

Prior Learning Assessment
Leadership Area Evaluation Rubric

Leadership Area Eight Supervision of Instruction					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
8.1	Displays an understanding of the principal's role as that of an instructional leader for all faculty.	Not enough evidence to evaluate.	Supervisory role focuses on evaluation only. Classroom visits are infrequent and have little impact on instructional improvement.	Supervision includes regular classroom observations and coaching conversations geared toward instructional improvement.	Evidence of frequent observation in a variety of formats with coaching conversations, accountability, and a plan for spiritual and professional growth.
8.2	Identifies and focuses on highly effective teaching practices.	Not enough evidence to evaluate.	Primary focus in observations is on an orderly classroom.	Gives attention to important instructional elements that impact lessons and learning.	Coordinates observations and professional conversations around research-based best practices in teaching and learning.
8.3	Practice various models of observation in a classroom setting utilizing multiple tools.	Not enough evidence to evaluate.	Minimal use of tools used to enhance teacher observation and provide reflective opportunities.	Appropriate use of various informal and formal classroom tools during observational assessments and provides feedback in a variety of forms.	Evidence shows a strong use of various informal and formal classroom observations and communication tools in combination with one another to increase teacher effectiveness.
8.4	Implements formative and summative assessments, relating both to the ultimate goal of student learning.	Not enough evidence to evaluate.	May utilize tools such as the WELS Ministry Development Plan and Evaluation Rubric, but use is inconsistent with formative and summative principles, is top-down, or mostly completed by the teacher.	Consistently uses tools such as the WELS Ministry Development Plan and Evaluation Rubric in ways that adhere to coaching and evaluation principles with appropriate teacher and principal involvement.	Comprehensive use formative and summative teacher assessment practices and tools from WELS for the purpose of professional ministry development and student learning.

8.5	Incorporate the use of teaching standards and development planning into instructional leadership practices for all faculty members.	Not enough evidence to evaluate.	Exhibits indirect references to WELS teaching standard expectations. The ministry development plan is ineffective in cooperation with the use of other tools.	Exhibits a foundational understanding of the relationship between the WELS teaching standards, ministry development planning, and the overall evaluation process. A teacher will grow under such a plan.	Exhibits a strong understanding of the correlation that exists between WELS teaching standards, a ministry development plan, and the evaluation process. All function in cooperation with one another.
8.6	Conducts coaching conversations with teachers that display an equal partnership in the education process.	Not enough evidence to evaluate.	Conversations conducted in a “top-down” manner with a focus on only the weaknesses of an observed teaching segment.	Conversations display an understanding of the need to focus on teacher strengths, a collegial relationship, and a focus on teacher improvement for the benefit of student learning.	Coaches teachers with the concept of “team” in mind, providing teachers a voice in the decision-making process of teaching and learning, and using student work as the basis for all such discussions.

Potential models of evidence: supervision plans, supervision records, observation notes, pre-conference and/or post-conference visit notes, video recordings of conferences with a teacher, records of ministry development plans and/or evaluation tools (redacted for privacy), reflective essay on philosophy and practice for supervision of instruction.