

Prior Learning Assessment
Leadership Area Evaluation Rubric

Leadership Area 5 Business Administration					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
5.1	Adopt a mission-focused view of financial stewardship and allocation.	Not enough evidence to evaluate.	Financial plan is incomplete or not connected specifically to the mission of the organization or the souls of the community.	Have some financial plan that serves the mission of the organization and the souls of the community.	Presents a complete financial plan to stakeholders that describes in detail how to serve the mission of the organization and the souls of the community.
5.2	Understand the basics of budgeting.	Not enough evidence to evaluate.	List of annual income and expenses are incomplete or unrealistic. Not able to project any annual changes to the budget based on enrollment, giving or other economic inputs.	Develops a list of income and expenses and able to articulate how and why things may change from year to year.	Develops a complete list of income and expenses and shows expected increases/decreases in the coming years due to varying economic and other environmental factors.
5.3	Develop a sustainable school financial plan that adheres to the school's mission and promotes its vision.	Not enough evidence to evaluate.	Adjusts portions of the financial model but does not see rational cause and effects that result with ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc).	Makes some adjustments to financial model (income, expenses) with the understanding of how it may impact ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc).	Adjusts all areas of the financial model (income, expenses) in understandable and realistic ways to reach reasonable ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc).
5.4	Include stakeholders in creating and communicating the school budget.	Not enough evidence to evaluate.	Articulates a few dispositions of ministry stakeholders on some budgeted expenses or income, but struggles to explain the perspectives of others.	Articulates the dispositions of some different ministry stakeholders on some of the budgeted expenses and income.	Articulates the dispositions (age, race, gender, income, dual/single parent, etc.) of all ministry stakeholders in examining each change in budgeted expense or income.

5.5	Define school success from a Christian perspective.	Not enough evidence to evaluate.	Explains a few Christ-centered outcomes with only general references or unsubstantial criteria or few connections to the fruits of faith.	Explains Christ-centered outcomes with reference to some visible behaviors.	Explains multiple Christ-centered outcomes (Bible knowledge/use, baptisms, parent engagement, enrollment, giving, alumni participation, etc.) with citations to the fruits of faith of souls served.
5.6	Examine personal outreach philosophy and that of your organization.	Not enough evidence to evaluate.	References some personal strengths and weaknesses and struggles to assess the needs of the ministry and compare matches or disparities between the two.	Describes some personal strengths and weaknesses in light of how it may be similar/different to the needs of the ministry being served.	Describes multiple personal strengths and weakness in ministry and how one's own personal philosophy may be similar/different than the needs of the ministry being served.
5.7	Develop marketing plans that enact the school's outreach philosophy.	Not enough evidence to evaluate.	Can only list a few marketing strategies/mediums and does not utilize complete logic in assessing the value of each one. Does not see their use as clearly connected to ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc)..	Lists and evaluates some marketing strategies/mediums and can explain their effects on ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc).	Lists and evaluates a complete array of marketing strategies/mediums and details the effects on all ministry outcomes (enrollment, giving, income, baptisms, confirmations, etc).
5.8	Utilize modern techniques that extend an organization's mission throughout the community.	Not enough evidence to evaluate.	Business strategies are misunderstood or student assumes unreasonable outcomes from the use of business strategies.	Utilizes business strategies and able to anticipate outcomes.	Utilizes diverse business strategies effectively and able to anticipate specific outcomes from their implementation.

5.9	Examine useful trends in the information age, such as mass personalization, and learn vendor negotiation skills to capitalize on relevant trends.	Not enough evidence to evaluate.	Describes outdated techniques or does not have an organizational plan for the information age. Not able to describe the sales tactics of vendors nor describe a bidding or negotiation process. Can explain few modern trends in the business world as related to their organization.	Describes techniques of the information age and able to negotiate and capitalize on trends for observable outcomes.	Describes multiple techniques of the information age and able to negotiate affectively and capitalize on recent trends for measurable outcomes.
5.10	Examine ways to build and sustain Christ-centered relationships with students, families, caregivers, congregation, and the community.	Not enough evidence to evaluate.	Communicates in a careless or secular manner regarding matters of enrollment and finance that may not be sustainable.	Communicates a caring Christ-centered disposition throughout most matters of sustainable enrollment and finance.	Communicates a caring Christ-centered disposition throughout matters of sustainable enrollment and finance.
5.11	Develop methods to appropriately engage families and the local congregation in the school decision making process.	Not enough evidence to evaluate.	Does not see the relevance of forming and communicating educational decisions and strategies. Moves forward with plans without building engagement nor seeking feedback.	Articulates educational decisions and strategies for collecting feedback and seeking engagement.	Articulates numerous educational decisions well and multiple strategies for collecting feedback and seeking engagement.

5.12	Collect and analyze data and information to understand and to respond to the needs of the school's environment.	Not enough evidence to evaluate.	Makes poor conclusions or decisions based on biased or invalid demographic, numeric or qualitative feedback.	Synthesizes dynamics of the enrollment funnel, finances, and efforts by placing appropriate meaning on some demographic/numeric feedback.	Synthesizes all dynamics of the enrollment funnel, finances, giving, and all organizational efforts by placing appropriate meaning on all demographic/numeric feedback.
5.13	Utilize community and synod resources to carry out the school's mission.	Not enough evidence to evaluate.	Outside organizations are deemed as not relevant to ministry work or is unable to assess one outside organization from another. Will not engage with outside organizations.	Cite important partner organizations and prioritize some engagement plans.	Cite all important partner organizations and prioritize engagement plans for each.