Summative Leader Evaluation

This ministry leadership form exists to provide feedback. It creates an opportunity for ministry partners to openly discuss leadership in a variety of ministry settings. They are a reminder to praise God for identified areas of strength and to seek God's help in areas that suggest a need for improvement. They help leaders see where they are and where, under God's guiding hand and with the assistance of the people he provides, they can carry out professional growth goals to develop gifts to improve student learning and experiences within a variety of ministry contexts.

A focus on ministry leadership evaluation makes sense because a leader's work has a strong, measurable effect on student achievement, teaching quality, and ministry culture. Research evidence confirms what many have long understood: Ministry leaders have a strong effect on student achievement, in creating conditions and cultures that lead to better teaching and learning, and on shaping the long-term impact of educational ministry improvements.

Leadership evaluation forms provide feedback to the Commission on Lutheran Schools (CLS). The information obtained is used as part of the call process and makes it possible for the CLS to supply district presidents with lists of candidates that meet the calling bodies' desired needs. No system of evaluation or evaluative instrument is totally objective. This form, however, represents a Spirit-motivated effort to meet the needs of our synod, respond to the needs of our called workers, and provide a measurable means of evaluation.

Evaluating leaders in ministry is crucial to creating a mindset of ministerial growth and development in the school and early childhood ministry settings of the WELS. This is a time-consuming process because it requires the collection of evidence over time that honestly represents the habits and practices of the called worker. And yet it must be accomplished in order to grow the worker in their professional practice and to provide our church body with the accurate information it needs for call lists. Dedicating time and organizing the procedures necessary benefit all involved. Thank you for your dedication and commitment to this task. Ministry leadership takes on many forms. May the Lord bless the use of this form and the called servants who complete it.

Note: The CLS shares more than just the performance rating with the calling body.

The following form is for evaluation preparation only. To submit an evaluation please visit cloud.wels.net/me and assign an evaluator from the Summative Evaluation Dashboard.

Educator name   **Evaluator name**

Evaluation type   Leader   **Evaluator title**

% time in leadership role   **Evaluation date**

% time in teaching role

School(s)

Spiritual Leadership (Standards 1 & 2)

____ Minimal (of a minimum amount, quantity, or degree; the least possible)

Such a leader does not recognize the need to be concerned about their own faith first and foremost. The leader seemingly prioritizes other needs over increasing their Scriptural, doctrinal, or confessional knowledge. The leader lacks concern for the spiritual well-being of those entrusted to their care and is neglectful in their own worship. Decisions are made with little concern for rules or regulations. This leader's school/ECM has no mission and/or vision statement, focusing on simply maintaining the school/ECM day-to-day and year-to-year. The leader is merely aware of data resources, uses them as directed, and supplies a little-to-no explanation of such resources. Such data is not used to inform planning, decision-making, or goal-setting.

Check 1 to 3 examples

- ☐ Seemingly ignores the need to be regular and growing in worship and study of God's Word.
- ☐ School/ECM's mission/vision is non-existent.
- ☐ Disregards the need for using data and resources for the improvement of the school/ECM.

- ☐ Other: _____

____ Basic (forming an essential foundation or starting point; fundamental)

This leader is aware of the need to grow in grace so as to be able to encourage others in the same way. The leader realizes that this knowledge must continue to grow through all stages of life and ministry, understanding the need for using specific doctrinal and confessional study for personal spiritual growth. Such leaders are aware of the need to model faith in life and ministry but carry out their plans inconsistently. They desire to show consistent Christ-like love for all, showing it at times, and continuing to be aware of the ministry's culture. The leader is sporadic in their corporate worship practice and integration of God's Word in daily interactions. The basic leader acts with inconsistent levels of integrity and does not always think in terms of what is best for the school/ECM. They are aware of rules and regulations. The school/ECM has a mission and a vision, but the leader erratically highlights it for the school/ECM constituency, and it is not always Christ-centered. This leader is aware of the need for collecting, explaining, and using school/ECM data but carries this out inconsistently. There is an understanding of the need for goal-setting, but the goals may lack a connection to the school/ECM's mission/vision, and supporting data is limited. School/ECM accreditation is not sought by the leader, and school/ECM goals are revisited irregularly.

Check 1 to 3 examples

- ☐ Inconsistencies exist in regular worship, Bible study, and spiritual growth practices.
- ☐ Does not use the mission/vision of the school/ECM as the basis for decision-making.
- ☐ Lacks the ability to faithfully use data, resources, and studies that could improve the school/ECM's mission/vision.

- ☐ Other: _____

_____ Proficient (skillful, expert, experienced, accomplished, masterly)

This leader plans to make time for being in the Word and for prayer, recognizing the importance of applying ministry-related study both personally and professionally. The leader recognizes the importance of and takes steps toward making plans to grow regularly in their study of Christian doctrine and confessions. Such leaders plan ways to model such faith and facilitate discussions about it. They seek to build a culture of Christ-like love, intentionally show care, concern, and plans that show such love to students, families, and the ministry team. This leader consistently models faithful worship practices and can show their faith in action in daily interactions. Proficient leaders act with integrity and in the best interest of the school/ECM and its mission by following rules and regulations. The leader makes sure there is a Christ-centered vision for the school/ECM and that most stakeholders are aware of it. They organize and use data consistently to help strengthen the vision, establishing goals, and maintaining active accreditation status by regularly monitoring and evaluating school/ECM goals.

Check 1 to 3 examples

- ☐ Actively plans and carries out a personal plan of worship and spiritual growth.
- ☐ Holds an awareness and a love for the school/ECM's Christ-centered mission/vision and attempts to ensure constituents know it.
- ☐ Recognizes the importance of and uses data and resources to maintain the school/ECM's mission/vision.

- ☐ Other: _____

_____ Distinguished (successful, authoritative, and commanding great respect)

This leader is a person of faith whose time in the Word, in prayer, and in sanctified living appear as joyful, daily, regular tools for personal growth and spiritual development. The leader digs deeply into Scripture and continuously gains a deeper appreciation and application of faith in ministry. The leader consistently models faith personally and professionally in order to create a culture that promotes spirit-filled living among the entire school/ECM family. Modeling and influencing others in their study of God's Word, in regular worship, and in using Scripture as a guide in challenging circumstances is always evident. The leader acts in ways that influence others to speak and act in ways that are best for the mission and ministry of the school/ECM. A Christ-centered vision is shared and created cooperatively for the school/ECM, and it permeates the school's daily activities and decision-making. This vision is driven by regularly collected, impactful, and relevant data. The leader facilitates a process of school/ECM improvement and accreditation where goals are regularly monitored and adjusted as needed in the interest of glorifying God, striving to accomplish the mission, and affording success with the use of appropriate data sources.

Check 1 to 3 examples

- ☐ Lives a life of faith in words and actions that serve as a model and inspiration for others.
- ☐ Creates, shares, implements, and aggressively maintains a vision for the school/ECM.
- ☐ Consistently seeks to collect, use, and reflect on data sources that will enhance school ECM effectiveness and mission-minded outreach mentality all to the glory of God's kingdom.

- ☐ Other: _____

Instructional Leadership (Standards 3, 4, & 5)

_____ Minimal (of a minimum amount, quantity, or degree; the least possible)

This school/ECM leader may realize teaching standards exist but cannot articulate them. Such leaders are unaware of or exhibit minimal knowledge of student age group learning needs. Their instruction displays little or no connection to students' prior knowledge of experiences. This leader mainly poses student questions at the lower levels of the thinking taxonomy. A lack of classroom management impedes classroom learning on a regular basis. Lessons have no consistent alignment with standards, a sense of order, or plans for assessment. This leader does not intentionally plan for the enhancement of a school/ECM climate or curriculum that reflects the love of Christ. Any formal evaluations of teachers are not based on evidence. No plan for professional development or growth exists. School/ECM communications levels are low.

Check 1 to 3 examples

- ☐ Unable to differentiate instruction.
- ☐ Is unaware of classroom misbehavior.
- ☐ Does not formally observe teachers in the classroom.

- ☐ Other: _____

_____ Basic (forming an essential foundation or starting point; fundamental)

While these leaders are aware of WELS teaching standards, they do not aspire to use them actively in their own teaching or in their encouragement with their ministry team. They possess knowledge of the developmental characteristics of teaching at their own grade level but seldom plan for the specific needs or differences of students and only occasionally adapt lessons to do so. Opportunities for deep student thinking are seldom found in this leader's teaching, and student engagement is sporadic due to inconsistent planning of any unique or varied instructional methods. Leaders such as this are aware of behavioral disruptions in the classroom and occasionally allow it to impede classroom instruction and learning. Classroom teaching includes a formal method of planning that is for the most part aligned with standards and a method of intentional assessment. The leader has an awareness of the need to create a culture, climate, and curriculum exemplifying an appreciation for diversity and Christ's love but uses no data to measure such things. There is no comprehensive plan to observe the school/ECM ministry team, to carry out evaluations, or to plan for professional growth. School/ECM communication efforts are infrequent and one-way in nature.

Check 1 to 3 examples

- ☐ Is random in attempts to vary classroom instruction.
- ☐ Has standards for some classroom behavior situations, and most students understand them.
- ☐ Formally visits a classroom once per year or only when concerns are raised.

- ☐ Other: _____

_____ Proficient (skillful, expert, experienced, accomplished, masterly)

This leader consistently makes reference to WELS teaching standards and builds familiarity among the ministry team. There is a strong knowledge of the developmental characteristics of children used in the regular planning of student instruction and selection of materials. The leader adapts most lessons to reflect this knowledge and regularly provides opportunities for students to use different types of thinking. This leader develops and implements standards of conduct for the school/ECM as a whole and for individual classrooms. Consistent formal and informal assessments to monitor student progress are implemented. A culture of Christ-like love is created and implemented in this leader's school/ECM and in the curricular program. Feedback is regularly secured from the school/ECM family concerning a school/ECM culture that respects diversity. The school/ECM campus is made aware of the benefits of integrating technology to maximize student learning. All members of the ministry team develop professional development goals monitored by the leader. The school/ECM leader intentionally plans and develops programs of professional learning for the ministry team, using a consistent process of coaching, observation, and evaluation for goal-setting purposes. Teachers are empowered to make decisions and encouraged to take risks.

Check 1 to 3 examples

- ☐ Shows knowledge of and ability to use standards in teaching.
- ☐ Plans for the professional development of all members of the ministry team, regularly coaching and observing teachers.
- ☐ Encourages the ministry team to use a wide variety of teaching tools and makes them aware of opportunities to engage in opportunities to improve upon the school/ECM's climate and culture.

- ☐ Other: _____

_____ Distinguished (successful, authoritative, and commanding great respect)

This leader continually demonstrates a strong use of the WELS teaching standards, utilizing them for ministry team growth and development. The leader consistently models knowledge of child development in order to provide professional development for all members of the ministry team and applies it to their own teaching. This leader's teaching always provides opportunities for students to use different types of thinking. This school/ECM leader promotes and enhances opportunities for self-directed student behavior as an example for the ministry team to follow. A comprehensive strategy for the assessment of student learning is promoted and facilitated by such leaders. A climate of Christ-like love is maintained in this leader's school/ECM and in the curricular program at all times. The distinguished school/ECM leader actively seeks to establish and carry out a welcoming and inclusive school/ECM community. The ministry team is exposed to and trained in new, appropriate, emerging, and research-based best practices in education for the purpose of student learning. All ministry team members are continuously developed, supported, and evaluated. The leader uses data to shape professional learning for all members of the ministry team, uses both formative and summative supervision methods to communicate performance, continuously set goals for learning, and directs coaching conversations for improvement. The school/ECM carries out a consistent process of transparent decision making and solution-finding.

Check 1 to 3 examples

- ☐ Consistently uses a wide variety of teaching strategies to provide learning for all students.
- ☐ Carries out training, development, and support for the ministry team and to maximize student learning and culture using a variety of evaluation tools.
- ☐ Actively includes stakeholders in decisions and communicates clearly and consistently.

- ☐ Other: _____

Administrative Leadership (Standard 6)

____ Minimal (of a minimum amount, quantity, or degree; the least possible)

Leaders in this category allow the school/ECM's environment to get in the way of quality instruction and student learning. There is no written plan or policy for the monitoring of building operations, and the leader is unaware of building needs. This leader lacks an understanding of the need to align resources with school/ECM goals and does not manage in a way that keeps school/ECM goals first. This leader attempts to implement ____ Basic safety requirements but keeps no written policies and thus may have the school/ECM out of compliance with legal requirements. This leader only engages in top-down decision making, is unaware of the talents held by those within the school/ECM community, and limits the input of others. If a board is in place, this leader makes many decisions for them or simply has the board "rubber stamp" decisions, setting an agenda with little input from others.

Check 1 to 3 examples

- ☐ Policies and procedures are rarely reviewed or implemented.
- ☐ Rarely seeks additional resources to help accomplish school/ECM goals.
- ☐ Makes decisions with no input from others.

- ☐ Other: _____

____ Basic (forming an essential foundation or starting point; fundamental)

Leaders in this category are inconsistent in their attempts to ensure school/ECM organization and function with a focus solely on the importance of instruction and learning. Facility maintenance efforts consist of the existence of a written procedure and adherence to the practice of addressing most needs annually in coordination with the calling body. This leader understands the need to allocate resources in accordance with school/ECM plans and goals but inconsistently aligns the two. The leader complies with legal requirements for school/ECM safety and has some written action plans in place while exploring other needs that may need to be implemented. This leader usually engages in top-down leadership, may distribute some tasks to reduce work instead of enhancing ministry, and occasionally recognizes the talents held by others on the school/ECM team. This leader ensures that the board positions are in place, sets only routine agenda items before them, assists the board in understanding their role, but works with them little beyond set meeting times.

Check 1 to 3 examples

- ☐ Adheres to the rules and requirements necessary for the well-being of the school/ECM and to maintain legal status.
- ☐ Shares work tasks with other members of the team sporadically.
- ☐ Sets board agenda items that are routine or only informational in purpose.

- ☐ Other: _____

____ Proficient (skillful, expert, experienced, accomplished, masterly)

A leader in this category will intentionally plan to study the school/ECM from a variety of angles while always striving to be sure that instruction and learning are the focal points. Facility maintenance is included on this leader's planning list and is carried out in a regular review in collaboration with input from others. This leader makes sure that available resources are used to impactfully fulfill school/ECM goals. School/ECM safety and the welfare of those in the school/ECM are more than mere compliance issues as this leader conducts drills, tracks resources, and develops written plans. This leader recognizes the gifts of the ministry team, giving authority and encouragement to make decisions and take ownership of their school/ECM. The leader and the board collaborate to make the agenda in advance. The leader involves and promotes collaboration among the board members and all members of the ministry team not only to resolve issues together but also to participate in/assist with long-range planning.

Check 1 to 3 examples

- ☐ Regularly analyzes school/ECM policies, data, practices, and procedures with instruction and learning in mind.
- ☐ Organizes and carries out practices that keep the school/ECM's facilities and policies up-to-date.
- ☐ Works to solve problems with input from others.

- ☐ Other: _____

____ Distinguished (successful, authoritative, and commanding great respect)

This leader makes sure to systematically evaluate, monitor, and maintain the school/ECM's culture and functionality so as to maximize instruction and learning and minimize the strain on the school/ECM and its personnel. Facility maintenance is an ongoing, highly prioritized, and collaborative process that involves faculty, staff, and community. This leader designs ways to empower the school/ECM family to make joint decisions on how resources can be used for the benefit of their institution. The safety and welfare of the school/ECM family is a prioritized and intentional effort of this kind of leader as they proactively and regularly collaborate with faculty, staff, and school/ECM families. The distinguished leader empowers the ministry team to be decision-makers and plans for ways to incorporate their input into the framework of the school/ECM. The relationship with the governing board of the school/ECM is a strong and collaborative one, sharing in accountability for school/ECM success and nurturing the idea that the board, leader, faculty, and staff are to work together for the good of the school/ECM's mission and strategic plan.

Check 1 to 3 examples

- ☐ Engages the school/ECM community in creating and carrying out policies with high expectations for instruction and learning.
- ☐ Decisions are made with input from the entire school/ECM team and have the mission of the school/ECM at heart. A variety of stakeholders are empowered to act on shared decisions.
- ☐ Maintains a strong relationship with the board that is collaborative, responsible, and mission-minded in all of its decision making and strategic planning.

- ☐ Other: _____

Community Leadership (Standards 7 & 8)

____ Minimal (of a minimum amount, quantity, or degree; the least possible)

This leader uses only traditional communication models in one direction (from school/ECM to home). Assessments are not conducted for the school/ECM's environment due to unawareness of the need or the school/ECM community's wishes. There is limited knowledge of the resources available for use toward the improvement of the school/ECM community, promotion of the school/ECM, and retention of students and families. Interpersonal relationship skills are lacking.

Check 1 to 3 examples

- ☐ Seeks to reach out to the school/ECM community using only traditional and established avenues.
- ☐ Makes decisions related to the school/ECM independent of data.
- ☐ Utilizes a few synod or school/ECM community resources, often functioning independently.

- ☐ Other: _____

____ Basic (forming an essential foundation or starting point; fundamental)

The leader makes some efforts and seeks some opportunities to engage the ministry stakeholders. There is no consistent process for involving stakeholders in decision making. This leader relies on the board to make all decisions. This leader will occasionally include limited data and information gathering. Some attempt is made to stay informed of resources available to assist the school/ECM community, promoting the school/ECM through established and traditional methods. Interpersonal relationship skills exist within certain groups/settings only.

Check 1 to 3 examples

- ☐ Often informs the school/ECM community after decisions are made.
- ☐ Inconsistent in following up with the school/ECM community concerning data collection/analysis.
- ☐ Makes use of some resources from the synod and the school/ECM community.

- ☐ Other: _____

____ Proficient (skillful, expert, experienced, accomplished, masterly)

This leader intentionally builds trusting relationships with members of a diverse and expanding community, engaging multiple groups in a variety of events. Decisions are made by actively recruiting and involving a varying group of stakeholders. This leader assesses the needs of the school/ECM by establishing and implementing a process to gather and analyze data from a variety of resources for the purpose of school/ECM ongoing improvement and promotion. Interpersonal relationship skills are evident across all stakeholder groups of the ministry.

Check 1 to 3 examples

- ☐ Builds school/ECM events with a purpose: to intentionally forge strong relationships with an expanding group of stakeholders, including the local civic community.
- ☐ Consistently provides updates on the school/ECM to all stakeholders.
- ☐ Maintains a close working relationship with the synod and local agencies for the betterment of the school/ECM community, sharing those resources whenever possible.

- ☐ Other: _____

____ Distinguished (successful, authoritative, and commanding great respect)

This leader is continuously assessing how productive and trusting Christian relationships are being facilitated, using all stakeholders possible, and recognizing the diversity that exists among those stakeholders so it can be used to God's glory. Decisions are made considering multiple points of view to ensure a culture of involvement toward their school/ECM's improvement. This leader collaboratively facilitates, develops, implements, and evaluates school/ECM decisions using a variety of resources to promote the school/ECM. Interpersonal skills stand out as a ministry strength across all ministry stakeholder groups.

Check 1 to 3 examples

- ☐ Utilizes an active parent group(s) and others as just one part of an all-encompassing communication plan for the school/ECM.
- ☐ Modifies school/ECM goals as a result of data analysis.
- ☐ Actively works with and serves in synodical, local, and national agencies to forward the mission of the school/ECM.

- ☐ Other: _____

Additional Comments:

Sign & Date:

Educator signature   **Evaluator signature**
Educator signed date   **Evaluator signed date**

In compliance with the WELS Privacy Policy, when you no longer have a need for storing the evaluation, discard it properly so that all personal and private information is destroyed.