

Prior Learning Assessment
Leadership Area Evaluation Rubric

Leadership Area One School Leadership					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
1.1	Reflect on leadership traits or characteristics as they apply to themselves and effective school leaders.	Not enough evidence to evaluate.	Some leadership traits are identified with few examples of how they impact Lutheran school leaders.	At least five leadership traits are applied to themselves as a Lutheran school leader.	At least eight leadership traits are identified and connected to their Lutheran school leadership.
1.2	Utilize strengths to maximize people's potential and build cohesive teams.	Not enough evidence to evaluate.	Has an awareness of one's own and others personal strengths and some attempts are made to utilize them.	Has identified one's own strengths and the strengths of other team members and provides evidence that responsibilities and strengths are matched.	Maximizes school productivity and unity by utilizing one's own and the team members' strengths.
1.3	Employs a leadership style that empowers others.	Not enough evidence to evaluate.	Is only vaguely aware of one's leadership style and how that affects others.	Has adopted a leadership style that is conducive to team building or unity.	Intentionally uses a leadership style that provides accountability and fosters personal and team responsibility.
1.4	Describes leadership skills for effective administration, relationships, and problem-solving.	Not enough evidence to evaluate.	Has awareness of some skills that can assist in areas of administration, relationships or problem-solving.	Displays a complete skill set for administration tasks, relationship-building, and pro-active and reactive problem-solving.	Demonstrates numerous skills that contribute to effective administration, productive, positive relationships, and pro-active planning and problem prevention.
1.5	Fosters a school's vision to address issues of student diversity.	Not enough evidence to evaluate.	School has a vision but its connection to student diversity is unclear.	Creates a school shared vision that directly connects to both ethnic and cognitive student diversity.	A collaboratively created vision to address student diversity issues is evident among all stakeholders.

1.6	Reflects critically on one's cultural competence.	Not enough evidence to evaluate.	Current understanding of personal cultural competence is shallow or naive.	Articulates one's cultural competence with evidence and has a plan to address deficiencies that may exist.	Evidence supports placement on a cultural competence continuum and is active improvement efforts.
1.7	Develops a strengths-based approach to serving diverse students.	Not enough evidence to evaluate.	Processes to serve diverse students are primarily deficit-driven.	Has some efforts in place consistent with a strengths-based approach to student diversity.	All policies and procedures reflect a comprehensive strengths-based approach to student diversity and are consistently implemented throughout the school.
1.8	Promotes culturally relevant pedagogy.	Not enough evidence to evaluate.	Pedagogy primarily supports the average Lutheran student.	School curriculum and classroom instruction support all students.	Proactive, strengths-based curriculum and instruction reflects a diverse student population.
1.9	Demonstrates the school leader's role in serving students with special needs.	Not enough evidence to evaluate.	Has a general understanding of some special education elements, but is unclear how to utilize it for students' advantage.	Demonstrates understanding of special education opportunities and advocates for students and families.	Maximizes IDEA and its provisions for the benefit of all students and families.