

Prior Learning Assessment  
Leadership Area Evaluation Rubric

Leadership Area Three Leading Change					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
3.1	Discern appropriate issues and times to lead change.	Not enough evidence to evaluate.	Change efforts are mostly technical work rather than adaptive, and/or have minimal overall impact on student achievement.	Change efforts are adaptive work appropriate to the context and that impact important areas of the school functioning, increase student success, or avert crises.	Change efforts significantly improve school culture and student success, and promote a Christ-centered atmosphere among all stakeholders (teachers, students, parents).
3.2	Identify issues of equity that require change actions.	Not enough evidence to evaluate.	Some attention is given to creating opportunities for all students to be successful. Changes may be unevenly applied to student subgroups.	Steps are taken to increase success for all the students attending the school.	Changes enacted that help current students succeed and increase the pool of students the school can serve successfully.
3.3	Gathers, analyzes, and shares data to support change.	Not enough evidence to evaluate.	Change decisions are based on informal or incomplete data that is anecdotal or biased. Change progress is not closely monitored or have a formal plan for evaluation.	Change decisions are based on a variety of accurate and reliable data. Regular collection of data permits opportunities to evaluate and improve the process.	Data is regularly collected and analyzed for gaps in student success and school outcomes. Change actions are appropriate to the data and regularly monitored. Assessment plans are made and followed.
3.4	Understands and supports change at the individual level.	Not enough evidence to evaluate.	Introduces changes based on past experiences or biased preferences without taking into account the unique needs of the people within the setting. Top-down efforts are implemented uniformly.	Considers individual impact when determining changes. Considers communication and training to promote change within individuals.	Utilizes stakeholder input and needs to promote and guide change for himself and others. Communication, time, and training are provided to ensure that all people understand and can implement the change as intended.

3.5	Understands and supports change at the organizational level.	Not enough evidence to evaluate.	Initiates isolated or minimal changes in an organization. Little work is done to prepare the organization for change or consider the appropriateness of the timing. Insufficient follow-up to enact change across the organization.	Initiates changes that contribute to the overall health of the organization with an eye toward long-term success. Communicates the need and vision and provides the training and funding to implement the change.	Uses a bottom-up approach to identify and promote change. Empowers others to carry out the change throughout the organization, sharing the vision, communicating success, and providing the training necessary to implement change across the organization.
3.6	Carefully plans and relentlessly follows through on change initiatives.	Not enough evidence to evaluate.	A general plan provides guidance for the direction of the change. The plans may or may not include provisions to assess implementation. The long-term enactment is mostly left to chance.	A detailed plan provides a road map for introducing and encouraging change. The plan includes important steps related to providing urgency, a vision, communication, and training.	Guides stakeholders to develop a comprehensive communication, training, and implementation plan. Includes specific and sufficient time to introduce, implement, and follow-up with the change so that it persists even after the leader is gone.
3.7	Employs leadership styles that foster change.	Not enough evidence to evaluate.	Leadership practices do little to create traction. Decisions may be delayed unnecessarily to appease everyone. May attempt to take on too much responsibility for the change.	Sufficiently manages the change by focusing on efficient adherence to organization, rules, budgeting, and resources. Efforts to protect staff may delay change.	Considers future impacts and consequences to initiate change. Passionately enlists stakeholders to take responsibility by pushing and encouraging as necessary to keep the vision before them.
3.8	Creates contexts for change through professional learning communities.	Not enough evidence to evaluate.	Provides training as needed. Training is insufficient to enable faculty to follow through. Few plans for creating an ongoing culture of professional learning.	Provides sufficient training to initiate and sustain the change. A culture of professional learning encourages adaptability.	A culture of continuous learning intentionally creates an environment in which stakeholders critically reflect on practice and willingly experiment with new ideas.
3.9	Diagnoses and eliminates barriers to change.	Not enough evidence to evaluate.	Efforts to uncover barriers to change are insufficient to discover underlying impediments. Considers barriers of time and money without adequately planning to overcome them.	Identifies barriers and works to overcome them. Sufficient time and money are provided.	Examines data and talks with people to determine the root causes of impediments to change and proactively eliminates barriers with timely support.