

STANDARD

2

An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.1:** Religious education curriculum and instruction facilitates an encounter with Jesus Christ that evangelizes and meets the religious education requirements and standards of the (arch)diocese.

**LEVEL 4**  
Exceeds  
Benchmark

Religious education curriculum and instruction facilitates an encounter with Jesus Christ that evangelizes and meets the religious education requirements and standards of the (arch)diocese.

The requirements are **evidenced in every course by design. Courses are vertically aligned, scaffolded, and rigorous to ensure continuous growth in the knowledge of religion and faith formation for all students.**

**LEVEL 3**  
Fully Meets  
Benchmark

Religious education curriculum and instruction facilitates an encounter with Jesus Christ that evangelizes and meets the religious education requirements and standards of the (arch)diocese.

The requirements for knowledge and faith formation are **evidenced in course expectations, grade level expectations, and course content throughout the school.**

**LEVEL 2**  
Partially Meets  
Benchmark

Religious education curriculum and instruction **somewhat facilitates** an encounter with Jesus Christ and meet **some** of the religious education requirements and standards of the (arch)diocese.

**LEVEL 1**  
Does Not Meet  
Benchmark

Religious education curriculum and instruction **do not meet** the religious education requirements of the (arch)diocese or **do not** facilitate an encounter with Jesus Christ.

Possible Sources  
of Evidence

- Lesson plans and unit plans
- Evidence of student experiences that are a component of the religious education to show encounter with Jesus
- *The Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*
- *National Directory of Catechesis*—religion curriculum/leveled course of study.
- Curriculum maps, syllabi
- Coursework offered beyond what is required in the standards

STANDARD

2

An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.2:** Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time, and the selection of texts and other curricular materials.

**LEVEL 4**  
Exceeds  
Benchmark

Religion classes are an **integral part of the academic program** in the assignment of teachers, amount of class time, and the selection of texts and other curricular materials.

Religion classes are regarded by the school community as exciting, interesting, innovative, and highly engaging.

Highly qualified teachers are trained and certified as catechists at advanced levels.

Religion classes may be service-based and integrated with other academic courses, concepts, and outcomes.

Student performance in religion classes is included in academic achievement reports.

**LEVEL 3**  
Fully Meets  
Benchmark

Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time, and the selection of texts and other curricular materials.

**LEVEL 2**  
Partially Meets  
Benchmark

Religion classes are **somewhat integrated** into the academic program. Religion classes are assigned regular teachers, scheduled into specific time periods, and have designated texts and/or curriculum materials.

They **may not always** be given equal priority with other classes in scheduling, supervising, and/or evaluating.

**LEVEL 1**  
Does Not Meet  
Benchmark

Religion classes **are not an integral part** of the academic program.

The assignment of teachers, the amount of class time, and the selection of texts and other curricular materials are **not prioritized** for religion classes.

Teachers are assigned in an ad hoc manner and an equitable amount of time is **not** ensured.

If academic time is lost on a given day, religion class is likely chosen as expendable.

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Possible Sources  
of Evidence

- Master plan of classes for the school including number of days and time of day religion classes are offered
- Evidence of adherence to the master plan of classes
- Textbook selection committee—notes and choices of this committee
- Catechetical training levels for teachers
- Copies of religious education certificates
- Frameworks
- Appropriate curriculum materials
- USCCB-approved resources
- Intentional scheduling of religion in academic programs by school leaders
- Demonstration that the leadership has clear knowledge of religion design and planning of academic programs for religion
- Perceptions survey of school community
- NCEA Rise Family of Assessments ACRE test results, affective portion
- Senior year theology course at a local Catholic college, AP dimension



STANDARD

2

An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.3:** Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

**LEVEL 4**  
Exceeds  
Benchmark

Faculty who teach religion **meet and regularly exceed** (arch)diocesan requirements for catechetical preparation and certification to provide effective religion curriculum and instruction.

The faculty who teach religion **meets regularly** in professional learning communities to **intentionally** develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis.

The faculty employs best practices through instructional methodologies and **meet or exceed standards** that result in effective teaching.

**LEVEL 3**  
Fully Meets  
Benchmark

Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

**LEVEL 2**  
Partially Meets  
Benchmark

**Some** faculty who teach religion **meet all or some** (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.

**LEVEL 1**  
Does Not Meet  
Benchmark

**Few or none** of the faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.

Meeting (arch)diocesan requirements **is not** a condition for teaching religion at this school.

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Possible Sources  
of Evidence

- Documentation of catechetical certification
- Records of CEU's for teachers
- Records of professional development workshops, conferences, and courses, etc.
- Evidence of facilitation of workshops, courses, etc.
- Documentation of catechetical certification requirements by diocese and/or diocesan designate
- Published diocesan requirements
- Some faculty contribute their expertise to the preparation and enhancement of skills for colleagues in their own learning community and/or the (arch)diocese and beyond
- Evidence of developmentally appropriate methodology
- Teacher evaluations—forms and schedule of completed evaluation
- Professional development plans for religion faculty
- Retreats and pilgrimages to enhance faith life
- Strategy of evaluation effectiveness of teachers
- Graduation speeches or evidence of student internalization of religion
- Responses to crises that demonstrate elements of faith in decision-making
- NCEA Rise Family of Assessments ACRE scores and/or similar assessment
- Meeting notes of professional learning community for religion teachers

STANDARD

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An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.4:** The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

**LEVEL 4**  
Exceeds  
Benchmark

The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

The school sets **clearly articulated** standards for academic excellence in all subject areas.

The school **is able to** demonstrate academic excellence in all subject areas using generally accepted measures. For example, student scores on standardized tests over time, student graduation rates over time, student college acceptance rates over time.

Curriculum **in all** subjects including religious education gives evidence of the integration of faith, culture, and life.

**LEVEL 3**  
Fully Meets  
Benchmark

The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

In keeping with its Catholic identity, the school **sets articulated** standards for and expectations of academic and intellectual excellence in all subjects, including religious education.

**LEVEL 2**  
Partially Meets  
Benchmark

In keeping with its Catholic identity, the school **pays attention to** and supports academic and intellectual excellence in **some** subjects.

**LEVEL 1**  
Does Not Meet  
Benchmark

The school's Catholic identity is **not evident** as demonstrated by its **lack of attention** to excellence in academic and intellectual formation.

Possible Sources  
of Evidence

- Mission statement
- Curriculum guides that include standards in all subjects
- Catholic identity goals, objectives in all subjects
- Grading scales and rubrics in all subjects
- Departmental and or subject standards and outcomes



STANDARD

2

An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.5:** Faculty use the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

**LEVEL 4**  
Exceeds  
Benchmark

**In all subjects**, faculty use the lenses of scripture and the Catholic intellectual tradition to require students to think critically and ethically about the world around them.

Students participate in lectures, debates, service opportunities, or other experiences that give **evidence of their growth and maturation in the Catholic intellectual tradition and moral ethical thinking**.

Performance assessments that demonstrate these and other ways students apply their knowledge of scripture and the Catholic intellectual tradition are built into the curriculum.

**The faculty is well-versed** in scripture and Catholic intellectual tradition, infusing it into the academic culture. Faculty can relate to teaching and learning in their subject area.

**LEVEL 3**  
Fully Meets  
Benchmark

Faculty use the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

**The faculty is knowledgeable** in scripture and Catholic intellectual tradition, infusing it into the academic culture.

**LEVEL 2**  
Partially Meets  
Benchmark

**In some subjects, some faculty** use the lenses of scripture and/or Catholic intellectual tradition to help students think critically and ethically about the world around them.

**LEVEL 1**  
Does Not Meet  
Benchmark

**Faculty are not** familiar with the Catholic intellectual tradition **and do not** manifest teaching behaviors that evidence it. Faculty **do not use or seldom use** the lenses of scripture and/or Catholic educational tradition in subjects to help students think critically or ethically.

Possible Sources  
of Evidence

- Lesson plans
- NCEA Rise Family of Assessments ACRE results
- Student outcomes that give evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning
- Student performance that gives evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning
- Course text materials
- Use of resources at Catholic colleges and universities

STANDARD

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An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

**Benchmark 2.6:** Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture, as well as all extra-curricular and co-curricular activities.

**LEVEL 4**  
Exceeds  
Benchmark

Catholic culture and faith are expressed **and integrated throughout the school by design** through **multiple** and **diverse** forms of visual and performing arts, music, and architecture, as well as through all extra-curricular and co-curricular activities.

Symbols of Catholic faith abound in **every classroom** by design.

The symbols of Catholic identity and the school's architecture are **clearly and obviously Catholic** and are noted by parents/guardians and those outside of the immediate school community.

**LEVEL 3**  
Fully Meets  
Benchmark

Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture, as well as all extra-curricular and co-curricular activities.

Any visitor to the school can **readily identify** signs and symbols of Catholic culture and faith.

**LEVEL 2**  
Partially Meets  
Benchmark

Catholic culture and faith are expressed in the school through **some** form of visual and/or performing art and/or music and/or architecture and/or co-curriculars. If someone actively looks for Catholic culture and faith they are apt to find something.

**LEVEL 1**  
Does Not Meet  
Benchmark

Catholic culture and faith **are not expressed** or are expressed minimally in school activities and programs. Symbols may point to spiritual realities but are **not expressly Catholic**.

Possible Sources  
of Evidence

- Visual works of art seen or created
- Examples of music heard, performed or created
- Theater, dance, movement seen or created
- Architecture of large school building structures
- Architecture of individual classrooms
- Presence of religious symbols
- Co-curricular teams and clubs are seen and heard praying during activities
- Religious symbols are evident in athletic venues





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An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

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

**LEVEL 4**  
Exceeds  
Benchmark

The theory and practice of the Church’s social teachings are essential elements of the curriculum in **many subject areas by design** including religious education.

Students are involved in forms of **service** that are **intentionally designed** and informed by the Church’s social teaching.

Students receive planned instruction of the Church’s social teachings multiple times in their programs of study and are involved in service learning.

**LEVEL 3**  
Fully Meets  
Benchmark

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

Every student receives **planned instruction** in the themes from the Church’s social teaching.

**LEVEL 2**  
Partially Meets  
Benchmark

The theory and practice of the Church’s social teachings are **present** in the curriculum. Students **may be exposed** to the Church’s social teaching but there is **not a clear plan of instruction**.

**LEVEL 1**  
Does Not Meet  
Benchmark

The theory and practice of the Church’s social teachings **are not found** in the curriculum.

Possible Sources  
of Evidence

- Curriculum guides aligned to the Church’s social teaching
- Graded courses of study
- Service-learning projects aligned to the Church’s social teaching
- Assessments tied to the Church’s social teaching
- School-wide plan for instruction in the Church’s social teaching
- USCCB Document... Basic Principles for Catholic social justice teaching, look at USCCB website 1999 sharing Catholic social teaching challenges and directions <https://www.usccb.org/committees/catholic-campaign-human-development/cchd-basic-principles-catholic-mission>
- Lesson plan activities aligned to the Church’s social teaching