Prior Learning Assessment
Leadership Area Evaluation Rubric

Leadership Area Two **Culture & Vision**				
Competency	Absent	Deficient / Developing	Proficient / Acceptable	Mastery
2.1 Foster a school climate centered on Christ.	Not enough evidence to evaluate.	Evidence demonstrates a caring and safe atmosphere and may also display incidental, but not deliberate, elements of Christian inclusion.	Evidence demonstrates intentional efforts to promote a Christian atmosphere that is typical of most Lutheran schools.	Evidence demonstrates deliberate and successful incidents to promote a Christ-centered, outreach oriented atmosphere among all stakeholders (teachers, students, parents).
2.2 Identify school-level factors contributing to positive learning environments.	Not enough evidence to evaluate.	Some attention may be given to positively impacting student learning, but it is not a major focus. The learning is affected more by incidental factors than intentional ones.	Efforts to instill positive attitudes about learning and achievement are intentional and evident among faculty, students, parents, and staff.	Considerable attention is given to school-level factors that create a positive culture of student learning and success for all students, regardless of background and ability.
2.3 Diagnose and shape a positive school culture.	Not enough evidence to evaluate.	Diagnoses are mostly informal and shallow, and may give attention to two or three elements of culture. Surface diagnosis identifies all positives. Does not fully demonstrate the power of culture to shape behaviors and expectations. Attempts to shape culture primarily give attention to climate matters.	Diagnoses provide a realistic picture of factors influencing culture, both positively and negatively. Identifies a cohesive plan to utilize elements (stories, symbols, history, etc.) to build and maintain a positive culture.	Provides evidence of how culture influences the written and unwritten rules of behavior, communication, and expectations among students, faculty, and parents. Intentionally incorporates a variety of cultural elements to disrupt, build, and maintain a self-sustaining positive culture.

2.4	Develop a culture of trust, professional community, and organizational learning conducive to student spiritual development and student achievement.	Not enough evidence to evaluate.	Evidence primarily focuses on ways the faculty socializes, conducts business, and provides funding for continuing education.	Provides evidence of regular, positive, and open dialogue, decision-making, and professional development that build trust and collegiality.	The principal fosters an environment of teacher and parent ownership and gives equal voice to all stakeholders. The faculty regularly (often) engages in planned, productive, and professional dialogue about ways to foster student spiritual and academic achievement. Negative discussion about students is not tolerated.
2.5	Build and sustain Christ-centered relationships with students, families, caregivers, congregation, and community.	Not enough evidence to evaluate.	Uses primarily informal and some formal means to develop relationships that are positive, but not necessary Christ-focused.	Uses formal and informal means to make Christ-centered connections with various stakeholders, including the community.	Evidence of intentional, formal, as well as informal, efforts to develop respectful relationships that put Christ and gospel outreach in the forefront.
2.6	Communicate positively and effectively with the various school audiences.	Not enough evidence to evaluate.	Several communication tools are used, but communication is focused primarily on necessary information for the immediate school audience of teachers, students, and parents. Basic reports may be shared with the congregation, but little or no promotional information is shared within and outside of the immediate school and congregation context.	Utilizes regular, effective (written, oral, media, AV), means to communicate necessary and promotional information to all audiences in a clear and timely manner.	Provides a variety of media and communication tools to proactively create a positive narrative that promotes the school among all stakeholders within and without the community.