



# EDUCATION

Seventh-day Adventist Church  
SOUTHWESTERN UNION

## Leadership Evaluation Rubrics

### Domain I—Spiritual Mentorship

1a Collaborates with board and staff in the development and implementation of the shared vision and mission of the school			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure collaboration with board and staff in the development and implementation of a shared vision and mission	Attempts to ensure collaboration with board and staff in the development and implementation of a shared vision and mission, but does not complete the task or does so partially	Ensures that collaboration with board and staff informs the development and implementation of a shared vision and mission, and monitors the extent to which the vision and mission are measurable	Uses data and research to inform an annual review of the shared vision and mission with board and staff

  

1b Models Christ-like, ethical behavior in the implementation of the vision and mission of the school			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that the vision and mission are implemented with integrity; attitude results in discord with or disrespect toward stakeholders	Attempts to ensure that the vision and mission are implemented with integrity, but does not complete the task or does so partially; demonstrates some Christ-like behavior in words, actions, and relationships with stakeholders	Ensures that the vision and mission are implemented with integrity, and monitors the extent to which staff perceive her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn; demonstrates a positive and responsive attitude toward stakeholders	Actively seeks expertise/mentors for validation and feedback to confirm or improve how she performs or is perceived; consistently displays a Christ-like character and attitude toward stakeholders

  

1c Understands and advocates for the philosophy, mission, vision, and core values and beliefs of Adventist education			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that information about the philosophy, mission, vision, and core values and beliefs of the school are communicated to stakeholders	Attempts to ensure that information about the philosophy, mission, vision, and core values and beliefs of the school are communicated to stakeholders, but does not complete the task or does so partially	Ensures that information about the philosophy, mission, vision, and core values and beliefs of the school are communicated to stakeholders, and monitors the extent to which various means of communication are effective	Actively seeks feedback from stakeholders regarding the philosophy, mission, vision, and core values and beliefs of the school

1d Promotes community service activities			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure opportunities for learners to engage in witnessing and service learning	Attempts to ensure opportunities for learners to engage in witnessing and service learning, but does not complete the task or does so partially	Ensures opportunities for learners to engage in witnessing and service learning, and monitors the extent to which the activities are aligned with learning outcomes	Engages learners in witnessing and service learning opportunities that are aligned with learning outcomes across several disciplines

## Domain II—Operational Responsibilities

2a Maintains NAD approved SIS database			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure the accuracy of the data in the SIS program	Attempts to ensure the accuracy of the data in the SIS program, but does not complete the task or does so partially	Ensures the accuracy of the data in the SIS program, and monitors the extent to which the data is used to create a data profile for the school	Uses the data profile to inform teaching and learning programs and processes

2b Ensures compliance of safety procedures and maintenance of physical plant as established by church policies and government regulations			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that well-defined routines and procedures that lead to a safe and well-maintained environment are in place	Attempts to ensure that well-defined routines and procedures that lead to a safe and well-maintained environment are in place, but does not complete the task or does so partially	Ensures that well-defined routines and procedures that lead to a safe and well-maintained environment are in place, and monitors the extent to which stakeholders share the perception that the school environment is safe and orderly	Ensures that routines and procedures are reviewed and updated as necessary to ensure a safe and well-maintained environment and the perception of such by stakeholders

2c Plans, institutes, manages, and monitors operations, administrative systems, and resources of the school in a timely manner			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure the effective management of operations, administrative systems, and resources necessary to support effective learning	Attempts to ensure the effective management of operations, administrative systems, and resources necessary to support effective learning, but does not complete the task or does so partially	Ensures the effective management of the operations, administrative systems, and resources necessary to support effective learning, and monitors the extent to which they enhance teaching and learning	Actively seeks and procures extra resources to enhance teaching and learning

2d Has a working knowledge of church policies and government regulations			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure her knowledge of church policies and/or government regulations necessary to manage the school	Attempts to ensure her knowledge of church policies and/or government regulations necessary to manage the school, but does not complete the task or does so partially	Ensures her knowledge of church policies and/or government regulations necessary to manage the school, and monitors the extent to which the school operations meet the regulations	Uses knowledge of policies and/or government regulations to enhance teaching and learning

2e Collaborates with all stakeholders in developing and implementing school policies aligned with conference, union, and division educational policies			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that input regarding school policies is regularly collected from stakeholders and does not appropriately delegate responsibilities	Attempts to ensure that input regarding school policies is regularly collected from stakeholders and appropriately delegates responsibilities, but does not complete the task or does so partially	Ensures that input regarding school policies is regularly collected from stakeholders, appropriately delegates responsibilities, and monitors the extent to which the collaboration is contributing to the optimal functioning of the school	Intervenes and provides support when delegation of responsibility and stakeholder input is not working to optimize the functioning of the school

2f Operates school in a fiscally sound manner by employing effective budgeting and accounting practices			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure effective management of budgeting and accounting practices necessary to support teaching and learning	Attempts to ensure effective management of budgeting and accounting practices necessary to support teaching and learning, but does not complete the task or does so partially	Ensures effective management of budgeting and accounting practices necessary to support effective teaching and learning, and monitors the extent to which the budget is adequate for supporting effective teaching and learning	Actively seeks and procures additional supports to enhance teaching and learning

### Domain III—Academic Leadership

3a Ensures curriculum is relevant, current, and aligned with the NAD content standards and the SWUC competencies			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that both the written curriculum and accompanying assessments align to NAD content standards and the SWUC competencies	Attempts to ensure that both the written curriculum and accompanying assessments align to NAD content standards and the SWUC competencies, but does not complete the task or does so partially	Ensures that both the written curriculum and accompanying assessments align to NAD content standards and the SWUC competencies, and monitors the extent to which the curriculum is delivered and the assessments measure the curriculum	Ensures that grading and reporting practices focus on NAD standards and intervenes with staff who do not follow NAD standards
3b Ensures that class schedules are designed to meet academic requirements			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that all learners have access to the courses and classes that directly address the essential elements of the curriculum	Attempts to ensure that all learners have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially	Ensures that all learners have access to the courses and classes that directly address the essential elements of the curriculum, and monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements	Intervenes with staff whose learners do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements

3c Collaborates with staff to collect, analyze, interpret, and apply data appropriately to enhance learning outcomes			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that a variety of data are available for collaborative teams to track overall learner achievement	Attempts to ensure that a variety of data are available for collaborative teams to track overall learner achievement, but does not complete the task or does so partially	Ensures that a variety of data are available for collaborative teams to track overall learner achievement, and monitors the extent to which learner data are used to track progress toward the outcomes	Ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement outcomes, instruction, or the tracking process as achievement data accrue

3d Supports the effective use of technology and other innovative resources			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure the appropriate use of technology and other resources to assist student learning	Attempts to ensure the appropriate use of technology and other resources to assist student learning, but does not complete the task or does so partially	Ensures the appropriate use of technology and other resources to assist student learning, and monitors the extent to which resources are used to meet individual learning needs	Intervenes with staff who are not using resources appropriately to meet individual learning needs and expands the options for meeting individual learning needs

3e Oversees appropriate instruction and assessment that is aligned with learning outcomes, differentiated, and culturally responsive			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that a school-wide language or model of instruction and assessment is in place	Attempts to ensure that a school-wide language or model of instruction and assessment is in place, but does not complete the task or does so partially	Ensures that a school-wide language or model of instruction and assessment is in place, and monitors the extent to which the staff understand and implement the instructional/assessment model	Continually examines and makes adjustments so that all staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional/assessment model

#### Domain IV—School Climate and Culture

4a Encourages staff-initiated improvement of learner-centered programs/processes			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that formal processes are in place to collect input from staff regarding programs and processes and to appropriately delegate responsibilities	Attempts to ensure that formal processes are in place to collect input from staff regarding programs and processes and to appropriately delegate responsibilities, but does not complete the task or does so partially	Ensures that formal processes are in place to collect input regarding programs and processes from staff and to appropriately delegate responsibilities, and monitors the extent to which the data are used to make decisions and the transparency of those decisions	Continually seeks new venues for staff input regarding improvement of programs and processes

4b Creates and sustains an inclusive environment in which each learner and staff is known, accepted, and valued			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that interactions with staff and learners are positive and respectful	Attempts to ensure that interactions with staff and learners are positive and respectful, but does not complete the task or does so partially	Ensures that interactions with staff and learners are positive and respectful, and monitors the extent to which diversity is valued	Intervenes when staff or learners are not treated equitably by others

4c Communicates effectively with stakeholders on the shared mission, instructional program, and current activities of the school			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that communication with stakeholders on mission, instructional program, and school activities is ongoing	Attempts to ensure that communication with stakeholders on mission, instructional program, and school activities is ongoing, but does not complete the task or does so partially	Ensures that communication with stakeholders on mission, instructional program, and school activities is ongoing, and monitors the extent to which parental concerns are addressed	Responds to parental concerns with professionalism, and attempts to frequently engage families in the instructional program and school activities

4d Establishes and maintains a positive working relationship with the local church pastor(s)			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that a collaborative group of staff meet regularly with the local church pastor(s) and have specific goals relative to the mission of the school	Attempts to ensure that a collaborative group of staff meet regularly with the local church pastor(s) and have specific goals relative to the mission of the school, but does not complete the task or does so partially	Ensures that a collaborative group of staff meet regularly with the local church pastor(s) and have specific goals relative to the mission of the school, and monitors the extent to which these goals are designed to enhance the spiritual development of learners	Ensures that group goals are regularly reviewed and revised to reflect changes in school data

## Domain V—Professional Learning

5a Recognized as the leader of the school who continually improves her professional practice			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to engage in activities to improve her professional practice	Attempts to engage in activities to improve her professional practice, but does not complete the task or does so partially	Continually engages in activities to improve her professional practice, and monitors the extent to which these activities enhance her professional practice	Actively seeks expertise/mentors for validation and feedback to confirm or improve her professional practice

5b Assists in the recruiting and support of Christ-like, competent, and caring staff; and provides effective induction and mentoring of new personnel			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that qualified staff are recruited and mentored	Attempts to ensure that qualified staff are recruited and mentored, but does not complete the task or does so partially	Ensures that qualified staff are recruited and mentored, and monitors the extent to which the staff meet established standards	Intervenes with staff who are not meeting standards

**5c Supports and retains staff who continually enhance their pedagogical skills through reflection and a professional learning plan**

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that staff establish professional learning plans nor tracks their individual progress	Attempts to ensure that staff establish professional learning plans and tracks their individual progress, but does not complete the task or does so partially	Ensures that staff establish professional learning plans and tracks their individual progress, and monitors the extent to which they achieve their goals	Regularly intervenes with and supports staff who are not meeting their growth goals or adequately enhancing the achievement of their learners

**5d Develops and implements opportunities for on-going professional learning for staff driven by professional learning plans, school data, and research**

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that job-embedded professional development that is directly related to individual growth goals is provided to staff	Attempts to ensure that job-embedded professional development that is directly related to individual growth goals is provided to staff, but does not complete the task or does so partially	Ensures that job-embedded professional development that is directly related to individual growth goals is provided to staff, and monitors the extent to which staff improve their instructional practices	Continually reevaluates the professional development program to ensure that it remains job-embedded and focused on individual growth goals, as well as informed by school data and research

**5e Provides actionable feedback about instruction through supervision and evaluation so as to build the professional capacity of staff**

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that specific evaluation data are collected on staff regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources	Attempts to ensure that specific evaluation data are collected on staff regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially	Ensures that specific evaluation data are collected on staff regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and monitors the extent to which staff evaluations are consistent with learner achievement data	Ensures that staff evaluation processes are updated regularly to confirm the results are consistent with learner achievement data

**5f Promotes personal/professional health, well-being, and work-life balance of staff**

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that staff have balanced professional roles in the school	Attempts to ensure that staff have balanced professional roles in the school, but does not complete the task or does so partially	Ensures that staff have balanced professional roles in the school, and monitors the extent to which they have time and opportunities to grow professionally	Makes adjustments in job descriptions and scheduling when necessary to achieve balanced professional roles for staff

**5g Supports staff in maintaining NAD certification/endorsements**

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that staff are maintaining NAD certification/endorsements	Attempts to ensure that staff are maintaining NAD certification/endorsements, but does not complete the task or does so partially	Ensures that staff are maintaining NAD certification/endorsements, and monitors the extent to which they are meeting requirements	Intervenes with staff who are not maintaining NAD certification/endorsements

**Domain VI—School Improvement**

<b>6a Collaborates with board and staff to develop, implement, and annually review a data-informed continuous school improvement (CSI) plan</b>			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that a data-informed CSI plan has been collaboratively developed and implemented	Attempts to ensure that a data-informed CSI plan has been collaboratively developed and implemented, but does not complete the task or does so partially	Ensures that a data-informed CSI plan has been collaboratively developed and implemented, and monitors the extent to which the goals have been fulfilled	Annually reviews the CSI plan and adjusts the goals in response to program and process data

<b>6b Collaborates with stakeholders to develop, implement, and regularly review the school’s spiritual master plan</b>			
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Does not attempt to ensure that the spiritual master plan has been collaboratively developed and implemented	Attempts to ensure that the spiritual master plan has been collaboratively developed and implemented, but does not complete the task or does so partially	Ensures that the spiritual master plan has been collaboratively developed and implemented, and monitors the extent to which the goals have been fulfilled	Regularly reviews the spiritual master plan and adjusts the goals in response to program data