

Prior Learning Assessment  
Leadership Area Evaluation Rubric

Leadership Area Four <b>The Principalship</b>					
Competency		Absent	Deficient / Developing	Proficient / Acceptable	Mastery
4.1	Understands the importance of delegation and shared responsibility.	Not enough evidence to evaluate.	Delegates duties unequally among individuals to spread out the work.	Demonstrates a regular pattern of shared responsibility across all faculty, staff, and a pool of volunteers.	Maximizes the full range of called and lay-worker gifts to engage commitment and amplify collective leadership.
4.2	Leads policy development.	Not enough evidence to evaluate.	Primarily reactive policy creation using either a primary or a minimal role in policy development and approval.	Works primarily with the faculty and school board to enact important policies.	Proactively initiates policies that reflect input from a wide variety of stakeholders.
4.3	Fulfills reporting duties to the church, district, state, and synod.	Not enough evidence to evaluate.	Reports provide basic or general statistics and may or may not be presented on time.	Fulfills all reporting functions in a timely manner.	Uses a systematic approach to make sure that all necessary reports are shared timely. Uses reports to inspire stakeholder confidence in the school, when and where appropriate.
4.4	Conducts efficient and productive faculty and board meetings.	Not enough evidence to evaluate.	Meeting purposes may be unclear. Meetings may be exhausting and involve limited participation.	Agendas and materials are distributed prior to the meeting. Meetings are attended by interested stakeholders and provide equal opportunities for input and decision-making.	Meetings reflect stakeholder input or have a clear purpose. Agendas and materials are distributed well in advance and meetings are productive and rewarding for all attending.
4.5	Participates in district and synod responsibilities.	Not enough evidence to evaluate.	Participates in some district and synod responsibilities.	Regularly participates in and fulfills all required district and synod responsibilities.	Willingly takes and fulfills leadership responsibilities at both the district and synod level. Attends both required and optional district events.
4.6	Organizes the school environment to support quality instruction and student learning.	Not enough evidence to evaluate.	Some aspects of the school's classroom and curricular needs may or may not be addressed in a timely fashion.	The school's classroom, curricular, and extra-curricular needs are addressed.	An officially adopted plan is followed for keeping classroom, curricular, and extra-curricular resources updated and in good repair.

4.7	Monitors building operations.	Not enough evidence to evaluate.	Maintenance and facility care is reactionary or may need attention.	The school is well-maintained and up-to-date.	An officially adopted plan is followed for keeping the facilities up-to-date and well-maintained.
4.8	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.	Not enough evidence to evaluate.	Human (teachers, staff) and technological resources may be under- or over-utilized in response to—or in spite of—funding, leading to poor fiscal responsibility.	Fiscal, human, and technological resources are utilized to meet the needs of the school.	Multi-year financial planning and conscientious use of human resources ensure sustainable educational services.
4.9	Promotes and protects the welfare and safety of students and staff.	Not enough evidence to evaluate.	Safety plans are informal or incomplete and/or poorly communicated and practiced. Some safety concerns exist.	Typical safety measures are in place. Safety management plans are communicated and followed.	Comprehensive safety management plans exist. All stakeholders are aware of safety protocol and are responsible for promoting a safe campus.
4.10	Works cooperatively with synod agencies.	Not enough evidence to evaluate.	Complies with most synod requests. May adapt or ignore initiatives.	Seeks to implement synod initiatives as directed.	Assists synod agencies in either the planning or the success of various initiatives within the school and congregation.
4.11	Demonstrates spiritual and educational leadership among faculty and board of education.	Not enough evidence to evaluate.	Begins meetings with prayer, attends worship, and encourages spiritual conversations.	Regularly engages in worship and Bible study, encourages the same in others, and leads all meeting with prayer and devotion.	Models spiritual leadership through regular participation in the means of grace, public and private Bible study, and by prioritizing and leading Bible study to encourage spiritual growth in others.
4.12	Plans for timely and clear communication strategies.	Not enough evidence to evaluate.	Communication reaches some audiences more than others and is mostly one-way.	Communicates regularly and clearly to keep all stakeholders on the same page.	Follows a cohesive communication plan that enables stakeholder awareness and ownership.