinement.
- **Somewhat Effective:** Artistic and architectural works are of inconsistent quality, with limited creativity or attention to detail in expressing Catholic culture.
- **Ineffective:** Artistic and architectural works lack quality and creativity, with little effort made to express Catholic culture meaningfully.

#### Category 4: Impact on School Community

- **Highly Effective:** Artistic and architectural expressions profoundly enrich the school community, fostering a deep sense of Catholic identity and engagement among students, staff, and visitors.
- **Effective:** Artistic and architectural expressions positively impact the school community, promoting Catholic identity and engagement, though some elements may lack resonance or visibility.
- **Somewhat Effective:** Artistic and architectural expressions have limited impact on the school community, with minimal engagement or connection to Catholic identity.
- **Ineffective:** Artistic and architectural expressions fail to impact the school community, with little relevance or connection to Catholic identity.

**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.**

#### Condensed Performance Levels

**Highly Effective:** 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.

**Effective:** 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.

**Somewhat Effective:** 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.

**Ineffective:** 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

#### Category 1: Clarity of Vision

- **Highly Effective:** The leader/leadership team consistently articulates a clear, inspiring, and well-defined vision for whole-child education, effectively communicating it to all stakeholders.

- **Effective:** The leader/leadership team regularly articulates a clear vision for whole-child education, though it may lack occasional clarity or consistent communication.
- **Somewhat Effective:** The leader/leadership team has a vision for whole-child education, but it is inconsistently communicated or lacks clarity and focus.
- **Ineffective:** The leader/leadership team lacks a clear vision for whole-child education, with little or no effort to communicate it to stakeholders.

#### **Category 2: Integration of Programs**

- **Highly Effective:** Academic, co-curricular, faith-formation, and service programs are seamlessly integrated, creating a holistic and cohesive approach to educating the whole child.
- **Effective:** Programs are well-integrated to support whole-child education, though some opportunities for deeper cohesion may be missed.
- **Somewhat Effective:** Programs are partially integrated, with noticeable gaps or inconsistencies in supporting whole-child education.
- **Ineffective:** Programs are disjointed, with little evidence of integration or alignment with the vision for whole-child education.

#### **Category 3: Focus on Whole-Child Development**

- **Highly Effective:** The leader/leadership team ensures all dimensions of whole-child development—academic, spiritual, social, moral, and physical—are fully addressed and balanced in programming.
- **Effective:** The leader/leadership team addresses most dimensions of whole-child development, but some areas may not receive sufficient emphasis or balance.
- **Somewhat Effective:** The leader/leadership team addresses only some dimensions of whole-child development, with significant gaps in focus or implementation.
- **Ineffective:** The leader/leadership team fails to address key dimensions of whole-child development, with little to no evidence of balanced programming.

#### **Category 4: Impact on School Community**

- **Highly Effective:** The leader/leadership team's vision and actions have a profound and positive impact on the school community, fostering a shared commitment to whole-child education.
- **Effective:** The leader/leadership team's vision positively influences the school community, though its impact may be limited in depth or reach.
- **Somewhat Effective:** The leader/leadership team's vision has a minimal impact on the school community, with limited engagement or alignment among stakeholders.
- **Ineffective:** The leader/leadership team's vision has little to no impact on the school community, with stakeholders disengaged or unclear about its purpose.

### **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.**

#### **Condensed Performance Levels**

**Highly Effective:** 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.

**Effective:** Administrators and teachers clearly understand societal issues, regularly use technology ethically, apply Catholic teachings, and demonstrate responsibility, with occasional gaps in consistency or depth.

**Somewhat Effective:** Administrators and teachers show limited understanding of societal issues, inconsistent ethical technology use, occasional application of Catholic teachings, and lapses in responsibility.

**Ineffective:** 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.

#### **Category 1: Awareness of Societal Issues**

- **Highly Effective:** Demonstrates a deep understanding of local and global societal issues related to the digital culture, consistently reflecting on their impact and promoting solutions.
- **Effective:** Shows a clear understanding of societal issues in the digital culture, addressing them in discussions and decision-making, though not always comprehensively.
- **Somewhat Effective:** Displays limited understanding of societal issues in the digital culture, with minimal reflection or engagement on their impact.
- **Ineffective:** Shows little to no awareness of societal issues in the digital culture or their implications for local and global communities.

#### **Category 2: Ethical Use of Technology**

- **Highly Effective:** Consistently demonstrates ethical technology use that promotes justice, respect, and responsible behavior in professional contexts.
- **Effective:** Regularly practices ethical technology use, adhering to guidelines and promoting respect, with occasional gaps in consistency.
- **Somewhat Effective:** Shows inconsistent ethical behavior in technology use, with some lapses in promoting justice or responsible practices.

- **Ineffective:** Rarely demonstrates ethical technology use, with little regard for justice, respect, or responsible practices.

### **Category 3: Integration of Catholic Teachings**

- **Highly Effective:** Fully integrates Catholic teachings into digital practices, using them as a consistent framework for evaluating and guiding technology use in professional settings.
- **Effective:** Regularly applies Catholic teachings to guide technology use, though some decisions may lack alignment with faith-based principles.
- **Somewhat Effective:** Occasionally applies Catholic teachings in technology use but lacks depth or consistency in integrating these principles.
- **Ineffective:** Rarely considers Catholic teachings in technology use, with minimal connection to faith-based principles.

### **Category 4: Professional Responsibility**

- **Highly Effective:** Consistently models responsibility and accountability in technology use, setting a positive example for students and colleagues in professional contexts.
- **Effective:** Regularly demonstrates responsibility in technology use, maintaining professionalism, though there may be occasional lapses in accountability.
- **Somewhat Effective:** Displays inconsistent responsibility in technology use, with lapses that may undermine professionalism or role-model behavior.
- **Ineffective:** Rarely demonstrates responsibility in technology use, failing to model professionalism or accountability.

#### **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.