

Prior Learning Assessment
Leadership Area Evaluation Rubric

Leadership Area Seven Curriculum Leadership					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
7.1	Create school and subject philosophies that connect the school's mission to student learning.	Not enough evidence to evaluate.	School and/or subject philosophies don't exist or, if they do, they don't relate to the school's mission or focus on student learning.	School and subject philosophies exist and connect the school's mission to student learning.	School and subject philosophies are present, developed by a broad cross-section of stakeholders, and reflect research and best practice for connecting the school's mission to student learning.
7.2	Collaborate with stakeholders to create a curriculum that helps achieve the school's goals, supports the congregation's mission, and recognizes the community's needs.	Not enough evidence to evaluate.	Curriculum is developed by one or a few people rather than a cross-section of stakeholders. There does not appear to be any relationship between the curriculum and the school's goals, the congregation mission, or the community's needs.	Evidence demonstrates that a variety of stakeholders were involved in developing the curriculum. The curriculum intentionally reflects the goals of the school and church and the community needs.	Curriculum has broad stakeholder support and ownership, with the result that it is implemented as written by each teacher. The curriculum intentionally carries out the school, church, and community's goals and needs.
7.3	Apply research which give form and direction to the curriculum plans.	Not enough evidence to evaluate.	The curricular decisions are based on local preferences, peer recommendations, product features, or teacher convenience and is textbook driven.	Evidence supports that the curriculum leaders make curricular decisions are based on research and best practice rather than based solely on textbook selection.	The faculty understand and uses current research to make curricular decisions that advance student learning goals over product availability.

7.4	Create school-wide curriculum plans that utilize national and state standards and meet the needs of a diverse student population.	Not enough evidence to evaluate.	Curricula do not create a cohesive instructional plan across all grade levels. It is unclear how the curriculum maps to state or national standards or meets needs of diverse learners.	Curriculum plan unite instruction across all grade levels, attend to state or national standards, and meet learners' diverse needs.	Evidence exists that curricular plans are created by a variety of stakeholders including teachers, parents, and community, and uniformly implemented by faculty members. Plans unify the curriculum across the school, respond to the needs of all students, and meet or exceed state and national standards.
7.5	Prepare a comprehensive set of action plans for leading curriculum development.	Not enough evidence to evaluate.	A regular rotation of curriculum study exists and primarily focuses on textbook review and materials purchase.	Curriculum planning includes the process and timeline to lead faculty development and gather faculty input on subject philosophy, exit outcomes, grade-level expectations, and methods and materials.	Action plans with an accompanying timeline enlist a variety of stakeholders in creating a curriculum that is contextually appropriate and provide a clear and logical framework to accomplish learning goals and objectives throughout the school. Emphasis is on student learning over resources.
7.6	Identify the necessary resources for implementing the specified curriculum.	Not enough evidence to evaluate.	Resources are the curriculum or replace the need for thoughtful curriculum discussion and planning.	Resources are appropriate to meet the curricular needs and support learning goals.	Resources are carefully selected to carry out the learning goals and meet diverse student needs. The resources support the learning goals rather than become them.
7.7	Design an evaluation to measure the success of a curriculum.	Not enough evidence to evaluate.	Either general or no evaluation plans are in place to measure the curriculum's effectiveness.	Specific plans are in place to evaluate the curriculum's effectiveness and make appropriate adjustments according to stated criteria and student learning outcomes.	Plans elaborate curriculum assessment using a variety of direct and indirect measures. Evidence is provided that evaluation results in modification and improvements in the curriculum and student learning.
7.8	Plan and carry out effective professional development to implement curriculum.	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. Some faculty continue to teach the former curriculum rather than implement the new one.	Provides sufficient training to initiate and sustain the curriculum. A culture of professional learning encourages continued growth regarding the curriculum.	A culture of continuous learning intentionally creates an environment in which stakeholders critically reflect on curricular success and willingly implement the curriculum as intended.