

National Honor Society Pillar Awards of Excellence

A Model for Learning and Growth

This rubric is intended to guide and serve as a self-reflection tool for your National Honor Society Chapter as you consider nomination for an Award of Excellence.

Note on DEI: Diversity, equity, and inclusion (DEI) are core values that enrich our communities and organizations. In the National Honor Society, we understand that embracing diversity is crucial for fostering a deeper understanding of the world and creating an environment where all members can flourish. As your chapter strives for the Award of Excellence, we encourage you to incorporate DEI principles into your initiatives. By integrating these areas of diversity into the development and execution of your chapter's programs, you will not only demonstrate your commitment to excellence but also set an example for creating a more inclusive and equitable society.

When focusing on diversity, consider the following areas:

- **Cultural and Ethnic Diversity:** Ensure that your programs and initiatives reflect and celebrate the cultural and ethnic diversity of your school and community.
- **Socioeconomic Diversity:** Be mindful of socioeconomic disparities and strive to create inclusive opportunities that are accessible to all students, regardless of their economic background.
- **Gender and Sexual Orientation:** Promote an inclusive environment that respects and supports individuals of all genders and sexual orientations.
- **Ability and Accessibility:** Consider the needs of individuals with disabilities and ensure that your activities are accessible to everyone.
- **Neurodiversity:** Acknowledge and value the diverse ways in which people think and process information and create programs that are inclusive of neurodiverse individuals.

	<u>ESTABLISHING</u> <i>Initiating process to build the pillar</i>	<u>DEVELOPING</u> <i>Building plans with a focus inward on the pillar and on individual members (Includes establishing criteria)</i>	<u>IMPACTING</u> <i>Increasing the impact of the work on the pillar (Includes developing criteria)</i>	<u>TRANSFORMING</u> <i>Impact of the pillars is seen both in the school and externally in the district and community (Includes impacting criteria)</i>
Character	The chapter holds itself to a high standard and is in the initial stage of establishing efforts to promote good character traits within a diverse student body.	The chapter has established initiatives to promote character development in a manner that respects diversity, equity, and inclusion for the school body.	The chapter impacts character development among its members and the school by demonstrating a strong commitment to fostering good character traits in a diverse student body. There is some evidence of positive impact.	The chapter transforms the school's cultural landscape by promoting and exemplifying ethical behavior, responsibility, and other virtues in a diverse, inclusive manner. Their unique initiatives have led to an observable, positive change in the behavior of the student body.
Leadership	The chapter is establishing efforts to promote leadership skills.	The chapter is developing initiatives aimed at leadership growth. While the initiatives are relatively standard, they are leading to improvement in leadership skills for chapter members.	The chapter is impacting leadership growth by providing solid opportunities and showing a firm commitment to nurturing student leaders. Their efforts have led to an observable improvement in the leadership skills among chapter members.	The chapter is transforming leadership development within the school by offering opportunities, initiatives, and training to all students. Participation includes both members and non-members.
Scholarship	The chapter holds itself to the high scholarship requirement of membership.	The chapter is in the developmental stage of crafting an initiative(s) aimed at promoting academic achievement in the chapter and/or school. These emerging initiatives show respect for diversity, equity, and inclusion.	The chapter impacts academic achievement by promoting and executing an initiative(s) in the school.	The chapter impacts the academic achievement of students in the school by implementing a program(s) that enhances student learning and engagement. There is evidence of a successful program.
Service	The chapter is in the initial stage of establishing community service efforts.	The chapter is developing service projects which, though standard, show consideration for diverse community needs.	The chapter impacts the community by demonstrating a commitment to inclusive service projects. These efforts have a tangible, positive effect on the community, addressing the needs of various community groups.	The chapter is transforming community service efforts by implementing service projects that have a measurable impact on diverse community groups. These projects showcase innovation and understanding of diverse community needs.