



WELS Continuum of Early Childhood Director Development

August 2020

A Note about the WELS Early Childhood Director Standards and Continuum

The WELS Early Childhood Standards were first developed in 2012 by a coalition of WELS leadership stakeholders from Martin Luther College (MLC), the Commission on Lutheran Schools (CLS), WELS elementary schools, public universities, and public-school systems. The standards were created to guide MLC's master's level training for training WELS early childhood directors and were approved by the CLS and by the MLC Graduate Faculty Council in November 2014.

The CLS Growing Educators in Ministry (GEM) committee requested in 2018 that the standards be developed into a continuum similar to the one previously developed for WELS teachers and principals. Using the Principal Leadership Development Framework (Hall, Childs-Bowen, Cunningham-Morris, Pajardo & Simeral, 2016) as a guide, a small team set out to create a continuum that could be clearly understood and reflect a Lutheran school context so that any teacher, principal, or lay leader can easily identify a principal's current understanding or skill level. A glossary helps identify any jargon or terms that may be confusing, and a bibliography points to resources to guide further study. The Commission on Lutheran Schools then formed a small team to develop the WELS Early Childhood Director continuum which was adapted from the principal continuum.

The WELS Early Childhood Director Standards Continuum articulates the standards as they appear in common practice. The continuum divides the director's practice into four stages: Unaware, Conscious, Action, and Refinement.

Unaware Stage: A school leader in this stage is simply unaware of the given responsibility. A school leader's task is complex and takes years of training and experience to become fully aware of all responsibilities. For example, a school leader may be unaware that he or she should both coach and evaluate his or her teachers. A director's improvement task is to learn about the responsibility and ways to carry it out.

Conscious Stage: A school leader in this stage is aware of the given responsibility but hasn't been able to apply it in his or her setting. Alternately, the school leader may be trying to address it but is not familiar with common or best practice in carrying it out. The school leader may make up some procedures that work for him or her or catch an idea from a peer, but the enactment falls short of what is necessary. A leader may have learned how to carry out the responsibility, but the knowledge is shallow, and so he or she adapts the practices in ways that are convenient or make sense to him or her, but prevent the efforts from being fully successful. For example, a school leader may be aware of the responsibility to visit teachers' classrooms and create a report, but is unsure how to do it. The director visits classrooms and has some conversations or fills out an end-of-year evaluation form but is not sure what to do and the teachers find the practice unproductive. A school leader's improvement task is to learn best practice and implement it.

Action Stage: A school leader in this stage is aware of a given responsibility and has been trained in how to carry it out. The leader follows the procedures as learned. The results are moderately successful. For example, a school leader learns about formative and summative teacher supervision and has some tools to carry it out. The director regularly carries out the tasks, and some teachers are benefitting. A school leader's

improvement task is to gain more insight through experience, practice, and reflection.

Refinement Stage: A school leader in this stage understands and is experienced in best practice, can refine actions that increase effectiveness in a particular setting. The director is acknowledged by the faculty as carrying out the responsibility well. For example, a school leader has developed a program of teacher coaching and assessment that is focused on student-learning. The process provides accurate summative data and helps all teachers grow and improve. A school leader’s improvement task is to continue refinement and serve as a resource to other school leaders.

We believe this continuum serves the needs of WELS early childhood directors well for the following reasons:

1. The continuum represents stages that WELS early childhood directors can easily recognize.
2. The continuum allows directors to exist in varied stage levels depending upon the criterion.
3. The stages are consistent with the varied WELS director training approaches.
4. The stages are intuitive, requiring minimal training for wide understanding and use.
5. The stages are progressive, allowing reflection and growth.

This continuum is intended to be used as a reflective tool by a WELS early childhood director to identify areas of strength and areas for growth. It is expected that directors will vary in their understanding and skills among the criteria and elements. No director should expect to be at the upper and lower end of the continuum in all categories. At no time should this continuum ever be used as an evaluative tool to rate a WELS early childhood director or to determine fitness for the office.

Reference

Hall, P., Childs-Bowen, D., Cunningham-Morris, A., Pajardo, P., Simeral, A. (2016) *The principal influence: A framework for developing leadership capacity in principals*. Alexandria VA. ASCD

Standards for WELS Early Childhood Directors

Domain I: *Spiritual Leadership*

STANDARD ONE: An effective Lutheran early childhood director is a person of faith.

- 1.1 Understands personal need for daily growth in one’s own faith
- 1.2 Treasures all Scriptures’ teachings as the absolute truth in matters of life and salvation
- 1.3 Models faith both personally and professionally
- 1.4 Displays Christ-like love for all

- 1.5 Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- 1.6 Acts with integrity, fairness, and ethics

Domain I: *Spiritual Leadership*

STANDARD ONE: *An effective Lutheran early childhood director is a person maturing in faith in Christ.*

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>1.1 Understands personal need for daily growth in one's own faith.</p>	<ul style="list-style-type: none"> ● Does not recognize the need to be most concerned about one's own faith ● So busy feeding the souls of others that personal faith is neglected ● Is at times unaware where sanctified living is at variance with the faith professed 	<ul style="list-style-type: none"> ● Aware of lifelong need to grow in grasping Christ's grace ● Aware that it is hard to encourage others toward growth in faith without personal growth ● Is painfully aware of places where sanctified living is at variance with the faith professed 	<ul style="list-style-type: none"> ● Forms plans for how to make regular time available for personal Word and prayer unrelated to ministry tasks ● Begins to learn what it means to apply all ministry related study of Word first to own heart and life ● Looks for ways to make daily return to the death and resurrection of baptism a part of sanctified living 	<ul style="list-style-type: none"> ● Time in Word and prayer has become a non-negotiable part of day and source of joy and strength ● Both personal study and ministry preparation in the Word have become regular tools for personal growth ● In sanctified living gives evidence of a daily return to the waters of baptism for death and life
Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>1.2 Treasures all Scriptures' teachings as the absolute truth in matters of life and salvation.</p>	<ul style="list-style-type: none"> ● Satisfied with depth of Scripture knowledge gained in years of pre-ministerial training ● Little awareness of any need to gain a clearer grasp for how every teaching of Scripture finds its meaning in Jesus ● Satisfied with passing acquaintance with how Lutheran Confessions testify to biblical truth 	<ul style="list-style-type: none"> ● Aware that personal biblical knowledge needs to grow significantly throughout life ● Aware of specific doctrines of Scripture where not aware of their connection to God's grace in Christ ● Recognizes the importance of the Lutheran Confessions as tool for spiritual growth 	<ul style="list-style-type: none"> ● Has developed a plan through formal and or informal study to deepen grasp of all of Scripture ● Takes steps to grasp how true it is that no doctrine of Scripture is unrelated to the good news of Christ ● Has developed a plan to read regularly in the Confessions 	<ul style="list-style-type: none"> ● Makes digging deeper into biblical truth a life-long pursuit ● Finds joy in seeing ever more clearly how all Scripture relates to Christ ● Is gaining an ever-deepening appreciation for how the Lutheran Confessions focus on proclaiming Christ
Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage

<p>1.3 Models faith both personally and professionally</p>	<ul style="list-style-type: none"> • Does not see a need to model faith personally or professionally: “faith is a personal matter” • Dismissive of others who are zealously living their faith 	<ul style="list-style-type: none"> • Aware of need to model a life of faith personally and professionally, but carries it out inconsistently • Aware of the importance of encouraging others to live their faith zealously 	<ul style="list-style-type: none"> • Intentionally plans ways to model one’s faith personally and professionally • Facilitates school-wide discussions about living faith zealously 	<ul style="list-style-type: none"> • Consistently models and maintains a school-wide culture of displaying faith personally and professionally • Collaboratively implements school-wide plans for zealously living out lives of faith
<p>Element</p>	<p>Unaware Stage</p>	<p>Conscious Stage</p>	<p>Action Stage</p>	<p>Refinement Stage</p>
<p>1.4 Displays Christ-like love for all</p>	<ul style="list-style-type: none"> • Displays self-centered ‘what’s in it for me?’ attitude in decision making and interaction with faculty and students • Disengaged from spiritual care and concern for faculty, students, and families • Engages in and promotes formation of cliques among faculty, students, or parents 	<ul style="list-style-type: none"> • Desires to be consistent in showing love for all • Sometimes showing spiritual care and concern for faculty, students and families • Aware of the detriment of personally fostering cliques among faculty, students, and parents 	<ul style="list-style-type: none"> • Actively seeks to build a school wide culture that displays Christ like love. • Intentionally shows spiritual care and concern for faculty, students, and families • Intentionally fosters plans to break down interpersonal barriers between faculty, students, and parents 	<ul style="list-style-type: none"> • Has created and is actively maintaining a school-wide culture that displays Christ-like love • Creates a school wide culture of mutual spiritual care and concern among faculty, students, and families • Creates a culture of Christ-like love and respect where faculty, students, and parents break down interpersonal barriers
<p>Element</p>	<p>Unaware Stage</p>	<p>Conscious Stage</p>	<p>Action Stage</p>	<p>Refinement Stage</p>
<p>1.5 Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation</p>	<ul style="list-style-type: none"> • Does not understand the importance of personal and corporate study of God’s Word • Is not participating in regular worship within the congregation • Does not integrate God’s Word into discussions during positive and challenging circumstances 	<ul style="list-style-type: none"> • Sometimes models personal and corporate study of God’s Word • Sometimes participates in regular worship within the congregation • Sporadically integrates God’s Word into discussions during positive and challenging circumstances 	<ul style="list-style-type: none"> • Consistently models personal and corporate study of God’s Word • Consistently participates in regular worship within the congregation • Consistently integrates God’s Word into discussions during positive and challenging circumstances 	<ul style="list-style-type: none"> • Models and influences others to participate in personal and corporate study of God’s Word • Models and Influences others to participate in regular worship • Models and influences others to integrate God’s Word into discussions during positive and challenging circumstances
<p>Element</p>	<p>Unaware Stage</p>	<p>Conscious Stage</p>	<p>Action Stage</p>	<p>Refinement Stage</p>

<p>1.6 Acts with integrity, fairness, and ethics</p>	<ul style="list-style-type: none"> ● Is unaware or dismissive of integrity, fairness, and ethics when making decisions ● Decision making is influenced by selfish gain or personal gain of others rather than the mission and ministry of the school ● Is unaware or dismissive of governing authorities' rules and regulations 	<ul style="list-style-type: none"> ● Sometimes acts with integrity, fairness, and ethics when making decisions ● Decision making is sometimes based on what is best for the mission and ministry of the school ● Is aware of all governing authorities' rules and regulations but inconsistently carries them out 	<ul style="list-style-type: none"> ● Acts with integrity, fairness, and ethics when making decisions ● Decision making is regularly refocused on what is best for the mission and ministry of the school ● Intentionally follows all governing authorities' rules and regulations 	<ul style="list-style-type: none"> ● Influences others to act with integrity, fairness, and ethics when making decisions ● Influences others with decision making ability based on what is best for the mission and ministry of the school ● Creates systems where others understand and follow all governing authorities' rules and regulations
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STANDARD TWO: *An effective Lutheran early childhood director establishes a clear, Christ-centered vision for an environment that supports the whole child, families, and staff.*

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>2.1 Collaboratively develops and implements a shared vision and mission</p>	<ul style="list-style-type: none"> ● The Early Childhood Ministry (ECM) may or may not have a mission or vision statement. There is no evidence of stakeholder input. ● Mission and/or vision statements that are present are not communicated to stakeholders nor are they used to make program decisions. ● The mission/vision statements are not seen as a priority for review and/or improvement. 	<ul style="list-style-type: none"> ● The ECM has mission and vision statements; there is some evidence of stakeholder input. ● The mission and vision statements are communicated, but few stakeholders can articulate them or use them in making program decisions. ● The mission/vision statements are reviewed and/or improved when a specific need arises. 	<ul style="list-style-type: none"> ● The ECM has a mission statement and formal vision statement as a result of intentional stakeholder input. ● Most stakeholders are familiar with and embrace the ECM’s mission and vision statements, can articulate them, and use them in making program decisions. ● The mission/vision statements are reviewed and/or improved every 3-5 years. 	<ul style="list-style-type: none"> ● The ECM has a mission statement and the vision statement represents a shared, collaboratively created path for the ECM. ● The mission/vision statements are enacted in every program action or decision and represent a realistic picture of the stakeholders’ hopes for the ECM. ● The mission/vision statements are reviewed and/or improved according to an established schedule.

Glossary:

Early Childhood Ministry (ECM): any early childhood program that is part of a church or is associated with a group of churches serving any ages from birth to school age (e.g. a preschool program with or without a grade school, a childcare center, Power Hour, or parents’ day out).

Stakeholders: any members of the church and community that are invested in the program (e.g. governing boards, teachers and staff, grandparents, parents, children, other family members, pastors, staff ministers, people/businesses in the community, the school principal, teachers, and staff (if applicable)).

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
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<p>2.2 Articulates, implements, and guards the vision</p>	<ul style="list-style-type: none"> • No articulated vision for the ECM exists. • Vision statements may or may not have objective statements. • Engages in practices or procedures without alignment to the program’s mission and vision or input from stakeholders. • Makes decisions independent of or contrary to the vision. • Completes tasks and makes decisions without articulating and sharing the vision with staff and other stakeholders. • Shows concern for high enrollment and/or meeting the budget but often loses sight of the program’s vision, mission, and quest for quality. 	<ul style="list-style-type: none"> • The director creates and/or articulates a vision for the program without stakeholder input. • Vision statement objectives are written to actualize the vision. • There is little evidence that the stakeholders are all working toward the mission or vision. • Makes decisions that may or may not be aligned with the vision. • Shares essential information and collaborates with all staff but not all other stakeholders. • Engages in conversations with stakeholders about the need for the budget to support high standards of quality care and developmentally appropriate practice, while also working towards the program’s vision and objectives. 	<ul style="list-style-type: none"> • The director utilizes the program’s vision and objectives to provide rationale for actions and decisions based on the mission. • The director creates action plans that provide the stakeholders with procedures to accomplish the objectives and achieve the vision. • Initiates and proactively leads the stakeholders to align the vision’s objectives and action plans with the mission. • Explains the relationship between program mission, vision, and daily practice. • Communicates essential information to all stakeholders in order to align decisions with the vision. • Works with stakeholders to find the balance between caring for the needs of the program as a business (i.e. meeting the budget), caring for staff and families served, and achieving the vision and mission. 	<ul style="list-style-type: none"> • The vision statement, objectives, and action plans represent a collaborative effort for all stakeholders to carry out the mission. • The director oversees the planning, implementation, assessment, and ongoing improvement of the program’s objectives/goals, and action plans to achieve the vision. • Develops and analyzes written program and personnel policies that align with the program’s mission and vision with input from the stakeholders. • Compels and partners with stakeholders to support, promote, and execute the vision, objectives, and mission.
<p>Element</p>	<p>Unaware Stage</p>	<p>Conscious Stage</p>	<p>Action Stage</p>	<p>Refinement Stage</p>
<p>2.3 Creates and</p>	<ul style="list-style-type: none"> • Establishes no strategic plan/blueprint to achieve 	<ul style="list-style-type: none"> • Recognizes the need to develop a strategic 	<ul style="list-style-type: none"> • Develops and implements program 	<ul style="list-style-type: none"> • Facilitates a collaborative process in which the ECM

<p>implements plans to achieve goals</p>	<p>program goals.</p> <ul style="list-style-type: none"> ● May or may not align program goals with the mission and vision of the ECM. ● Sets annual goals for the current year and only shares them with a limited portion of the stakeholders (e.g. governing board only). ● Long-range planning is minimal or lacking. ● Does not accompany nor frame program goals with specific action steps. ● Unaware of the value of obtaining feedback from stakeholders on attainment of program goals. 	<p>plan/blueprint to reach the program's goals.</p> <ul style="list-style-type: none"> ● Aligns some goals with the ECM mission and vision. ● Sets annual goals for the program and purposefully shares goals with the governing board, staff and parents (e.g. places goals on opening of the year agenda for board, parents, and staff). ● Accompanies program goals and objectives with 1-2 action steps but lacks a connection to the strategic plan which would include action steps/strategies, people responsible, measurable outcomes, timeline, and resources needed. ● Collects informal feedback on program goals from stakeholders. Often feedback processes are initiated by the governing board or church leaders. Actions based on feedback are minimal. 	<p>goals and the development of a strategic plan/blueprint to achieve them with some stakeholder input.</p> <ul style="list-style-type: none"> ● Aligns most goals with the ECM's mission and vision. ● Develops long-range, annual and multi-year goals that are shared with all stakeholders. ● Establishes measurable program goals and action steps with some identified outcomes, strategies, people responsible, resources, timeline, and an evaluation plan to support the strategic plan. ● Collects feedback on specific program goals from stakeholders but limited action steps are implemented by the staff based on that feedback. 	<p>goals and strategic plan/blueprint are developed and systematically monitored. Refinements and adjustments of the strategic plan/blueprint are made on an ongoing basis.</p> <ul style="list-style-type: none"> ● Aligns all goals with the ECM's mission and vision and systematically monitors them to refine and adjust the strategic plan/blueprint. ● Collaborates with teachers/staff to develop and implement annual and multi-year goals and shares them with all stakeholders. ● Establishes measurable program goals and action steps with identified outcomes, strategies, people responsible, resources, timeline, and an evaluation plan that supports all aspects of the strategic plan. ● Collects feedback on specific program goals from stakeholders, works with stakeholders to clarify action steps to be taken, and leads the staff in making changes aligned with the program
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			goals.
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Glossary Terms:

Strategic Plan: a blueprint of the program’s detailed, systematic plan through which the program’s goals, resources, and evaluation methods are outlined and expected to be analyzed on an ongoing basis.

Teachers: Lead Teacher and/or assistant teachers in the classroom that are responsible for planning and implementing lessons. The director/assistant director may also be a teacher.

Staff: Anyone that works in the Early Childhood Ministry, including but not limited to: the director, assistant director, lead teacher, assistant teacher, aide, cook, maintenance worker, bookkeeper, administrative assistant, secretary. Volunteers that serve regularly might also be included.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.4 Promotes continuous and sustainable improvement	<ul style="list-style-type: none"> ● Is unaware of the need to implement a process for continuous program improvement. ● Has no defined plan or process to measure improvement in the program. ● Shares some trend data with the program’s stakeholders (e.g. increases or decreases in enrollment, attendance, budget, or academic growth) but does not tie to goal setting or decision making. ● Is unaware of the value of obtaining and maintaining state licensure, local, state, 	<ul style="list-style-type: none"> ● Recognizes the need to have a continuous improvement process in place. ● Measures program improvement through a limited number of identified areas (i.e. program enrollment, attendance, achievement, budget surplus or deficit, etc.) on an annual basis. ● Shares trend data and measurable data connected with the program goals on a limited basis with stakeholders (e.g. placed on governing board’s agenda as a means for decision making. 	<ul style="list-style-type: none"> ● Intentionally implements and supports a continuous improvement plan with strategies (what/how), data (sources), responsibilities (who?), timeline (when?), resources (what/how much?), and measurable improvement indicators linked to the program vision. ● Shares trend data as well as measurable program data to inform stakeholders concerning attainment of program goals and to suggest changes or improvements in the program. ● Maintains up to date state 	<ul style="list-style-type: none"> ● Implements and sustains a norm of continuous, measurable, and sustainable program improvements as a means to support the vision and mission and to respond to program and student needs. ● Utilizes a continuous improvement plan as the driving force to strengthen the collective ability of the program stakeholders to effectively respond to student, family, teachers, and staff needs and the changing environment. ● Maintains up to date state licensure, local or state accreditation, and/or

	or WELSSA accreditation as worth the time, money, and effort.	<ul style="list-style-type: none"> Is aware of but does not seek state licensure, local or state accreditation or WELSSA. 	licensure, local or state accreditation, and/or accreditation through WELSSA and actively implements improvement suggestions.	accreditation through WELSSA and actively implements improvement suggestions and evaluates the effectiveness of changes made.
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Glossary terms: WELSSA

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.5 Monitors and evaluates progress and revises plans	<ul style="list-style-type: none"> Generates a few annual program improvement goals but does not develop a program improvement plan. Publishes annual goals at the beginning of the year but does not revisit them to monitor or evaluate their effectiveness. Views adhering to the budget and/or increasing program funds as the primary or sole evidence of progress. 	<ul style="list-style-type: none"> Monitors and evaluates program goals annually based on a few sources of data, i.e. attendance, enrollment, and/or limited survey data. Does not have a defined process to monitor and evaluate the effectiveness of program goals throughout the year to make needed modifications. Revisits some program goals during the year as part of staff meetings or board agendas if a specific need arises or randomly when stakeholders voice concerns. 	<ul style="list-style-type: none"> Creates structures and processes to collaboratively monitor and evaluate the school improvement/strategic plan (i.e. the plan is monitored through governing board and staff meeting agendas). Monitors and evaluates program goals/strategic plan throughout the year with a systematic process. Consults with staff on the effectiveness of program goals and action plans but may or may not collaborate with other stakeholders to make decisions based on those discussions. 	<ul style="list-style-type: none"> Consistently collects multiple sources of data as evidence over time to ensure the fidelity of implementation and the effectiveness of the program goals as described in the strategic plan. Sustains an established process for the ongoing/continuous revision and refinement of plans as needed or evidenced by data sources. Collaborates with stakeholders on the effectiveness of program goals and action plans and makes revisions based on stakeholder feedback.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>2.6 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning</p>	<ul style="list-style-type: none"> ● Is unaware of data sources available to assist with program decision-making and goal setting. ● Limited collection and analysis of data is conducted to examine the effectiveness of the organization and its goals. ● Unaware of the need to gather input from stakeholders on goals and program effectiveness. 	<ul style="list-style-type: none"> ● Uses data for decision making and goal setting on an inconsistent basis. ● Limits data collection to enrollment trends, cradle roll (baptisms), church membership, and financial information (i.e. budget) as a basis for assessing organizational effectiveness. ● Sometimes gathers input from stakeholders on program effectiveness (e.g. administers a survey to gather information on the effectiveness of parent teacher conferences, program hours, curriculum, etc.). 	<ul style="list-style-type: none"> ● Organizes a systematic plan for data collection that includes multiple data sources. ● Utilizes data to inform goal setting and decision-making and to assess organizational effectiveness. ● Intentionally gathers and utilizes input from stakeholders on program effectiveness annually. 	<ul style="list-style-type: none"> ● Implements a coherent and systematic plan for data collection that is deliberate and purposeful across the organization and is understood by all teachers, staff, and parents/caregivers. ● Continuously evaluates/examines multiple sources of data for their potential impact on decision-making and goal setting. ● Provides multiple opportunities throughout the year to gather and utilize input from stakeholders on program effectiveness.

Domain II: Instructional Leadership

STANDARD THREE: An effective Lutheran early childhood director knows how to teach young children.

- a. Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
- b. Understands the developmental needs of children ages 0-8
- c. Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
- d. Has command of a variety of learning theories and instructional methods
- e. Employs positive interactions that enhance young children's development
- f. Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes
- g. Uses a variety of assessment strategies that are developmentally appropriate

Domain II: *Instructional Leadership*

STANDARD THREE: An effective Lutheran early childhood director knows how to teach young children.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.1 Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards</p>	<ul style="list-style-type: none"> ● May be aware that the WELS has adopted teaching standards but does not reference them or make use of them. ● Cannot articulate the content of WELS teaching standards. ● May aspire to state licensing regulations on teaching and curriculum but does not utilize the WELS Teaching Standards. 	<ul style="list-style-type: none"> ● Posts the WELS teaching standards in classrooms or office. ● Shares the WELS teaching standards with teachers, staff and the governing board in writing through inclusion in staff materials (e.g. staff handbook, staff orientation documents). ● Has limited or no discussion of the WELS teaching standards with staff and does not reference standards as a self-assessment tool to gauge professional development needs. 	<ul style="list-style-type: none"> ● Works consistently to be personally proficient in using the WELS teaching standards and in helping staff grow to understand and to apply them daily. ● Builds ongoing familiarity with the WELS teaching standards by all staff throughout the year (e.g. has regular staff discussions of what the standards look like in practice; has an established plan to work through all the standards). ● References the WELS teaching standards as a self-assessment tool for the director and all staff. 	<ul style="list-style-type: none"> ● Demonstrates personal proficiency in the use of the WELS teaching standards and models and/or identifies exemplary practice of the standards across all classrooms and age groups. ● Continually builds the capacity of the teachers and staff to reflect about one's teaching effectiveness based on the WELS teaching standards, leading to increased student achievement. ● Utilizes the WELS teaching standards as the basis for staff evaluation and professional growth plans.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.2 Understands the developmental needs of children 0-8</p>	<ul style="list-style-type: none"> ● Exhibits minimal knowledge of developmental characteristics of children ages 0-8 and misses opportunities to use this knowledge when planning 	<ul style="list-style-type: none"> ● Possesses accurate knowledge about developmental characteristics of children ages 0-8 but often misses opportunities to use this knowledge when planning instructional goals, 	<ul style="list-style-type: none"> ● Exhibits a strong knowledge of developmental characteristics of children ages 0-8 and uses this knowledge when planning instructional goals, experiences, materials, and assessment strategies. 	<ul style="list-style-type: none"> ● Builds the collective capacity of the staff to consistently design and implement lessons that address the developmental characteristics of children

	<p>instructional goals, experiences, materials, and assessment strategies.</p> <ul style="list-style-type: none"> ● Is unaware of the differences in how children approach learning and does not consider them when planning instruction. ● Is unaware of the role parents have as their child's first teacher and as a partner in helping the staff understand their child. Communicates with family primarily through newsletters and casual conversations. 	<p>experiences, materials, and assessment strategies.</p> <ul style="list-style-type: none"> ● Has an awareness of differences in children's approaches to learning and how to plan lessons accordingly. Still growing in how to use them to meet the needs of specific children whose developmental characteristics, family culture, prior knowledge, and interests may vary significantly from the whole group. ● Asks parents for assistance on determining the child's developmental needs. Communicates with parents through newsletters and some personal contact (e.g. morning greeting, parent conferences). 	<ul style="list-style-type: none"> ● Regularly plans instruction and selection of curricular materials to support differences in children's approaches to learning and their needs including prior knowledge, family culture, experiences, interests and developmental characteristics. ● Creates a partnership with parents to meet the developmental needs of their children and to involve families through regular contact (e.g. personal notes/emails/phone calls, parent-teacher conferences, newsletters, polls, and surveys). 	<p>ages 0-8 when planning goals, experiences, materials, and assessment strategies.</p> <ul style="list-style-type: none"> ● Consistently models planning and selecting materials so all lessons connect to children's different approaches to learning and their needs including prior knowledge, family culture, experiences, interests, and developmental needs across all content areas and age ranges. ● Creates, cultivates, and sustains a culture of teacher-parent partnerships across all age groups and classrooms through allocation of resources, providing time for staff-parent relationship-building, and providing professional development for teachers, staff, and families on child development issues.
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Parent: the child's biological parent(s) and/or other legal guardian(s).

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.3 Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs</p>	<ul style="list-style-type: none"> ● Provides one size fits all lessons for all children. ● Makes no effort to plan and deliver differentiated instruction to meet individual children’s needs. ● Displays little knowledge of children’s interests, backgrounds, or cultural heritage and seems unaware that such knowledge is valuable. ● Designs instruction with no intentional connection to child’s prior knowledge and experiences. ● Follows the teacher resources and teaches content rather than teaching for children’s growth. 	<ul style="list-style-type: none"> ● Occasionally adapts lessons to address the needs of some children in an attempt to provide them with the opportunity to practice what is being taught. ● Acknowledges the value of understanding children’s interests or cultural heritage but inconsistently adapts instructional goals and materials to address this diversity. (e.g. uses culturally relevant materials during Hispanic Heritage or Black History months.) ● Sometimes designs instruction to connect to students’ prior knowledge, experiences, and/or interests. ● Recognizes the value of using multiple resources, manipulatives, and both small and large groups for individualizing learning instruction for children’s growth. 	<ul style="list-style-type: none"> ● Designs and implements differentiated instructional methods and content to ensure most children have the opportunity to practice what is being taught (i.e. small group and individualized instruction as needed). ● Values, respects, and affirms each child’s approaches to learning, interests, background, life experiences, and cultural heritage, and consistently uses this knowledge to differentiate instruction for individual children and the whole class. ● Uses a variety of resources to support learning and consistently plans, delivers, and adapts instruction to support children’s growth across developmental domains. 	<ul style="list-style-type: none"> ● Builds the collective capacity of teachers to consistently design and implement lessons that address the needs of all children, ensuring all children have the opportunity to practice what is being taught. ● Consistently models instruction in which all lessons connect to children’s prior knowledge, experiences, interests, cultural heritage, and developmental needs across all content areas and age groups. ● Provides professional development opportunities and research-based resources to assist staff in addressing individual developmental needs of children. ● Uses multiple research-based resources and materials to create multiple opportunities for learning how to teach to all developmental domains, to integrate content areas and to monitor children’s growth.

Developmental Domains: areas for growth in early learning, including spiritual/moral, physical (gross/fine motor), language, cognitive, self-help and adaptive, and social/emotional.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.4 Has command of a variety of learning theories and instructional methods</p>	<ul style="list-style-type: none"> ● Primarily utilizes one mode of instruction and provides little variety in instructional methods and resources resulting in passive and limited child engagement (i.e. whole group direct teaching using worksheets or workbooks). ● Has limited or no knowledge of child development theorists and theories, nor are these theories applied to classroom learning. ● Does not seek opportunities for students to develop thinking or problem-solving skills. ● Poses questions that are primarily closed (i.e. What color is the hat?). Does not respond to the children's questions or answers questions hastily. 	<ul style="list-style-type: none"> ● Beginning to utilize some variety of instructional methods and resources based on learning theories, resulting in sporadic individual or group engagement (e.g. uses cooperative learning, hands-on manipulatives, or multiple sensory activities as part of a lesson). ● Has some knowledge of child development theorists and theories but does not refer to them when seeking to understand child behavior, when lesson planning, or when working with staff or parents. ● Provides some opportunities for students to use different types of thinking (i.e. applying, analyzing, evaluating, and creating) and problem-solving skills. ● Poses questions that are both open and closed-ended and encourages children to ask and answer questions. 	<ul style="list-style-type: none"> ● Utilizes a variety of instructional methods and resources based on learning theories to meet the needs of most children, resulting in high engagement. ● Applies knowledge of child development theorists and theories to create appropriate expectations for children's and development. ● Provides regular opportunities for students to use different types of thinking (i.e. applying, analyzing, evaluating, and creating) and problem-solving skills. ● Utilizes/asks questions that encourage all students to engage in complex higher-order thinking (i.e. applying, analyzing, evaluating, and creating). Encourages children to ask questions and responds appropriately to children's questions and requests, including the nonverbal cues of infants and toddlers. 	<ul style="list-style-type: none"> ● Utilizes a wide variety of instructional methods and resources based on learning theories to meet the needs of all children, including those with special needs, resulting in high engagement. ● Uses knowledge of child development theorists and theories to support children and to meet their physical, social, emotional, language, and cognitive needs; designs programs that meet children's needs across developmental domains. ● Models and encourages staff to provide daily opportunities for students to use different types of thinking (i.e. applying, analyzing, evaluating, and creating) and problem-solving skills. ● Consistently provides opportunities for children to generate and answer questions that lead to further inquiry and promote complex higher-order thinking (i.e. applying, analyzing, evaluating, and creating) problem solving, and real world applications.

Child Development Theorists: Scholars and their theories that helped shape what we know about child development and learning. Theorists include, but are not limited to: Jean Piaget, Lev Vygotsky, Erik Erikson, Daniel Goleman, Stanley Greenspan, Howard Gardner, Urie Bronfenbrenner.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.5 Employs positive interactions that enhance young children’s development</p>	<ul style="list-style-type: none"> ● Does not establish a consistent schedule or routine. ● Does not use consistent, predictable language when attempting to modify behavior or while assisting with problem-solving. ● Is unaware of the importance of speaking to children at eye-level or of what children are doing (e.g. does not play with children, is busy setting up the next activity instead of engaging with children) ● Primarily uses the law for problem-solving in the classroom. ● Does not assist children in developing self-regulation, self-help skills, and the use of anger management and problem-solving strategies. 	<ul style="list-style-type: none"> ● Establishes schedules and routines but is inconsistent in posting them for staff and parents or in holding staff accountable for keeping schedules and routines. ● Engages in conversations with children that are predictable, developmentally appropriate, and understood by the children. ● Is usually aware of what children are doing but may miss opportunities to modify behavior or assist with problem-solving of social conflicts. ● Employs the proper use of the law and gospel in problem-solving. ● Encourages children to develop self-regulation, to use self-help skills, and to use anger management and problem-solving strategies. 	<ul style="list-style-type: none"> ● Clearly establishes a schedule and routine which includes norms/standards of conduct that help support children as they handle daily routines, transitions, and unexpected changes. Child and staff behavior reflect an understanding of these standards of conduct. ● Is attentive to student behavior at all times, anticipates conflict, and responds promptly with predictable language and/or actions to undesirable behavior. ● Encourages and supports children in identifying others’ social cues and developing positive strategies to resolve social conflicts. ● Encourages positive classroom behavior through the proper use of law and gospel. ● Implements program policies and procedures to promote the use of positive guidance strategies including 	<ul style="list-style-type: none"> ● Establishes a consistent routine or schedule across all age groups and continuously develops clear norms/standards of behavior/conduct which is evident in child and staff behavior. ● Prevents undesirable behavior through predictable language, subtle monitoring, speaking at the child’s eye level, and using positive reinforcement. Modifies situations to prevent problems. ● Guides and scaffolds self-directed child behavior; creates support for play and teaches through social interactions. ● Leads the faculty in applying the proper use of law and gospel. ● Develops and leads ongoing collaborative analysis of program policies, procedures, student behavior data, and guidance strategies to determine trends and patterns of behavior in order to

			<p>development of self-regulation, self-help skills, anger management, and problem-solving strategies.</p>	<p>make appropriate adjustments to the curriculum, program policies, schedules, routines, and guidance strategies.</p>
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Positive Guidance Strategies: deliberate plans to prevent or modify a behavior, including, but not limited to: “I” messages, redirection, choices, natural and logical consequences, conflict resolution and problem-solving, and limit-setting, proper use of law and gospel.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.6 Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes</p>	<ul style="list-style-type: none"> • Does not align lessons to content standards (local, state, or national). Has no scope and sequence chart in place for the delivery of the curriculum. • Does not follow a curriculum or philosophy for the ECM. Individual teachers choose the classroom schedule and lessons and do not confer with other classrooms/age groups for continuity. • Has no alignment of lessons, experiences, materials, and assessments with lesson goals/objectives. • Implements Lessons and experiences designed for the convenience of the teacher (e.g. worksheets, workbooks, "quiet toys", ready-made crafts) and have little relevance or appropriateness for diverse learners. • Lesson-plans are written at the convenience or preference of the lead teacher, are not mandatory. 	<ul style="list-style-type: none"> • References a standards-based curriculum scope and sequence chart to organize lessons for the year. • Uses an organized curriculum, but it may not be research-informed, embraced by all staff, or articulated to parents and other stakeholders. • Aligns most lessons, experiences materials, and assessments with lesson goals/objectives. • Ensures lessons are relevant to children and are appropriate for diverse learners. Incorporates realistic expectations for each child. • Sometimes plans and formats lessons and experiences based on the developmental needs of the children. 	<ul style="list-style-type: none"> • Creates and consistently utilizes a standards-based scope and sequence chart for delivery of curriculum in a coherent manner. • Utilizes and promotes a research-informed curriculum for age groups 0-8 and meets with parents regularly (e.g. parent-teacher conferences, parent orientation) to discuss how the curriculum meets the needs of their individual child. • Aligns all experiences, materials, and assessments with lesson goals and developmental principles. • Designs lessons and experiences to emphasize child growth and development through the use of a variety of materials and methods of instruction. Seeks out resources and strategies to strengthen instruction and works to integrate them into lesson plans. • Follows a uniform template or procedure for all lesson planning to reflect effective 	<ul style="list-style-type: none"> • Utilizes and reflects upon results of assessments to inform revisions of the curriculum scope and sequence chart, thus ensuring alignment with standards. • Continuously utilizes, promotes, and reflects on the ECM's research-informed curriculum with parents, staff, and other stakeholders to meet the needs of all children. • Aligns all experiences, materials, and assessments with lesson goals/objectives; integrates and reinforces concepts across disciplines and age groups. • Designs curriculum to provide scaffolding instruction or multiple levels of instruction to support all children. • Models and assists all lead teachers in refining the lesson planning process to integrate a variety of resources and strategies to meet student needs and to show child growth over time.

		elements of instructional planning.	
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Scaffolding Instruction: In this teaching strategy, the teacher utilizes the student’s prior knowledge and strengths when introducing a new concept to build a base (scaffold) for learning. Support is given until the student has acquired the skills needed to perform the task on their own, and then either the support is withdrawn or support is given for the next level.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>3.7 Uses a variety of assessment strategies that are developmentally appropriate</p>	<ul style="list-style-type: none"> ● May or may not use any assessment strategies to show student growth and program effectiveness. <ul style="list-style-type: none"> ● Mainly utilizes summative assessment measures (checklists, worksheets, student work at the end of an experience) and/or rarely provides feedback to about the child’s development. ● Does not make instructional decisions based on assessments or children’s progress towards concept mastery when planning and delivering instruction. ● Provides limited feedback to parents on the their child’s growth in formal meetings with the parents or shares only what is provided by the lead teacher. ● Little or no collaboration exists between teachers, staff, and stakeholders on assessment strategies and their impact on student growth. 	<ul style="list-style-type: none"> ● Assessment strategies used may not be appropriate for the age, development, or other characteristics of the child. ● Relies heavily on summative assessment measures for the purpose of providing feedback to children and parents in the form of a progress report. ● Inconsistently uses assessments to monitor children’s progress, to give children feedback, and/or to inform instructional planning and adjustment of instruction. <ul style="list-style-type: none"> ● Provides some substantive, child-specific, and/or timely feedback to parents on their child’s development. ● Occasionally collaborates with teachers, staff, and governing board to analyze assessment strategies and data and to consider its impact on the instructional program and child growth. 	<ul style="list-style-type: none"> ● Assessment strategies are part of a systematic assessment system. Assessments used are developmentally and educationally appropriate for all children. ● Consistently utilizes a variety of formative and summative assessment strategies to monitor child growth and to inform parents of child progress. Uses assessments to inform instructional planning and delivery. ● Uses assessments to provide substantive, child-specific, and timely feedback to inform instructional planning and adjustment of instruction. ● Shares substantive, child-specific, and timely feedback with parents about their child’s progress across domains. Asks for their input about their child’s progress and growth in and out of school. Information is shared with other program staff who work with that child. ● Often collaborates with the teachers, staff, 	<ul style="list-style-type: none"> ● Assessment evidence is gathered from realistic situations and settings (e.g. during play, in large or small group experiences, or through experiences initiated by the child) that reflect the child’s actual performance. ● Promotes/facilitates a program-wide assessment culture that consistently utilizes appropriate formative and summative assessments to monitor student progress and to inform instructional planning and delivery. ● Consistently uses assessments to provide substantive, specific, and timely feedback with the expectation that children will use it to build on their strengths and be supported as they make changes based on their misunderstandings. ● Asks parents for feedback on their child’s assessments and actively seeks to improve strategies used for their individual child. Staff works with the families to make use of feedback in and out of the classroom (e.g. suggest strategies).

			governing board, and stakeholders to analyze assessment strategies and data and to consider its impact on the instructional program and child growth.	<ul style="list-style-type: none"> • Collaborates with the teachers, staff, governing board, and stakeholders to analyze assessment strategies and data and to consider its impact on the instructional program and child growth on an ongoing basis.
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Formative Assessment: Formative assessments are used to give children substantive, timely, and specific feedback during the learning process. The children use the feedback to help them meet specific learning goals that will be measured with summative assessments.

Summative Assessment: Summative assessments give evidence that specific learning goals have been met. Summative assessments are given after skills have been taught or demonstrated and have been assessed formatively.

Example: A child is working to make an AB block pattern (Red, blue, red, blue). The child places 2 red blocks and then 2 blue blocks. The teacher would help that child to correct the pattern (This is a formative assessment) . The child would work on the patterns with other colors. When the child is given green and yellow blocks, the child puts green, yellow, green yellow. The teacher takes a picture to show the AB pattern was achieved. This is a summative assessment with evidence showing the correct AB pattern.

STANDARD FOUR: An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.

1. Creates a climate in which all reflect Christ's love and strive for excellence in using his gifts
2. Develops, monitors, and sustains a high-quality, Christ-centered educational program together with the ECM staff
3. Encourages quality adult-child interactions throughout the day
4. Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
5. Promotes the use of developmentally appropriate strategies and materials that support teaching and learning

STANDARD FOUR: An effective Lutheran early childhood director fosters a culture of student spiritual growth and development of the whole child.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>4.1 Creates a climate in which all reflect Christ’s love and strive for excellence in using His gifts.</p>	<ul style="list-style-type: none"> ● Is not aware of how the director’s actions impact the creation and maintenance of a positive and healthy ECM climate that reflects Christ’s love for all. ● Does not intentionally collaborate with parents and staff to assess and improve the ECM climate. ● Does not intentionally plan to assess the quality of or to enhance the ECM climate (e.g. no ECM climate surveys are administered, and/or does not work to improve staff relationships). ● Focuses efforts on maintaining status quo and does not attempt to form an action plan for improvement of a healthy ECM climate. ● Fills staff positions quickly but may not take the time to find the staff that are qualified for the role, embrace the curriculum and philosophy, and reflect Christ’s love. 	<ul style="list-style-type: none"> ● Is aware of the need for the director to take on a leading role in creating and maintaining an ECM climate which reflects Christ’s love and strives for excellence in using His gifts but lacks the skills or tools to create a healthy culture. ● Recognizes the value of collaborating with parents and staff to assess and improve the ECM climate but does not measure the health of the climate on an ongoing basis. ● May administer a climate survey to stakeholders when asked to do so or as a specific need arises, but does not analyze the data collected nor take action on it (e.g. WELSSA accreditation review). ● Recognizes the value of a healthy ECM climate but is unsure of resources to use or how to develop and implement a plan for improvement. 	<ul style="list-style-type: none"> ● Creates and implements a positive ECM climate in which interaction of teachers and staff with all students is caring, responsive, supportive, respectful and reflective of Christ’s love. ● Creates and implements a climate with high expectations for staff, children, and families to use their gifts to the best of their ability to honor God. ● Collaboratively administers, compiles, and shares results of ECM climate surveys on an annual basis to measure the health of the program. ● Facilitates the collaborative development of an action plan to promote a healthy ECM climate based on data results. ● Hires and trains staff to use their God-given gifts to serve well in their roles, embrace the curriculum and philosophy, reflect Christ’s love, and discuss policies that are not followed with the staff. 	<ul style="list-style-type: none"> ● Develops, nurtures, implements, and sustains a positive ECM climate in which the interaction of teachers and staff with all students is caring, responsive, supportive, respectful and reflective of Christ’s love. ● Develops, nurtures, implements and sustains a climate with high expectations for staff, children, and families to use their gifts to the best of their ability to honor God. ● Builds the collective capacity of staff and stakeholders to continuously monitor the health of the ECM climate by using and analyzing data from multiple tools.(e.g. open forum, written survey, organizational health survey, etc.). ● Facilitates the collaborative development, implementation and evaluation of an action plan to support, sustain and enhance a healthy ECM



- Is aware of the need to find or train staff to serve well in their roles, embrace the curriculum and philosophy, and reflect Christ's love, but may avoid discussions with staff when program policies are not followed.

climate based on data results.

- Hires and trains staff to use their God-given gifts to serve well in their roles, embrace the curriculum and philosophy, reflect Christ's love, discuss policies that are not followed with the staff, and train staff to solve problems together in love.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>4.2 Develops, monitors, and sustains a high-quality, Christ-centered educational program together with ECM staff.</p>	<ul style="list-style-type: none"> ● Has no coherent curriculum in place for the program. ● May make lesson plans based on curriculum resource materials, but is unaware of how to make lesson plans coherent throughout the program and makes little to no attempt to develop, monitor, and update the curriculum. ● Plans a specific time of day for teaching God’s Word but integration throughout the curriculum is lacking. ● Lesson plans may or may not be reviewed by the director. ● Is unaware of the value of professional learning as part of the curriculum revision process. ● Is unaware of resources or places to find resources that support child development in all domains. ● Is unaware of the value of student data collection for the improvement of 	<ul style="list-style-type: none"> ● Ensures that all teachers have curriculum resources for their respective age groups. ● Shows some attempt to make lesson plans coherent throughout the program but no defined process developing, monitoring, or updating the curriculum other than purchasing new materials. ● Plans for some integration of God’s Word throughout the curriculum in addition to a specific time of day focused on the study of God’s Word. ● Occasionally reviews lesson plans written by classroom lead teachers and may not have an established routine (e. g. due dates, review process, guidelines) for lesson plan submission. ● Encourages professional learning but it may not be included as part of the curriculum revision process. ● Aware of resources that support child development in all domains but evidence 	<ul style="list-style-type: none"> ● Leads a collaborative process to develop and implement a Christ-centered, research-informed curriculum that all teachers and staff embrace. ● Facilitates an established process for curriculum review and allocates appropriate resources, (i.e. time and money) to ensure the curriculum is coherent throughout the program and related assessments are updated as needed. ● Trains all staff on the proper use of law and gospel and how to integrate the teaching and learning of God’s Word throughout all areas of learning and development. ● Routinely reviews lesson plans written by classroom lead teachers and offers support for the lesson plans by providing resources and feedback on the plans. ● Embeds professional learning for all staff as part of the curriculum revision process. 	<ul style="list-style-type: none"> ● Facilitates continuous collaboration with staff and families to strengthen and sustain quality implementation of the Christ-centered, research-informed curriculum. ● Collaboratively develops and implements a curriculum review process that includes: <ol style="list-style-type: none"> 1. monitoring fidelity of implementation of curriculum; 2. researching best practices and changes in educational standards and child development; 3. evaluating alignment with developmentally appropriate practices; 4. adapting the curriculum based on student data; 5. continuously seeking out and providing needed resources; and 6. establishing a process for faculty and stakeholders

	<p>assessment strategies to promote student growth.</p>	<p>that they are used is minimal.</p> <ul style="list-style-type: none"> ● Collects student data through methods chosen by lead teachers and discusses results once a year (e.g. with year-end progress reports, during parent-teacher conferences, teachers and staff evaluations, or family exit interviews). 	<ul style="list-style-type: none"> ● Uses evidence-based materials, programming, and curriculum to support children’s development in all domains. ● Promotes an environment where all teachers and staff use similar developmentally appropriate student data-collection and assessment strategies to promote student growth. 	<p>to provide input to the curriculum.</p> <ul style="list-style-type: none"> ● Trains all staff to properly use law and gospel and to integrate God’s Word throughout all areas of teaching and development. Encourages families and staff to study God’s Word outside of the classroom. ● Reviews lesson plans written by classroom lead teachers, offers support by providing resources and feedback, and assists teachers in setting professional goals to improve lesson planning. ● Embeds powerful professional learning as part of the curriculum development and evaluation process including the study of effective instructional practices. ● Uses knowledge of developmental theories, appropriate early learning standards, and other carefully chosen resources to design, implement, and evaluate a developmentally meaningful and challenging curriculum for each child.
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				<ul style="list-style-type: none">• Devotes time in staff meetings to examine child development, data-collection and assessment strategies, to work on informal and formal assessments, and to discuss sample assessments that emphasize the child's growth over time.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>4.3 Encourages quality child-adult interactions throughout the day.</p>	<ul style="list-style-type: none"> ● Has no written policies for program time use other than individual teacher schedules and may or may not adhere to legal requirements for time use as mandated by state policy. ● Does not make an effort to gather data from stakeholders and other sources on the effectiveness of class schedules, the master schedule and program calendar in meeting child and family needs. ● Unaware of the need to have policies to improve and protect child-adult interactions and experiences. ● Does not have a substitute list and/or is often short-staffed. ● Assumes that child behavior issues are the responsibility of the classroom teacher and/or does not have a written behavior and discipline policy for the program. 	<ul style="list-style-type: none"> ● Provides guidance on building classroom schedules and calendars to ensure adherence to state mandated legal and policy requirements but may not be guided by a curricular rationale for designing classroom or program schedules. ● Gathers some data from stakeholders and other sources on the effectiveness of class schedules, the master schedule and school calendar in meeting child and family needs but does not always use the data to make changes. ● Reacts to daily interruptions professionally but does not have written policies to prevent interruptions and protect child-adult interactions. ● Provides staff to meet the minimum ratio requirements of licensing regulations. ● Works with lead teacher and staff to develop boundaries for children and redirect behavior in love that aligns with the 	<ul style="list-style-type: none"> ● Facilitates the collaborative development of the classroom schedules and the annual program calendar by providing supportive curricular rationale and educational research, following legal mandates, and using data based on child needs to guide the work. ● Effectively makes changes based on gathered data from stakeholders and other sources on the effectiveness of class schedules, the master schedule and program calendar in meeting child and family needs. ● Makes an intentional effort to protect child-adult interactions and experiences from interruptions, (e.g. overlap of time during a staff shift changes, policies for staff phone use, parent communication, deliveries, drop-off and pick-up procedures). ● Consistently plans for necessary staffing to ensure quality care isn't disrupted by staff absences. 	<ul style="list-style-type: none"> ● Facilitates an ongoing collaborative process in which the staff continuously monitors, evaluates, modifies and sustains changes made to schedules, policies, and practices to ensure time is used well, supports quality care and learning, and follows state mandated regulations. ● Facilitates an ongoing collaborative process in which data gathered from stakeholders and other sources is effectively used to make changes to class schedules, the master schedule and program calendar in meeting child and family needs. ● Collaborates with the governing board and staff to continuously revise policies and procedures to protect child-adult interactions and experiences from interruptions. ● Provides enough staff that the workload is distributed reasonably, the highest care is given to families and children, and child-adult interactions can

		<p>program's written behavior and discipline policy.</p>	<ul style="list-style-type: none">• Communicates with families and staff about developmentally appropriate behavior, expectations for young children, how to set boundaries for children and redirect behavior in alignment with the program's written behavior policy.	<p>be meaningful, positive, and engaging.</p> <ul style="list-style-type: none">• Works with families and staff to address challenging behaviors, develop strategies when there are behavioral concerns, set boundaries for children and redirect behavior in alignment with the program's written behavior and discipline policy.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>4.4 Advocates for and fosters affirmation, respect, and inclusion of a diverse student body</p>	<ul style="list-style-type: none"> ● Is unaware of the needs of culturally and linguistically different children including those with special needs and/or does not recognize the need to promote cultural sensitivity in the program’s instructional materials, activities, programs, and outreach. ● Makes no effort to learn about the background of children (family, language, culture, prior experiences, etc.) to acknowledge and affirm diversity and may or may not maintain ongoing connections with all children and families. ● Does not seek out or utilize culturally and linguistically diverse (and special needs) resources to connect with all children and families in the ECM. ● Does not seek feedback from staff and families. ● Is unaware of the ADA/IDEA and/or does not strive to include children with special needs in the program. 	<ul style="list-style-type: none"> ● Acknowledges the need to promote cultural and linguistic sensitivity in the school’s instructional materials, activities, programs, and outreach, but has no intentional action plan. ● Inconsistently implements efforts to develop positive relationships to acknowledge and affirm diversity with all ECM families. ● Occasionally seeks out or utilizes culturally and linguistically diverse resources to connect with all children and families in the ECM but often only around a one-time event/cultural celebration. ● Administers surveys to staff and families on some issues but makes no deliberate effort to ensure that the voices of culturally and linguistically diverse families and special need families are included. ● May be aware of the ADA/IDEA regulations but may be quick to conclude the program cannot support 	<ul style="list-style-type: none"> ● Fosters affirmation, respect, and inclusion of all students by intentionally promoting cultural and linguistic sensitivity in all school’s instructional materials, programs, activities, and outreach. ● Consistently develops positive, respectful relationships in an effort to acknowledge and affirm school and family diversity. Treats all members of the community with respect and develops strong positive relationships with them. ● Builds the capacity of the staff to seek out and utilize culturally and linguistically diverse resources and professional development needed to affirm and respect diversity as part of the ECM culture. ● Is successful in securing feedback from ECM staff and families including those who are culturally and linguistically diverse. ● Strives to include children with special needs by honoring the regulations of 	<ul style="list-style-type: none"> ● Promotes cultural and linguistic sensitivity by reflectively revising materials and policies in all areas of the ECM including the program’s instructional materials, programs, activities, and outreach. ● Continuously leads the staff to examine and reflect on their assumptions, relationships, beliefs, and practices. Leads the staff in modifying practices and relationships to ensure a welcoming and inclusive learning environment for the families and the community. ● Collaboratively develops, implements, monitors, and sustains culturally and linguistically responsive resources to successfully engage the diverse needs of all children and their families. ● Actively seeks out feedback from ECM staff and families especially those who are culturally and linguistically diverse and takes action to ensure the school community is welcoming and inclusive.

		<p>the child without examining the needs with the family, other staff, and child and how the program might easily adapt to include the family.</p>	<p>the ADA/IDEA when possible, works with families to best meet the child's needs, seeks special equipment and resources to accommodate families, but also recognizes the limitations of the program's resources, staff availability and qualifications. Encourages staff development in areas of special education even when a child with special needs is not currently enrolled.</p>	<ul style="list-style-type: none"> ● Complies with the regulations of the ADA/IDEA when possible, works with families to meet the child's needs, seeks special equipment and resources to accommodate families, recognizes the limitations of the program, and continually seeks out staff development opportunities in all areas of special education for all staff. Relationships between families with special needs and other families and children in the program are strengthened by the culture of unity that reflects Christ's love for all.
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Definitions:

ADA: Americans with Disabilities Act. This law protects children with special needs as well as adults with special needs that seek employment.

IDEA: Individuals with Disabilities Education Act. This law protects the education of children with disabilities and includes the requirement to offer accommodations when possible and a due process for parents.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>4.5 Promotes the use of developmentally appropriate strategies and materials that support teaching and learning</p>	<ul style="list-style-type: none"> ● Does not have a research-informed curriculum that is implemented by staff and/or does not have a plan to revise or improve the curriculum. ● Does not include curriculum development and revision as part of the ECM’s instructional vision for teaching and learning. ● May not use materials and resources that are appropriate for the age and developmental needs of the group. ● Possesses a basic understanding of the potential for materials and resources to support teaching and learning, but does not share this with the program board and stakeholders or ask for the additional support that is needed. ● May not provide professional development opportunities to the staff. ● Does not consult professional learning 	<ul style="list-style-type: none"> ● Uses a research-informed curriculum and may include a few long-range goals related to curriculum development and revision as part of the ECM’s strategic improvement plan. ● Begins to develop a shared vision and builds consensus for the curriculum and philosophy to support student learning (e. g. discussion about which tools and materials are essential and why). ● Use of curriculum materials varies from classroom to classroom depending on teacher interest and/or access to equipment and may not always be appropriate for the age and developmental needs of the group. ● Makes an effort to express to the program board and other stakeholders that resources and materials deserve a high priority in the program budget to support teaching and learning and expresses concern when supplies run low. 	<ul style="list-style-type: none"> ● Supports and promotes the research-informed curriculum by including long-range goals related to curriculum development and revision as part of the ECM’s strategic improvement plan. ● Collaboratively facilitates the development and implementation of a shared instructional vision including established standards and measurement of them as part of teacher and staff evaluation. ● Builds the capacity of the teachers and staff to self-assess their use of materials to strengthen and maximize child development opportunities. ● Makes a continuous effort to secure adequate resources and funding to support short and long-range program goals for quality teaching and learning as identified in the strategic improvement plan. ● Creates a culture of awareness with all stakeholders regarding 	<ul style="list-style-type: none"> ● Evaluates the research-informed curriculum, materials used, and long-range curriculum development goals as part of the ECM’s strategic improvement plan to ensure that they support the ECM’s mission. ● Collaboratively, with all stakeholders, sustains and updates a shared instructional vision that encourages the evaluation and revision of the established standards and continuous exploration of new materials for their potential to enhance and maximize child learning and development. ● Strengthens the collective capacity of the staff to apply research, best practices, and emerging trends by facilitating professional learning communities when selecting and using developmentally appropriate materials. ● Builds the capacity of stakeholders (i. e. staff, congregation members, and families) to seek out additional resources and

	<p>communities regarding the effective use of materials to support teaching and learning.</p> <ul style="list-style-type: none"> • Does not seek input from staff and parents on resources used in the program. • Is unaware of how technology is being used in the program or inappropriately uses technology in the early childhood classroom (e.g. use of screens that serve no educational purpose, TV during rest time, any technology under the age of 2, use that violates state licensing laws). • Staff are assigned roles in an attempt to fill required positions in the program but assignments may not align with the gifts of the staff and needs of the children and families. 	<ul style="list-style-type: none"> • Mostly makes professional development opportunities and new materials available to staff who show a strong interest in it or are required to do so by the state's licensing regulations. • Makes some attempt to stay current with educational research and emerging trends regarding effective use of materials that are developmentally appropriate and support teaching and learning. • Seeks occasional input from staff and parents on resources that are used in the program and the productivity of the resources in providing opportunities for children to grow and learn. • Use of technology is limited and is within the limits required by the state licensing regulations. • Assigns staff roles that meet their interest, education, and expertise but may not utilize the collective strengths of the staff or meet the needs of the children and families. 	<p>benefits of professional development, continuing education, and exploration of new materials to maximize student growth.</p> <ul style="list-style-type: none"> • Consults scholarly, research based organizations (e.g., American Academy of Pediatrics, NAEYC) and consults state licensing laws when selecting developmentally appropriate materials and resources to support teaching and learning. • Actively seeks input from staff and parents on program resources and materials used in the program and evaluates the productivity of these resources in providing opportunities for children to grow and learn. Uses this feedback to inform future purchases of developmentally appropriate materials. • Rarely permits the use of technology in the program and limits it to times when the use of technology serves a specific purpose in teaching and learning that cannot easily be taught another way (e.g. using a camera to take pictures for 	<p>grants to fund program goals for quality teaching and learning as identified in the strategic improvement plan.</p> <ul style="list-style-type: none"> • Facilitates stakeholder involvement in external professional learning networks to expand learning opportunities and exposes staff and other stakeholders to new ideas, emerging trends and materials that maximize student growth. • Trains staff to recognize and consult scholarly, research based organizations and to consult state licensing laws when selecting and using developmentally appropriate materials and resources to support teaching and learning. • Uses feedback from staff and parents about program resources to modify the current curriculum and to inform decisions about future purchases. Educates the staff, families, and the governing board about developmentally appropriate resources and materials that provide opportunities for children to grow and learn.
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			<p>a class book, use of books on CD).</p> <ul style="list-style-type: none">● Conducts an audit of personalities, talents, abilities, strengths and weaknesses of all staff in the program and supports the staff by assigning roles and tasks that utilize strengths to best meet the needs of children and families.	<ul style="list-style-type: none">● Evaluates the use of technology in the program with the parents and staff, educates parents and staff on appropriate use of technology in the classroom and home, and carefully selects materials used in the program that support developmentally appropriate practice for child growth.● Creates a team by assigning roles and tasks that utilize strengths, meet the needs of both children and staff, and seeks to build a team (i. e. hire) that balances the strengths and weaknesses of the whole staff to best meet the needs of children and families.
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STANDARD FIVE: An effective Lutheran early childhood director enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts.

1. Builds teacher, staff, and volunteer capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
2. Guides the development of beginning teachers
3. Uses formative supervision to guide teacher, staff, and volunteer performance toward improved student growth
4. Communicates teacher and staff performance through summative evaluations
5. Works collaboratively with teachers, staff, and volunteers to design comprehensive professional growth plans that align with state and/or local requirements
6. Develops, models, and maintains a shared Christian culture of trust, collaboration, reflection, and professionalism for student growth

STANDARD FIVE: An effective Lutheran early childhood director enables, supports, and coaches teachers and staff to faithfully serve God’s people through the growth and use of their gifts.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>5.1 Builds teacher, staff, and volunteer capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development</p>	<ul style="list-style-type: none"> ● Does not engage in collaborative dialogue related to teachers’ professional growth needs. ● Mainly offers professional development opportunities based on individual teacher interest rather than on teacher or ECM needs. Professional development only takes place off site. ● Is unaware of the impact that professional development opportunities have on teachers’ classroom practice and student growth, and as a result may spend valuable resources on activities that do not promote growth. ● Allocates insufficient funds in the budget for professional development and continuing education. 	<ul style="list-style-type: none"> ● Promotes or engages in minimal collaborative dialogue on teachers’ professional growth needs. ● Randomly attempts to provide some collaborative learning opportunities for staff at the campus level, (e.g. book studies, peer observations, courses by MLC, etc.) but limits these opportunities to lead teachers only and/or to meet the minimum requirements of the state. ● Measures the impact that professional development opportunities have on classroom practice and child growth. ● Allocates minimal funds in the budget to meet the minimum state mandated clock hours/credits of professional development for staff. 	<ul style="list-style-type: none"> ● Builds teacher capacity by facilitating the development and implementation of a coherent plan by which all staff are offered opportunities at the ECM site to collaboratively engage in professional learning aligned to child and teacher needs, (e.g. book studies, lesson studies, learning walks, action research, peer coaching, etc). ● Often aligns professional development opportunities to campus curricular goals and child, family, or staff needs, surpassing the minimum state requirements for lead teachers and all other staff. ● Implements a professional learning calendar that encourages and supports staff learning by creating time, policies, and incentives that promote learning across the campus. ● Provides sufficient time, budgeted funds, and support for learning, implementation, 	<ul style="list-style-type: none"> ● Collaboratively builds teacher capacity through the nurturing and sustaining of a professional learning community in which continuous ongoing opportunities to grow professionally are available to all staff and aligned to program needs. ● Facilitates collaborative decision making about professional development opportunities to include requirements that all offerings be sustained, job-embedded, and supported as well as demonstrating measurable impact on classroom practice, family needs, and student growth. ● Models and maintains a program-wide culture of professional learning and improvement for all teachers and staff. Consistently follows research-influenced practice for effectiveness when implementing professional development.

			<p>reflection, and reinforcement of professional development and continuing education for all staff.</p>	<ul style="list-style-type: none">● Actively leads campus stakeholders to seek out funding opportunities to support professional development opportunities in addition to providing budgeted funds, sufficient time, support for learning, implementation, and reflection of professional development and continuing education of all staff.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>5.2 Guides the development of beginning teachers</p>	<ul style="list-style-type: none"> ● Complies with the request that all first and second year called teachers participate in the WELS New Teacher Induction Program but does little to arrange and support resources for it, (e. g. required weekly contacts, meetings and observations with program mentor). ● Solely relies on the guidance provided through the WELS' New Teacher Induction Program as the lone support for new called teachers. May be unaware of the feedback provided to new teachers through the WELS' New Teacher Induction Program. ● May not include resources for beginning teachers (e.g. participating in the WELS New Teacher Induction Program) in the budget. ● Does not include support and retention of new teachers as part of the ECM goals. ● Does not provide a job description, staff orientation, or any other resources about job 	<ul style="list-style-type: none"> ● Arranges support and resources for beginning called teachers to participate in the WELS New Teacher Induction Program. ● Relies on the WELS' New Teacher Induction Program mentor as the main support and guidance for new called teachers. ● Includes the financial support for beginning called teachers (e. g. participating in the WELS New Teacher Induction Program) as part of the budget, but the funds budgeted may not be sufficient to meet the needs. ● Plans to support new teachers are inconsistent or not always implemented. ● Provides some resources about job requirements and expectations as part of the hiring process but inconsistently offers support and does not always enforce staff policies. ● Sometimes allocates time to meet with the new teachers and staff to determine further support but it is 	<ul style="list-style-type: none"> ● Actively monitors beginning called teachers' participation in the WELS New Teacher Induction Program to ensure the program is carried out with fidelity including required weekly contacts, meetings, and observations. ● Coordinates with the WELS' New Teacher Induction Program mentor to enhance the support and resources to contribute to the growth and effectiveness of new called teachers. ● Allocates sufficient funds for resources in the budget, and encourages all stakeholders to see the value of this investment. ● Facilitates the establishment of strategic plan goals that address support and retention of new teachers. ● Supports new teachers and staff through an orientation process that clearly displays job descriptions, expectations, and program policies, including the 	<ul style="list-style-type: none"> ● Facilitates and sustains a campus culture that prioritizes the development and support of new teachers through its investment of time and resources of which the WELS New Teacher Induction Program is but one part. ● Collaborates with the WELS' New Teacher Induction program mentor and seeks out opportunities to use the resources and support offered in the NTI program to promote professional growth in all staff. ● Compels and partners with all stakeholders to collect and protect funds in the budget that are allocated for the support of the beginning teacher. ● Facilitates the continuous evaluation and adaptation of strategic plan goals related to the support and retention of new teachers. ● Safeguards values and protects all stakeholders by continuously revising the hiring and orientation process so that it clearly

	<p>requirements and expectations as part of the hiring process.</p> <ul style="list-style-type: none"> • Does not meet with the new teachers and staff to mentor and offer support. 	<p>often only when there is a problem or immediate need.</p>	<p>procedures for staff guidance when policies are not followed.</p> <ul style="list-style-type: none"> • Builds a staff that supports each other through shared personal practice, peer coaching, and application of professional learning. 	<p>displays job descriptions, the division of roles and duties, expectations, program policies, and procedures for staff guidance when policies are not followed.</p> <ul style="list-style-type: none"> • Facilitates continuous professional growth opportunities of all teachers and staff including beginning teachers through high functioning professional learning communities in which collective learning and application of learning and shared personal practices is ongoing.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>5.3 Uses formative supervision to guide teacher, staff, and volunteer performance toward improved student growth</p>	<ul style="list-style-type: none"> ● Maintains a professional teaching culture in which there is no norm or expectation of feedback for teacher growth. ● Does not provide oral or written feedback or coaching to staff during the year to strengthen practice and influence child growth. ● Does not formally observe teachers in the classroom and has no ongoing support system in place to provide teachers with written or oral feedback during the year. ● Does not encourage or support (e.g. provide extra staffing, make time, provide resources) peer observations among the staff. 	<ul style="list-style-type: none"> ● Does not implement a comprehensive and systematic plan to provide consistent/ ongoing meaningful instructional feedback to teachers based on evidence gathered through classroom walkthroughs and observations. ● Conducts random classroom walkthroughs but seldom provides meaningful feedback leading to staff reflection and growth. ● Conducts one formal visit each year for the purpose of completing the year-end teacher evaluation form or visits a given classroom when there is a concern. ● Makes some attempt to impact the professional teaching culture by occasionally promoting peer observations or instructional dialogue among the staff. No system for training or using tools is in place, (e.g. protocols to promote instructional dialogue and guide feedback). 	<ul style="list-style-type: none"> ● Develops a comprehensive plan to gather and analyze evidence on teaching and learning based on classroom walkthroughs and formal observations. The evidence is used to provide feedback and coaching to provide professional dialogue and teacher reflection around the impact on child growth. ● Intentionally plans, implements, and monitors a professional learning community to support ongoing teacher and staff growth through multiple collaborative opportunities to engage in instructional dialogue (e. g. analyze student work, performance assessments, and observation data, etc.). ● Conducts formal visits and gathers data to offer oral and written feedback to improve teaching and to promote child growth. ● Impacts the professional teaching culture by promoting peer observations and instructional dialog and by providing resources (e.g. tools, training, time). 	<ul style="list-style-type: none"> ● Intentionally implements, monitors, evaluates, and sustains a professional learning community/culture to promote teacher and child growth. ● Continuously gathers and evaluates evidence/data that the staff's collective learning and application of learning results in changes, growth, and improvement in staff and program practice and in child growth. The data is used to shape professional learning. ● Offers ongoing, documented feedback through follow-up conversations and through continuous data collection after a formal visit to improve teaching and to promote child growth. ● Facilitates and promotes a collaborative professional learning community/culture as the main source of formative feedback to teachers about their impact on child growth by providing training, tools, time, protocols, and staffing to make peer observations an effective, positive experience.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.4 Communicates teacher and staff performance through summative evaluations	<ul style="list-style-type: none"> • Does not complete any observations or evaluations. • Has not established nor discussed with staff agreed upon evaluation criteria. • May use the summative evaluation in the approval of staff pay increases but not as a tool for professional growth. 	<ul style="list-style-type: none"> • Mainly views completion of summative teacher evaluations as a year-end compliance event that is not evidence-based. • Inconsistently implements a teacher evaluation process that results in a written summative evaluation with little or no input from staff on the criteria and process. • Provides limited to no opportunity for the summative evaluation process to be used as a collaborative dialogue about professional growth and future goal setting. 	<ul style="list-style-type: none"> • Utilizes multiple sources of data as the basis for summative evaluation, (e.g. classroom walkthroughs, formal observations, student performance results, etc.). • Collaboratively designs and implements an evaluation process with timelines, policies, and agreed upon/articulated criteria. • Ensures a consistent process is in place in which all teachers and staff receive a summative evaluation and are given sufficient opportunities to engage in collaborative dialogue about it and set future professional development goals. 	<ul style="list-style-type: none"> • Collectively analyzes the multiples sources of data that support summative evaluations to determine program-wide goals for teacher professional development. • Collaboratively implements, evaluates, modifies, and sustains an evaluation process with timelines, policies, and agreed upon/articulated criteria. • Models and sustains a program-wide culture of collective learning and continuous professional growth and improvement for all teachers and staff.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.5 Works collaboratively with teachers, staff, and volunteers to design comprehensive professional growth plans that align with state and/or local requirements	<ul style="list-style-type: none"> • Professional development is minimal or lacking. • Setting professional goals and designing professional growth plans are not part of the program teaching 	<ul style="list-style-type: none"> • Professional development is encouraged and carried out only when required to meet the minimum requirements of state licensing or accreditation standards. 	<ul style="list-style-type: none"> • Professional development, in addition to fulfilling minimum requirements of state licensing or accreditation standards, is encouraged and supported. 	<ul style="list-style-type: none"> • Professional development, in addition to fulfilling minimum requirements of state licensing or accreditation standards, is expected, supported, and ongoing.

	<p>culture or the evaluation and support system.</p> <ul style="list-style-type: none"> • Does not encourage all staff, regardless of experience or position, to develop professional growth plans. • Professional goals do not meet the requirements of the state and/or are not monitored and recorded by the director. 	<ul style="list-style-type: none"> • Assists teachers in setting professional goals and in designing growth plans only when issues arise related to the inability to carry out professional responsibilities. • Does not have an established process to help all staff, regardless of experience level or position, to develop professional growth plans with specific professional goals. • Professional goals may meet state requirements, but the director is inconsistent with the monitoring, follow-up, and encouragement of teachers' professional growth. 	<ul style="list-style-type: none"> • Facilitates the collaborative development of comprehensive growth plans which include professional goal setting as part of a clearly articulated evaluation and support system for all staff members. • Holds collaborative year-end conferences with all staff to determine if professional goals were successfully met and to establish new goals for the following year. • Actively supports and monitors teachers' professional goals by the consistent monitoring of progress toward goal attainment, ensuring goals meet or exceed state requirements, and providing resources as needed. 	<ul style="list-style-type: none"> • Promotes and sustains a culture in which teachers and other staff share their professional goals and receive feedback from others on their progress toward goal attainment. • Collaboratively facilitates and sustains a culture which continuously promotes professional goal setting, monitoring, and accountability for completion of goals for all staff members. • Proactively supports and monitors the attainment of professional goals that meet or exceed state requirements and encourages goal modifications as needed based on performance data.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.6 Develops, models, and maintains a shared Christian culture of trust, collaboration, reflection, and	<ul style="list-style-type: none"> • Maintains a school culture and climate that encourages teachers to work in isolation apart from one another and often compete for resources. 	<ul style="list-style-type: none"> • Maintains a school climate that reflects collegial relationships among the staff. • Seldom provides opportunities for staff to 	<ul style="list-style-type: none"> • Facilitates the development of a collaborative and collegial ECM climate by intentionally providing ongoing opportunities for staff to meet and to collaborate on school 	<ul style="list-style-type: none"> • Prioritizes the continuous nurturing and sustainment of a climate in which open and trusting relationships are valued as the key to a successful professional

<p>professionalism for student growth</p>	<ul style="list-style-type: none"> • Does not plan and provide intentional opportunities for staff to engage in activities and discussions with one another or to be involved in decision-making. • Does not make intentional efforts to welcome new teachers or engage the staff in team-building activities and is unaware of the quality of adult relationships in the ECM. • Does not encourage teachers and staff to make decisions. • Limits access to the director. 	<p>collaborate with one another related to professional practice and inconsistently allows the staff to participate in decision-making.</p> <ul style="list-style-type: none"> • Does not engage in consistent and intentional efforts to build a collaborative, trusting environment amongst the staff and often limits them to one-time team building activities or events that take place at certain times of the year such as back to school or Christmas. • Rarely empowers teachers to make decisions on their own. The director is the key decision maker and initiator of new ideas. • Inconsistently offers open access to the director. 	<p>issues to build trust, respect, and professionalism.</p> <ul style="list-style-type: none"> • Builds the capacity of the staff to regularly participate in collaborative and reflective discussions about professional practice and child growth. Encourages staff to seek help in making decisions and provides training on skills that support collaborative and productive teams (e.g. active listening, understanding, guidelines for dialogue, consensus-building, etc.). • Intentionally builds and promotes trust among the staff through leadership actions that model sincerity, reliability, follow-through, accountability, benevolence, competence, honesty, and openness. • Consistently empowers teachers to make decisions on their own; recognizes faculty and stakeholder strengths. • Encourages staff to approach the director with any concerns. 	<p>learning community and improved student growth.</p> <ul style="list-style-type: none"> • Models reflective practice and professionalism. Continuously ensures staff receive ongoing professional learning about best practices about the collaborative and reflective process, and nurtures and sustains a transparent decision making process that is collaborative. • Nurtures and sustains collaborative learning cultures/professional learning communities with high levels of trust as evidenced by the staff's sharing of personal practice, collective learning, and application of learning. • Maximizes staff and stakeholder strengths to help staff reflect on previous decisions to strengthen the teacher, program, and services offered. • Builds and sustains a culture where the director is approachable and available for support, guidance, or to discuss concerns confidentially.
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Domain III: Administrative Leadership

STANDARD SIX: An effective Lutheran early childhood director wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

1. Organizes the environment to support quality instruction and **child** growth
2. Monitors building operations, upholding state and/or local regulations
3. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
4. Promotes and protects the welfare and safety of students and staff
5. Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church
6. Supervises all business operations as defined by the congregation's governing board
7. Supports and works closely with the congregation's governing board

STANDARD SIX: An effective Lutheran early childhood director wisely manages the school facilities and resources for a safe, efficient, organized, and effective learning environment.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>6.1 Organizes the environment to support quality instruction and child growth</p>	<ul style="list-style-type: none"> Primarily makes decisions based on environmental elements as a continuation of past practice with little reflection of the impact on instruction and child growth. Does not understand that frequent routine and schedule changes may harm child development and learning. Is unaware how the program schedules, routines, and calendars, maximizes use of time, reduces interruptions in play and learning, etc. impact quality experiences and child growth. 	<ul style="list-style-type: none"> Is somewhat aware of the extent decisions based on environmental elements impact instruction and student learning. Attempts to make decisions that positively impact instruction and child growth. Encourages routines to be consistent and changes are planned and purposeful. Is consistent and intentional when designing program schedules, routines, and calendars to address the developmental needs of diverse child populations. 	<ul style="list-style-type: none"> Intentionally facilitates collaborative planning based on decisions about environmental elements and implementation of all program functions and processes with staff, families, and the governing board to enhance quality instruction and child growth. Facilitates an analysis and review of program and classroom data, policies, practices, and procedures to determine how instruction and child growth may be impacted (e.g. checks for consistency in program schedule, maximizes use of time, reduces interruptions in play and learning, etc). Keeps child spiritual, emotional, physical, and developmental growth at the center of daily experiences and routines, staff schedules, roles and responsibilities, and other environmental elements in the program. 	<ul style="list-style-type: none"> Systematically monitors, evaluates, and adjusts decisions based on environmental elements to respond to all children’s instructional needs and to create time for teacher collaboration in an effort to maximize quality instruction and child growth. Facilitates an ongoing collaborative analysis and review of program and classroom data, policies, practices, and procedures to ensure a positive impact on instructional quality and child growth, (e.g. checks for consistency in program schedule, maximizes use of time, reduces interruptions in play and learning, etc). Collaboratively designs, organizes, and reflectively revises all areas of the program to meet the needs of children and their families.

Environmental elements: Decisions based on environmental elements policies, procedures, and decisions about the physical space or routine of the program. Includes, but is not limited to: program calendar, staff roles and responsibilities, class schedules and routines, classroom configurations, room arrangements, outdoor play schedules and materials, learning spaces, technology utilization, allocation and distribution of resources, policies, etc

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>6.2 Monitors building operations, upholding state and/or local regulations</p>	<ul style="list-style-type: none"> ● Unaware of the importance of maintaining facilities and its impact on teaching and learning and fails to address maintenance costs in overall budget and or program plans/goals. ● Has no written plan for building operations or facilities management (i.e. at a minimum there may be a general cleaning schedule and attention to basic safety and code compliance). ● Shows no concern for conservation of energy, supplies or maintenance costs. ● Has no written policies related to building usage (e.g. use for private parties or other church/school programs) and usually gives verbal permission. ● Gives minimal attention to the safety and security of the children and the building but does not recognize the impact of maintenance and facility issues on teaching and learning. 	<ul style="list-style-type: none"> ● Addresses most facility issues with the congregation/board of trustees as needs arise and as the budget allows but planning for maintenance costs in the overall budget and/or strategic plan is minimal. ● Maintains a basic maintenance schedule for the program including items that need weekly, monthly and annual attention (e.g. waxing floors, cleaning carpets, fire/tornado drills, servicing fire extinguishers, etc.) and ensures that basic safety and code compliance meet state regulations. ● Tries to conserve energy, supplies, and maintenance costs. ● Establishes some written procedures/policies for building use and maintains a calendar of events for the week, evening and weekends. ● Gives ongoing attention to the safety and security of 	<ul style="list-style-type: none"> ● Includes building and facility maintenance as part of the program’s strategic plan and budget. ● Collaboratively develops, implements, and monitors an effective written plan that meets or exceeds state regulations for facility maintenance so that problems don’t affect teaching and learning, child and staff health, or the fiscal health of the program. ● Promotes active conservation of energy, supplies, and maintenance costs by all stakeholders. ● Collaboratively develops clearly articulated plans, procedures, and policies related to overall building usage but may not always enforce/adhere to these policies. ● Regularly reviews safety and security of the building (e.g. conducts or instructs staff to conduct regular walk-throughs with a checklist) to ensure the protection of children, families, and staff is a priority. Makes changes 	<ul style="list-style-type: none"> ● Collaboratively monitors, evaluates and modifies an effective written plan for facility maintenance with the congregation/governing board/board of trustees to proactively maximize child learning, child, staff, and family health, and the fiscal health of the ECM. ● Collaboratively develops, implements, and monitors a detailed written plan for maintenance to meet or exceed state regulations. Maintains an ongoing list of recommended improvements [short and long term] that ties facility improvements to the budget and to the program’s improvement goals. ● Collaborates with all stakeholders to conserve energy, supplies, and maintenance costs by intentionally prioritizing competing demands on resources to meet child, family, and staff needs. ● Collaboratively develops, revises, and enforces clearly articulated plans, procedures, and policies

	<ul style="list-style-type: none"> ● Is unaware of legal and policy requirements (i.e. state licensing regulations, federal building requirements, etc) or chooses not to follow laws because of church affiliation, private status, or lack of state license. 	<p>the building to protect the children, families and staff but is inconsistent in taking into consideration the impact of maintenance and facility issues on teaching and learning.</p> <ul style="list-style-type: none"> ● Adheres to legal and policy requirements when safety concerns become obvious (e.g. cleaning products out of reach and locked, a cracked slide is replaced). 	<p>based on the impact of maintenance and facility issues on teaching and learning.</p> <ul style="list-style-type: none"> ● Attempts to adhere to most legal and policy requirements, including those that are not required of a church or private facility. 	<p>related to overall building usage.</p> <ul style="list-style-type: none"> ● Builds the capacity of staff, the community, and other stakeholders to advocate for improvement of school facilities/maintenance and intentionally prioritizes competing demands on resources as a strategic goal that supports teaching, learning, and safety for all. ● Collaborates with program leaders and experts (e.g. local police and law experts, lay members with experience, state licensor, etc.), and reviews policies regarding building operations/ facilities to meet or exceed minimum standards as described by federal, state, and local regulations.
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Governing Board: The administrative group (e.g. board of education, education committee, learning board, etc) that serves as the direct supervisor to the director. The board assists the director in managing and in decision making for the ECM on behalf of the church council and/or congregation.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>6.3 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p>	<ul style="list-style-type: none"> ● Lacks understanding of the need to align resources with the program needs/goals. ● Manages resources as needed with little thought with minimal thought concerning how they fit into the big picture or program goals. ● Does not seek out additional resources to accomplish program goals. 	<ul style="list-style-type: none"> ● Understands and can explain the importance of allocating resources to support program needs/goals. ● Inconsistently aligns and allocates resources with the needs of the program and has no process to measure the impact of resources on program goals. ● Occasionally seeks out additional resources beyond the congregational or ECM budget to accomplish program goals. 	<ul style="list-style-type: none"> ● Aligns resources with the needs of the program and effectively monitors the impact of resources on program needs/goals. ● Analyzes program improvement data to strategically plan for the allocation of human, fiscal, and technological resources to maximize outcomes for children and families to meet program goals. ● Collaborates with other stakeholders to find and acquire outside funding sources (e.g. grants, local resources, donations, etc). 	<ul style="list-style-type: none"> ● Designs structures and processes that enable shared responsibility of the staff and ECM community to make recommendations and decisions for the allocation of resources that ensure equitable outcomes for children and align with ECM goals. ● Articulates and communicates to the congregation, staff, and families how the improvement plan, allocation of human, fiscal, and technological resources maximize outcomes for children and families. ● Empowers, encourages and supports ECM stakeholders in seeking outside funding sources to ensure the long term viability and sustainability of the program.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>6.4 Promotes and protects the welfare and safety of students and staff</p>	<ul style="list-style-type: none"> ● Attempts to implement basic safety and compliance requirements, (e.g. fire drills, lockdown, severe weather, shelter in place, reverse evacuation, etc.) but is unaware of the extent to which compliance is met. ● Has no written and articulated policies to promote student and staff safety. ● Unaware of weaknesses in the security of the building and facilities. ● Is unaware of community resources available to the program, staff, and families. ● May or may not adhere to legal requirements as they apply to staff hiring, termination, staff management, and benefits. 	<ul style="list-style-type: none"> ● Facilitates the required legal compliance for conducting basic safety drills (e.g. fire drills, lockdown, severe weather, shelter in place, reverse evacuation, etc.) and keeps record of these drills and practices. ● Has some written policies, procedures, and or action plan(s) (e.g. safe departure policy, privacy and confidentiality policy, staff babysitting policy, health policy, safe transportation policy, staff cell phone use, guest/volunteer sign in, safety drills and first aid procedures, emergency contact procedures, etc) in place to promote child and staff safety. ● Explores the need to implement procedures for building perimeter security with staff and governing board that may or may not result in action taken to improve student and staff safety/welfare. ● Is aware of some of the community resources available and seeks these resources as needs arise. 	<ul style="list-style-type: none"> ● Collaboratively develops and implements a systematic written and articulated program safety plan, supported by policies and procedures, to ensure ongoing child and staff welfare. Safety drills are intentionally implemented to move beyond mere compliance to continuously improve emergency/safety procedures for all students and staff including those with special needs (e.g. ADA laws). ● Has written policies and procedures for all areas of health and safety as described by state licensing and other officials and proactively seeks feedback from stakeholders, local officials, and the state licensor to continuously improve child and staff welfare and safety. ● Implements procedures for building perimeter security with staff and governing board to improve student and staff safety/welfare. ● Keeps an active list of appropriate community 	<ul style="list-style-type: none"> ● Collaboratively builds teams of staff and stakeholders to lead, manage, evaluate, adjust, and sustain components of safety procedures and recruits professionals (e.g. local law enforcement, fire department, etc) to help review and revise safety policies and procedures. ● Facilitates the ongoing empowerment of all stakeholders as an active part of the decision making process related to school policies and procedures on school safety (e.g. provide input through open forums, polls and surveys or focus groups) and frequent revision of policies ● Continually studies, revises, and implements with staff, the governing board, and state/local officials procedures for building perimeter security to improve student and staff safety/welfare. ● Empowers stakeholders to continuously identify, build, evaluate, adjust and sustain partnerships with

		<ul style="list-style-type: none"> • May adhere to legal requirements as they apply to staff hiring, termination, staff management, and benefits but decides which to follow based on the director's interests or as problems arise. 	<p>resources to refer staff and families to as needed.</p> <ul style="list-style-type: none"> • Adheres to legal requirements as they apply to staff hiring, termination, staff management, and benefits (e.g. FMLA, ADA, etc) even if the program is exempt due to private/church setting or small number of employees, unless the law is contrary to God's Word. 	<p>appropriate community resources to provide additional support to families as needed.</p> <ul style="list-style-type: none"> • Educates the program administration (i.e. governing board and other church leaders) on laws that apply to the program. Maintains and supports legal procedures and policies, unless contrary to God's Word, as a way to compassionately serve and protect the program, staff, and families.
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Perimeter Security: Policies and procedures that protect the building and grounds. These procedures and policies include, but are not limited to visitor safety, awareness of child sex offenders in the area, safe pick-up procedures, security, and surveillance systems.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.5 Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church	<ul style="list-style-type: none"> • Engages in top down decision making in isolation and usually does not involve staff or other community stakeholders or provide leadership opportunities to them. 	<ul style="list-style-type: none"> • Usually engages in top down decision making but sometimes involves stakeholders or staff in specific decisions or leadership on a particular project. 	<ul style="list-style-type: none"> • Consistently empowers staff and other stakeholders in decision making and encourages them to lead and take ownership of projects. 	<ul style="list-style-type: none"> • Intentionally creates an ongoing culture of staff and family empowerment to make decisions and to lead projects. • Intentionally develops and utilizes the talents of the

	<ul style="list-style-type: none"> ● Is unaware of the wide variety of talents held by church, staff, and ECM community. ● Limits input and involvement to increase efficiency and reduce conflict. Focuses leadership strategies on control. ● Makes no effort to work together with the staff and community stakeholders to attain ECM goals. 	<ul style="list-style-type: none"> ● Occasionally recognizes some of the talents held by the church, staff, and ECM community but may not match the talent to an appropriate task. ● May distribute tasks to share the workload. ● Makes an effort to work together with the staff and community stakeholders to attain ECM goals when a conflict arises. 	<ul style="list-style-type: none"> ● Recognizes and utilizes the wide variety of talents held by the church, staff and ECM community and matches these talents to service opportunities in the program . ● Gives staff authority and power to make some decisions and distributes the workload to recognize individual talents and interests. ● Seeks opportunities to engage the staff and community stakeholders in conversations and to work collaboratively on task forces and/or projects to attain ECM goals. 	<p>church, staff, and ECM community by providing leadership opportunities and professional development.</p> <ul style="list-style-type: none"> ● Consistently encourages the staff to engage in making decisions and works collaboratively to assign tasks according to individual talents and interests. ● Uses the positive influence and synergy of the program and community stakeholders to work together to support the attainment of ECM goals.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.6 Supervises all business operations as defined by the congregation’s governing board.	<ul style="list-style-type: none"> ● Is unaware of the business operations of the ECM or only supervises these operations when specifically asked. ● Makes minimal effort to recruit and enroll (e.g. ask families from the church cradle roll, follow up on 	<ul style="list-style-type: none"> ● Performs most business operations as assigned and seeks assistance in learning how to operate the business (e.g. requests help, takes administration classes, etc). ● Makes an effort to reach maximum enrollment (i.e. as safety laws, staffing and 	<ul style="list-style-type: none"> ● Requests help from the governing board and congregation with business operations. Seeks out individuals who might have expertise in running an ECM (e.g. congregation members who are/were ECM directors, lawyers, accountants, etc). 	<ul style="list-style-type: none"> ● Builds and sustains a culture where the business operations are shared with the director, governing board, and congregation so that the ECM staff can use their time and energy to focus on quality teaching,

	<p>phone calls, etc) new families in the program.</p> <ul style="list-style-type: none"> • Does not keep accurate, up-to-date records for staff and families and/or records are not regarded with confidentiality (e.g. stored in locked space, not shared) and/or might permit a child to attend without all paperwork on file. • Does not have or is unaware of a budget for the ECM or the ECM has all financial responsibility (i.e. the ECM must be “self-supporting”). • Does not collect fees or does not enforce the collection of fees in a timely manner. • Revises tuition rates and fees haphazardly or based on what was done in the past. • Does not have a family handbook and/or a staff handbook. • Does not take an active role in staffing issues and there may be frequent staff turnover. • Does not offer staff orientation or training and 	<p>ratios, and space allow) and processes all paperwork (e.g. health forms, applications, fees) for enrollment in a timely manner.</p> <ul style="list-style-type: none"> • Maintains accurate and complete records at all times and regards all records as confidential information. • Prepares a budget with the governing board, and the budget reflects some financial support from the congregation (i.e. the ECM is not expected to be “self-supporting”). • May be responsible for depositing fees or making withdrawals, but not both. Informs the bookkeeper, administrative assistant and/or treasurer of all information necessary for efficient record keeping. • Works with the governing board to revise tuition rates, fees, family contracts, and policies regarding tuition collection and late payments. • Writes the staff and family handbooks with the assistance, review, and 	<ul style="list-style-type: none"> • Works with the governing board and the congregation to market the program to new families in an effort to reach children and families with the gospel. • Becomes and remains informed about all federal, state, and local laws regarding ECM record-keeping, confidentiality, and reporting. <ul style="list-style-type: none"> • Coordinates purchases of all budgeted supplies and equipment, (i.e. working within the means of the budget) maintains inventory, and ensures staff have sufficient resources. Explains to the congregation how the ECM budget fits in the the congregation’s mission and ministry. • Collects fees (e.g. tuition, registration/supply fee,) or assists bookkeeper/ administrative assistant/treasurer in collecting and recording these. Keeps financial records in coordination with the church treasurer or governing board. 	<p>learning, and child development.</p> <ul style="list-style-type: none"> • Builds and sustains a marketing strategy with the governing board, congregation, and staff to serve the community and to reach children and families with the gospel without sacrificing the quality, health, and safety of stakeholders in the program. • Educates the governing board and staff on record-keeping and confidentiality issues and builds a relationship of trust among all stakeholders through secure record-keeping procedures. • Utilizes all resources within the means of the budget, uses data of the current year to design and implement future financial plans, and helps the congregation embrace the ECM budget as part of the united mission and ministry. • Collects all fees, keeps financial records, and communicates with the governing board about families that are behind on payments. Collaborates with
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	<p>may or may not maintain a staff schedule that meets the needs of the program.</p>	<p>approval of the governing board.</p> <ul style="list-style-type: none"> ● Fills staff positions, paid and volunteer, as determined by the governing board and church (e.g. call or hire with board approval, process applications, interview check references, process background checks, review education transcripts and previous work experiences, etc.) and trains staff on responsibilities. May have a termination or probation policy and may work to strengthen the work culture and ECM team when issues arise. ● Provides a staff handbook which includes personnel policies, job descriptions, staff rules, staff discipline, an orientation to the ECM policies, facility tour, and introduction to staff members. Maintains a staff schedule. 	<ul style="list-style-type: none"> ● Revises tuition rates, fees, and family contracts by considering the culture and cost of living in the area and advice from the governing board. ● Revises all handbooks as needed to align all requirements as stated in federal, state, and local regulations. Monitors the program and staff to ensure policies and procedures are followed as stated in the handbooks and mandated by laws. ● Recruits, fills positions, and trains staff beyond the first orientation. Adopts clear, board-approved hiring and termination of employment procedures, builds a culture of trust among staff and works to build up and retain staff. ● Arranges on-going training sessions with staff that meet or exceed state regulations, maintains a schedule that meets ratio requirements, requests for vacation, and sick days. 	<p>the families and/or governing board to make plans to collect unpaid fees.</p> <ul style="list-style-type: none"> ● Collaboratively revises tuition rates, fees, and family contracts by collecting data from the governing board, families enrolled (e.g. polls and surveys, conversations and interviews), and local cost of living resources. ● Develops a periodic review of all handbooks, policies, and procedures by the governing board, informs parents of program changes, and confers with parents and families that have concerns about any policies and procedures. ● Recruits and fills positions with qualified staff. Advocates for staff policies that include benefits and support (e.g. maternity/ paternity leave, paid time off, additional training sufficient support staff, a qualified list of substitutes, and realistic job expectations) to provide and sustain a supportive, compassionate work culture.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>6.7 Supports and works closely with the congregation’s governing board</p>	<ul style="list-style-type: none"> ● May or may not have an ECM board or oversight committee. ● Does not foster a common vision or set of beliefs and values with the board. ● Agenda is written by either the board, other church leaders (i.e. principal, if a school exists) or director with little input of the others. ● Allows the board to make most decisions independent of principal and stakeholders or allows the board to give approval of the director’s ideas and plans without proper consideration. ● Does not share administrative responsibilities (e.g. preparing the program budget, staff hiring/terminations, enrollment decisions, etc.) with the board. ● Is not aware of the need to serve as a voice for the 	<ul style="list-style-type: none"> ● Has an ECM board in place. ● Works cooperatively with the board and is generally on the same page with them. ● Cooperatively writes the agenda with input from the board chair or other church leader (i.e. principal, if a school exists) but mostly sets routine agenda items (e.g. calendar events/happenings, building needs, enrollment numbers). Discussion of shared beliefs and vision is limited. ● Assists the board in understanding their role and provides an orientation for them but may demonstrate little evidence of a working relationship with the board beyond regularly scheduled meetings. ● Informs the governing board of administrative decisions but only asks for input when there is a 	<ul style="list-style-type: none"> ● Promotes a collaborative relationship with the staff and governing board as evidenced by mutual respect, collegiality, and cooperation. ● Actively involves the board in the development and implementation of the ECM vision and ECM improvement process. ● Actively writes the meeting agenda with the board to address current needs of the program and intentionally ensures productive board meetings by continually focusing on shared beliefs and the vision for the school. ● Utilizes an established protocol to govern roles of the director and board and regards the board as a valuable resource and partner in ministry. ● Empowers the board to share the responsibility of administrative tasks (e.g. preparing the program budget, staff 	<ul style="list-style-type: none"> ● Builds a culture of strong collaboration and mutual trust, leading to a united board whose members know and take ownership of their respective roles and practice shared values and commitment to the ECM vision. ● Collaboratively develops, nurtures, and sustains the school vision with the board and demonstrates shared accountability for its success (i.e. accountability doesn’t just rest with director and staff). ● Writes the meeting agenda with the input of the board and intentionally builds the capacity of the board to work as a team and solve problems (i.e. team skills for problem solving, reaching consensus, etc) that focus on shared beliefs and the vision for the school. ● Engages in effective problem solving with the board by framing and resolving issues in a

	<p>staff when meeting with the board.</p>	<p>critical issue (e.g. short-staffed, staff discipline issues, etc).</p> <ul style="list-style-type: none"> ●Writes a board-approved staff handbook and serves as a liaison between the board and the rest of the staff when staffing or other concerns arise. 	<p>hiring/terminations, enrollment decisions, etc).</p> <ul style="list-style-type: none"> ●Advocates for staff by revising policies with the board to meet staff needs (e.g. wage increases, maternity/paternity leave, paid time off, sufficient materials and supplies, substitute teacher list, reasonable expectations for staff, sufficient support staff or volunteers, etc) to create a healthy, safe work environment that serves all stakeholders. 	<p>productive manner and by sharing ownership of the program with them.</p> <ul style="list-style-type: none"> ● Develops, nurtures, and sustains a culture of shared responsibility of administrative tasks among the director, board of education, and the church. ● Builds a shared ownership with the governing board, church, and director to care for all ECM staff so that the program runs efficiently and safely and so that the staff works collaboratively to serve the families and children in their care.
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Domain IV: Community Leadership

STANDARD SEVEN: An effective Lutheran early childhood director engages the school, congregation, synod, and local community.

1. Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
2. Engages families and the local congregation in early childhood ministry decision making as appropriate
3. Collects and analyzes data and information to understand and to respond to the needs of the early childhood ministry's environment
4. Utilizes community, state, national, and synodical resources to carry out the early childhood ministry's mission
5. Promotes the early childhood ministry among school families and within the congregation and community
6. Builds a connection between the ECM and the LES when one exists in the congregation
7. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
8. Works cooperatively with synod agencies and participates in district and synodical responsibilities

STANDARD SEVEN: An effective Lutheran early childhood director engages the school, congregation, synod, and local community.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.1 Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community</p>	<ul style="list-style-type: none"> ● Primarily communicates with families already enrolled in the ECM through established traditional communication methods (e.g. mailings, weekly newsletter, and program events such as the Christmas program). ● Primarily uses one-way communication (i.e. from the ECM to home). ● Does not seek out opportunities to reach out to the congregation and the community beyond traditionally established school events (e.g. Open Houses, Parent Teacher Conferences, etc). ● Limits stakeholder volunteer opportunities to traditional activities such as a parent teacher organization or room parents. ● Offers limited opportunities for school families to meet, to interact, to build relationships, and to support one another. 	<ul style="list-style-type: none"> ● Makes intentional efforts to communicate with ECM families as well as with the congregation and community. ● Seeks some opportunities to engage in two-way communication with families through traditional events such as parent-teacher conferences, open houses, and input on ECM issues. ● Maintains a current website and some social media presence to reach out to the congregation and to the community. ● Usually offers volunteer opportunities to chosen stakeholders rather than to everyone (e.g. working at book fair, attending field trips). ● Occasionally makes opportunities available for ECM families to meet, to interact, to build relationships, and to support 	<ul style="list-style-type: none"> ● Writes and follows a communication plan that unites ECM stakeholders and keeps the ECM’s mission and vision before the parents, congregation, and community. ● Intentionally builds trusting relationships with students, families, the congregation and community through two-way communication and outreach methods. ● Collaboratively engages the staff and governing board in the identification of the ways to effectively use websites and social media to communicate with all families and in addressing needs related to academic, socio-emotional, and spiritual support. ● Continuously seeks out opportunities to engage families, congregation, and community in Christ-centered relationships beyond traditional events and projects. 	<ul style="list-style-type: none"> ● Designs and revises the communication plan and outreach efforts as needed to ensure that productive and trusting Christian relationships are in place among the ECM, congregation, and community. ● Continuously facilitates the collaborative development, implementation, monitoring, evaluation and modifications of communication methods and the frequency of all communication efforts to better serve the ECM community. ● Organizes a staff, board, and family decision-making group to provide feedback on ECM communication and its related efforts to build community among ECM families, the congregation, and community. ● Engages all stakeholders in a united effort to build relationships while serving on ECM projects such as building and facility

	<ul style="list-style-type: none"> • Is unaware of the variety of family structures (e.g. single parents, divorced, blended families, guardians) that exist in the ECM. 	<p>one another (e.g. parenting classes, family events, etc).</p> <ul style="list-style-type: none"> • Offers support for the variety of family structures when a need arises (e.g. helps a single parent make a tuition payment plan). 	<ul style="list-style-type: none"> • Facilitates the intentional planning of events/gatherings that allow ECM families to build relationships and to support one another in Christian parenting efforts. • Recognizes the variety of family structures that exist and the related parenting challenges. Actively seeks to support the diverse parenting needs through Christ-centered support offered by the ECM and congregation. 	<p>improvement, community service, curriculum development, and ECM events.</p> <ul style="list-style-type: none"> • Leverages the influence and synergy of the ECM and community stakeholders to build and sustain intentional Christian relationships among families, ECM, congregation, and community. • Serves all family structures in love, building and sustaining a culture of support and trust for all families by offering resources available through the ECM, WELS, congregation, and community.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.2 Engages families and the local congregation in early childhood ministry decision making as appropriate</p>	<ul style="list-style-type: none"> ● Always relies on the board and/or principal and/or director to make ECM decisions with no input from ECM families, staff, or congregation. ● Informs congregation and families after decisions are made. ● Rarely requests input from parents, staff, or other stakeholders. 	<ul style="list-style-type: none"> ● Usually relies on the board and/or principal and/or director to make most ECM decisions with some input from ECM families, staff, or congregation. ● Sometimes seeks stakeholder input on a specific ECM issue but lacks a consistent process for involving stakeholders in shared decision making. ● Uses traditional parent involvement efforts such as a parent teacher organization to offer input on items that have limited or minimal significance. 	<ul style="list-style-type: none"> ● Facilitates and promotes shared decision making with stakeholders (including congregational members) on a regular basis through clearly articulated policies and procedures. ● Initiates processes to actively recruit and involve a wide variety of stakeholders in shared decision making groups and ensures groups reflect the cultural and linguistic diversity of the school. ● Builds the capacity of the staff and stakeholders to be an active part of the decision-making process (e.g. offers training on communication and team building skills). 	<ul style="list-style-type: none"> ● Continuously ensures diverse stakeholders are an integral part of the ECM culture by involving them in shared decision making and the ECM improvement process. ● Facilitates the collaborative evaluation of decision making policies and procedures used by stakeholders and uses results to enhance future decision making. ● Evaluates and revises the decision-making process to ensure all voices are heard, respected, and valued.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.3 Collects and analyzes data and information to understand and to respond to the needs of the early childhood ministry's environment</p>	<ul style="list-style-type: none"> ● Is unaware of the need to collect and analyze data to respond to the needs of the ECM's environment. ● Does not conduct a needs assessment of the ECM's environment and/or is unaware of the congregation's expectations for the ECM or education needs in the community. ● Makes decisions related to the needs of the school environment independent of data. 	<ul style="list-style-type: none"> ● Occasionally engages in data and information gathering as issues arise which may or may not result in follow-up on an environmental need, (e.g. administers a survey to parents about playground upgrades). ● Is inconsistent with sharing or following up on data collection(s) with the ECM community (e.g. surveys the community on infant care needs but does not share results or act on them). ● Makes decisions related to the needs of the ECM environment based on data but inconsistently considers ECM goals and family needs during the decision-making process. 	<ul style="list-style-type: none"> ● Facilitates and implements a collaborative process that gathers and analyzes data and information from a variety of sources to inform decision making and respond to needs of the ECM environment. ● Consistently makes the congregation aware of data collected, ECM happenings, and needs of the community. ● Modifies ECM goals to meet environmental and family needs as a result of data analysis, and ensures stakeholder participation in this process. 	<ul style="list-style-type: none"> ● Collaboratively facilitates the development, implementation, and evaluation of the decision making process that is inclusive of stakeholders, is data driven, and is aligned to ECM goals. This process may result in the modification of goals and/or the strategic plan in order to address needs of the ECM environment. ● Engages congregational stakeholders in a collaborative reflection about how data is collected and used, how the ECM's mission is fulfilled and heightens community appreciation for the ECM. ● Facilitates a collaborative review of the ECM decision making process and data sources to a) respond to the needs of the ECM environment; b) determine data to be gathered; c) ensure accurate data analysis; and d) evaluate stakeholder participation.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.4 Utilizes community, state, national, and synodical resources to carry out the early childhood ministry's mission</p>	<ul style="list-style-type: none"> ● Has limited knowledge of synod and community resources available to support the mission of the ECM. ● Uses only resources previously identified without seeking additional resources and/or utilizes few, if any, community and synod resources to support the ECM's mission. ● Is not aware of or does not use resources and services offered by the CLS (Commission on Lutheran Schools). ● Maintains minimal communication with agencies that interact with the ECM or ECM families. 	<ul style="list-style-type: none"> ● Occasionally seeks out community and synod resources when specific issues may arise related to the ECM's mission. ● Makes some attempt to stay informed regarding available synod and community resources to support the ECM's mission. ● Makes some use of the CLS subscriptions and services (e.g. Early Childhood Ministry Educator's Devotions, Parent Crosslinks, Sower and Seeds archives, Building Blocks document, etc). ● Communicates with all agencies concerned with the ECM (e.g. state licenser, pediatricians, local police and fire, church and public grade schools, Head Start, Title 1, speech or other early childhood programs working with the ECM) and completes forms as requested. 	<ul style="list-style-type: none"> ● Identifies and utilizes community and synod resources available to carry out the ECM's mission as evidenced in the ECM's strategic planning. ● Facilitates the collaborative staff development and the ongoing maintenance of a resource list for the ECM community that includes synod and local community resources available to support the ECM's mission and needs. ● Maintains a close working relationship with CLS and other synod agencies and ECMs to support the ECM's mission (e.g. WELSSA, Martin Luther College, etc). ● Develops and sustains a working relationship and active contact with an established network of local community agencies, public school districts, and agencies that interact with the ECM or ECM families to stay informed and up to date on available resources appropriate for supporting the ECM's mission. 	<ul style="list-style-type: none"> ● Continually reviews/evaluates identified synod and community resources for their relevance to the ECM's mission through the regular monitoring of the ECM's strategic planning process. ● Encourages stakeholders to proactively seek out available community and synod resources and to use them in supporting the ECM's mission. ● Is active in working with the CLS and other synod agencies to identify additional resources that can be shared with staff, families, other stakeholders, and WELS schools/ECMs in the district and nationally. ● Facilitates and encourages the collaborative efforts of outside agencies with staff and ECM families and builds positive relationships among the community and ECM stakeholders.

Commission on Lutheran Schools: The CLS guides and assists congregations in advancing the gospel of Jesus by providing resources, training, and personal assistance for starting and strengthening WELS schools.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.5 Promotes the early childhood ministry among ECM families and within the congregation and community</p>	<ul style="list-style-type: none"> ● Primarily views recruitment and retention as the job of the director. ● Has no intentional recruitment and retention plan or program for ECM families, the congregation, and the community. ● May occasionally promote the ECM to congregational families with ECM-age children at specific times of the year, (e.g. mailings at spring registration and information posted in the church bulletin and/or newsletter). ● Offers little or no attempt to promote the ECM beyond the church community. ● Some attempt at retention is pursued each spring for the purpose of determining the number of families returning. 	<ul style="list-style-type: none"> ● Primarily views recruitment and retention as the job of the director and other ECM staff and may include the governing board and congregation in enrollment strategies and procedures. ● Has some intentional recruitment and retention plan but lacks an overall ongoing systematic outreach program to the congregation and community. ● Promotes recruitment for the ECM among the governing board, staff, and congregation. ● Promotes the ECM through established traditional outreach activities (e.g. registration open house, mailings to families in the congregation, preschool/kindergarten round-up, occasional newspaper advertisements, and recruitment during annual events such as VBS). ● Actively attempts to retain children by following up with families who do not re-enroll. 	<ul style="list-style-type: none"> ● Views recruitment and retention as the responsibility of all stakeholders, including the governing board and congregation. ● Collaboratively develops and implements an intentional outreach plan for recruitment and retention with ECM families, governing board, congregation, and community. ● Actively promotes recruitment for the ECM regularly through church and community platforms (e.g. bulletins, newsletters, website, newspapers, presentations, displays, etc.). ● Facilitates collaborative efforts by the staff, families, governing board, and specific parenting groups (e.g. PTO, returning families) to identify new opportunities to promote the visibility of the ECM within the congregation and community. ● Creates measurable enrollment goals within the ECMs strategic plan related to recruitment and retention 	<ul style="list-style-type: none"> ● Develops and nurtures a mindset across ECM staff, families, the governing board, and congregation to recruit and retain children by actively promoting the program throughout the year (e.g. parent ambassadors that recruit for the ECM, governing board/pastor participation in collecting data of prospects). ● Collaboratively develops, implements, and evaluates the effectiveness of the recruitment and retention plan, congregational outreach, and community relations, using strategies that will involve and inform multiple stakeholders. ● Annually updates and revises a comprehensive outreach and visibility plan within the church and community based on evaluation of its effectiveness. Proactively secures additional resources for an outreach program as part of the ECM's annual budget. ● Establishes partnerships with parents, businesses, and other groups in the community to promote the

			and devotes identified resources to support it.	<p>ministry, to strengthen programs, and to support campus goals and ECM visibility.</p> <ul style="list-style-type: none"> • Builds and sustains an active partnership with the congregation and staff to recruit and retain families by showing commitment to the mission and by demonstrating Christ-like love for all families in the ECM.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.6 Builds a connection between the ECM and the LES when one exists in the congregation	<ul style="list-style-type: none"> • Is unaware of the importance of building a connection between the LES and the ECM and/or does not attempt a connection between the ECM and LES. • Does not build a partnership with the LES principal, kindergarten teacher, and pastor. • Pastor and/or principal do not have a presence in the program (e.g. attend ECM events, welcome families at drop-off and pick-up times, visit classrooms, etc). 	<ul style="list-style-type: none"> • Is aware of the need to make a connection between the ECM and the LES but may view it as only the principal's or only the director's responsibility. • Sees the value of partnering with the LES principal, kindergarten teacher, and pastor. Looks for opportunities to build trusting relationships with them. • Invites the pastor and principal to attend special events, to visit the 	<ul style="list-style-type: none"> • Seeks opportunities to build a culture of unity and strengthen the connection between the ECM and the LES. • Partners with the LES principal, kindergarten teacher, and/or pastor by listening thoughtfully to ideas voiced and applying them at the ECM when appropriate. • Collaboratively organizes a strategy with the pastor and principal to ensure they are visible, available, and 	<ul style="list-style-type: none"> • Builds and sustains a culture of unity in which the congregation, governing board, principal, pastor, and all ECM and LES staff seek opportunities to strengthen the connection between the ECM and LES. • Maintains an ethical, transparent, confidential relationship with the LES principal, kindergarten teacher, and pastor, working collaboratively to bridge the ECM and LES.

	<ul style="list-style-type: none"> ● Does not attend activities with LES faculty (e.g. faculty Bible studies, devotions, conferences, team-building activities, book studies, etc). ● Does not introduce ECM children and their families to the LES principal, pastor, and/or LES faculty. ● Does not share information about the ECM with the LES (e.g. calendar, special events, needs and challenges, etc) and/or does not receive information about the LES. ● Does not encourage the participation of ECM families in LES parent-driven activities, service projects, or social events (e. g. Parent-teacher organizations, book fair, plays, Christmas program, VBS, school events, etc). ● Views the ECM and LES as completely separate ministries. 	<p>classroom, and to meet families.</p> <ul style="list-style-type: none"> ● Attends activities with the LES faculty when possible. ● Introduces the ECM children and their families to the principal, teachers, and other LES staff with the intent to build relationships between the ECM families and the LES faculty. ● Shares ECM information with the LES, gathers/requests information about the LES, and is prepared to share it with families when asked. ● Invites families of the ECM to participate in parent-driven activities, service projects, or social events with the LES. ● Seeks to bridge the LES and ECM by working with the ECM and LES governing board(s) and the principal to align program goals and program design (e.g. similar logos/website design, similar handbooks and paperwork, sharing resources/budget collaboration, adopting the same policies and procedures, etc). 	<p>approachable to ECM staff and families.</p> <ul style="list-style-type: none"> ● Seeks opportunities to engage in LES faculty professional development and/or social activities and invites the LES faculty to appropriate ECM staff events. ● Meets regularly with the LES principal, kindergarten teacher, pastor, and governing board(s) to build a strategy to strengthen the connection and relationships between the LES and the ECM. ● Learns about the LES curriculum, policies, and procedures and works with the principal to align them with the ECM program when appropriate. ● Plans activities, projects, and events with the principal to encourage participation from both ECM and LES families. ● Assists the governing board(s) and principal in prioritizing needs in the ECM and LES so that both programs can work together to pursue excellence. 	<ul style="list-style-type: none"> ● Develops and sustains a culture in which the pastor and principal are valued as part of the ECM and encouraged to be involved on a regular basis. ● Builds unity between the LES and ECM staff by encouraging engagement in professional development and social activities. ● Demonstrates respect for the LES principal, kindergarten teacher, and pastor by speaking well of them, supporting them, and working with them to engage ECM families in the LES, and other church programs. ● Collaborates with the LES principal and faculty to keep them aware of events, policies, procedures, and curriculum changes so that the ECM and LES are viewed as a united partnership. ● Promotes monitoring systems to determine if activities are appropriate and engaging for both LES and ECM families and works with the principal to revise programs to meet the needs of all families. ● Compels and partners with all stakeholders to embrace
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				both the ECM and LES as united in mission, pursuing high standards to better serve children and families.
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Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.7 Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources	<ul style="list-style-type: none"> ● Is unaware of the cultural and linguistic diversity in the ECM community. ● Does not seek out and use cultural and linguistic diversity community resources to foster child development and well-being. 	<ul style="list-style-type: none"> ● Begins to be aware of the need to understand and appreciate cultural and linguistic diversity community resources. ● Occasionally seeks out and uses cultural and linguistic diversity community resources to foster child development and well-being. 	<ul style="list-style-type: none"> ● Consistently identifies and promotes an understanding appreciation and use of the community’s diverse cultural, social and intellectual resources to foster child development and well-being. ● Consistently establishes respectful and productive relationships with families from diverse home and community situations, seeks to develop cooperative partnerships, and holds appreciation for diversity of opinions represented by stakeholders. 	<ul style="list-style-type: none"> ● Nurtures and sustains an understanding and appreciation for the culturally linguistically and diverse community. ● Builds the collective capacity of the school to develop, nurture and sustain respectful and productive relationships with families from diverse home and community situations and with cooperative partnerships and respects, values, and considers the diverse opinions represented by stakeholders.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>7.8 Works cooperatively with synod agencies and participates in district and synodical responsibilities</p>	<ul style="list-style-type: none"> ● Rarely accesses colleagues at the district or synod level, and usually only when specific issues arise. ● May or may not be compliant with minimal synod reporting requirements (e.g. surveys distributed by CLS/WELS, Summative Teacher Evaluation Forms, New Teacher Mentoring, and enrollment data). ● Does not seek opportunities or show willingness to serve the district and synod beyond required daily tasks and procedures. ● May participate in district conventions or conferences. ● May or may not collaborate with synod (CLS) and district colleagues. 	<ul style="list-style-type: none"> ● Is knowledgeable of synod contacts at the district and national levels (e.g. circuit pastor, district president, Commission for Lutheran Schools) and makes use of various synod agencies as ECM needs arise. ● Provides timely information for requested district/synod reporting requirements. ● May occasionally serve the synod in a leadership capacity if requested (e.g. serving on a task force, presenting at a conference). ● Supports and encourages participation of self and other called staff members at district conventions and conferences. ● Collaborates with synod (CLS) and district colleagues when there is a question of concern about the ECM. 	<ul style="list-style-type: none"> ● Establishes respectful and productive relationships between ECM staff and district and synod offices/agencies. Encourages staff to attend conferences, serve on committees, or pilot projects. ● Facilitates the collaborative staff effort to meet all synod reporting requirements and to engage in ongoing and new initiatives. ● Proactively seeks out opportunities to serve the synod and district. ● Actively participates in and promotes participation in all district and synod opportunities including state teacher’s conferences and district early childhood conferences. ● Collaborates with synod (CLS) and district colleagues when information is requested (e.g. survey, focus group, task force). Looks for opportunities to share ideas with synod and district colleagues to enhance the ECM. 	<ul style="list-style-type: none"> ● Facilitates the development, nurturing and maintenance of collegial relationships of staff, the governing board, and families (as appropriate) with district and synod agencies. ● Initiates and proactively leads the staff and the governing board to meet synod reporting requirements, to use new synod documents, materials, and procedures, and to use the data collected to serve the ECM, district, and synod. ● Demonstrates and models a willingness to serve as a leader on synod committees or projects. Supports and encourages staff involvement to serve the district and synod in leadership opportunities as needed and appropriate. ● Takes on a leadership role in district and synod responsibilities and actively promotes opportunities for synod support and professional development among all early childhood programs in the area.

				<ul style="list-style-type: none">• Continuously collaborates with synod (CLS) and district colleagues to share ideas with them about modifying/adapting responsibilities and operations to enhance the ECM.
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STANDARD EIGHT: An effective Lutheran early childhood director understands both the local and broader context in which the school exists.

1. Serves as an advocate for children, families, and caregivers
2. Seeks to build awareness of synodical, community, state, and national early childhood organizations and resources
3. Acts to influence congregational, synodical, local, state, and national decisions affecting student learning in Lutheran education
4. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies for the early childhood ministry

STANDARD EIGHT: An effective Lutheran early childhood director understands both the local and broader context in which the school exists.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>8.1 Serves as an advocate for children, families, and caregivers</p>	<ul style="list-style-type: none"> ● Is unaware of the specific needs of children, families, and caregivers, and, as a result, is not a source of significant support for them. ● Limited communication occurs between families and the ECM and/or is unaware of the needs of ECM families. ● Provides some support and assistance to families in crisis situations when requested. Follow up is minimal. ● Does not seek to establish a support network outside of the ECM. 	<ul style="list-style-type: none"> ● Mostly advocates for and serves children, families, and caregivers in a reactive mode as particular needs and issues arise. ● Makes some attempt to become aware of the needs of children and families through an occasional survey or in conversations with families and staff. Coordinates pastoral care and some support from congregation (e.g. counsels families as needs arise). ● Has no coordinated plan of service in place to provide assistance and support to families. Maintains a list of community resources for families but may not update it on a regular basis. ● Uses resources within the ECM (e.g. materials provided by the health department or other state agencies) but does not establish a network of resources outside of the ECM. 	<ul style="list-style-type: none"> ● Regularly facilitates established opportunities for the ECM staff to serve as advocates for children, families, and caregivers based on a formal needs assessment. ● Collaboratively develops an established plan of services that addresses the special needs for children and families and that includes congregational and pastoral support. ● Facilitates the development and maintenance of an accurate updated list of congregation and community resources to provide assistance and support to children, families, and caregivers in need. ● Intentionally seeks out and maintains an established support network of synodical resources, community agencies, area educators, state licensing organizations, etc. as appropriate to meet the needs of children and families. 	<ul style="list-style-type: none"> ● Facilitates a collaborative process that builds the capacity of the ECM staff and stakeholders to assess the needs of children, family and caregivers through formal and informal measures. ● Continuously analyzes the results of needs assessments to ensure the established plan of services is a proactive and effective response that meets the needs of children and families. ● Continuously seeks out and identifies additional resources to provide assistance and support for children and families in need (spiritual, academic, social, physical) and evaluates their appropriateness. ● Takes on a leadership role with the congregation, synod, community agencies, area educators, and state licensing organizations, etc. to advocate for the needs of children, families, and caregivers within the ECM and other early childhood programs in the community.

Caregivers: any individuals that care for the child/ren, including parent(s), grandparent(s), foster parents, custodial guardians, babysitters, etc.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>8.2 Seeks to build awareness of synodical, community, state, and national early childhood organizations and resources</p>	<ul style="list-style-type: none"> ● Has limited knowledge of synod, community, state, and national early childhood organizations (e.g. NAEYC, WELSSA, WELS NTI, MLC Continuing Education Program, Head Start, etc) and resources. ● Only consults synod, community, state, and national early childhood organizations, and resources when required to by state licensing regulations. ● Does not maintain membership in professional organizations and is unaware of one's own stand on issues in early childhood education and the impact of policies on Lutheran early childhood ministries. 	<ul style="list-style-type: none"> ● Occasionally seeks out synod, community, state, and national early childhood organizations and resources when a specific issue arises. ● Seeks to build awareness of synod, community, state, and national early childhood organizations and resources when a parent, the staff, or the governing board is in need of a specific resource that the ECM cannot provide. ● Attempts to maintain membership in professional organizations that promote educational policies that advance 21st century learning and the needs of Lutheran early childhood ministries in an effort to build the director's knowledge and awareness of current issues in early childhood education. 	<ul style="list-style-type: none"> ● Identifies and uses synod, community, state, and national early childhood organizations and resources and shares them with the staff, families, and governing board. ● Builds awareness of synod, community, state, and national early childhood organizations and resources by promoting their use for staff development and by subscribing to their publications. ● Maintains active membership in professional organizations that promote educational policies that advance 21st century learning and the needs of Lutheran early childhood ministries. 	<ul style="list-style-type: none"> ● Builds the collective capacity of the staff, ECM families, and governing board to identify and use synod, community, state, and national early childhood organizations and resources. ● Recognizes the responsibility to build awareness of synod, community, state, and national early childhood organizations and resources by encouraging all stakeholders to use and protect programs that align with the values and goals of the ECM. ● Maintains a leadership role in professional organizations that promote educational policies that advance 21st century learning and the needs of Lutheran early childhood ministries.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>8.3 Acts to influence congregational, synodical, local, state, and national decisions affecting child learning in Lutheran early childhood ministries</p>	<ul style="list-style-type: none"> ● Sees director’s role primarily as communicator of updates about the ECM and staff to the congregation and boards. ● Mostly makes decisions independently, informing boards of decisions. ● May seek to influence congregational, synodical, local, state, and national decision making on individual matters as they arise but rarely considers how these decisions affect Lutheran early childhood ministries. ● Rarely provides opportunities for collaborative dialogue among the staff and governing board about early childhood issues that have potential implications for policy changes in Lutheran early childhood ministries. 	<ul style="list-style-type: none"> ● Positively promotes the ECM in a variety of ways within the congregation. ● Serves as a resource to the governing board to inform decision making when asked. ● Offers information to the board and congregation and informs decisions that shape ECM policies. ● Occasionally engages in dialogue beyond the local congregation regarding a specific early childhood educational issue affecting Lutheran early childhood ministries. 	<ul style="list-style-type: none"> ● Creates a culture of ECM awareness and advocacy that results in broad support among parents and congregation members of all ages, whether they use the ECM or not, and community. ● Understands the decision making process and intentionally engages in actions that influence congregational, synodical, local, state and national decisions affecting Lutheran early childhood ministries. ● Recognizes the responsibility to serve as a resource for the board and to help them shape policies in a positive Christian way that best serves the needs of children and families. ● Promotes ongoing collaborative discussions among the staff and board about early childhood educational issues that have potential implications for policy changes in Lutheran early childhood ministries. 	<ul style="list-style-type: none"> ● Fosters a self-sustaining positive image of the ECM that engages stakeholders to initiate ECM advocacy and decision-making. ● Models and promotes actions that influence congregational synodical, local state and national decisions affecting Lutheran early childhood ministries. ● Builds the collective capacity of the governing board and staff to inform decisions that affect child learning by the congregational, synodical, local, state and national organizations. ● Builds the capacity of the board, staff, and stakeholders to lead ongoing collaborative discussions about issues in early childhood education that have potential implications for policy changes in Lutheran early childhood ministries and take action as appropriate.

Criteria	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<p>8.4 Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies for the early childhood ministry</p>	<ul style="list-style-type: none"> ● Maintains a culture of status quo with little attention to emerging trends and issues in early childhood education that may impact the ECM. ● Lacks sufficient support through either administrative release time or funding to permit professional growth necessary to build/gain awareness of emerging trends and issues in early childhood education. ● Does not initiate discussion related to emerging trends and issues in early childhood education with the staff and governing board. As a result, discussion of such issues is minimal or nonexistent. ● Is unaware of emerging trends and issues in planning and/or does not prepare a ministry development plan that addresses emerging trends, issues, and/or best practices in early childhood education. ● Is unaware of other early childhood programs in the area or does not seek a professional relationship with them. 	<ul style="list-style-type: none"> ● Mainly seeks to introduce change based on trends or initiatives promoted by other local early childhood programs or special interest area(s) of the staff or governing board rather than an assessment and analysis of what is most beneficial for the ECM. ● Advocates for additional time and funding to permit greater awareness of trends and issues in early childhood education. ● Sometimes provides opportunities for collaborative dialogue among the staff and governing board about emerging trends and initiatives and the possible impact on the ECM vision, goals, and budget. ● Is reactive rather than proactive in preparing a ministry development plan that seeks to understand emerging trends, issues and initiatives in early childhood education. ● Discusses issues and trends in early childhood education with other early childhood professionals in the area as a specific need arises. 	<ul style="list-style-type: none"> ● Regularly invests and manages time in assessing and analyzing emerging trends and initiatives in early childhood education to determine the impact on the ECM community. ● Possesses and uses the necessary time and funding for professional growth in areas of emerging issues and trends in early childhood education as outlined in the ministry development plan. ● Builds the capacity of all stakeholders to support change and continuous improvement. ● Establishes a process by which emerging trends and initiatives are assessed and analyzed for their potential impact on the ECM community. Prepares and follows a ministry development plan that is representative of this process. ● Regularly uses a network of local early childhood programs, both public and private, to stay abreast of emerging trends and initiatives in early childhood education that would impact the ECM. 	<ul style="list-style-type: none"> ● Creates and follows a ministry development plan that prioritizes the need to invest and manage time. Continuously assesses, analyzes, and anticipates emerging trends and initiatives in early childhood education based on their impact and alignment with best practice research and what is most beneficial for the ECM. ● Proactively leads, facilitates, and manages the change process based on the analysis of trends and best practices in early childhood education and links the early childhood center initiatives to sustainable results. ● Intentionally creates a culture that embraces continuous improvement and supports change. Collaboratively leads and facilitates the change process based on the analysis of trends and issues in early childhood education. ● Creates and follows a ministry development plan that represents a proactive approach to research and to implement changes based on emerging trends, issues and

				<p>initiatives in early childhood education.</p> <ul style="list-style-type: none">● Proactively leads and facilitates a network of local early childhood directors and other early childhood professionals to stay abreast of emerging trends and initiatives in early childhood education that would impact the ECM.
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