WELS Continuum of Principal Development

A Note about the
WELS Principal Standards and Continuum

The WELS Principal 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 Lutheran principals and were approved by the CLS and by the MLC Graduate Faculty Council in November 2013.

The team used the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards as a starting point, but soon found that many of the Lutheran school principal functions were beyond the scope of most building principal positions. Lutheran principals also perform duties related to superintendents, such as working with school boards, communicating with stakeholders, and establishing sustainable budgeting. Additionally, Lutheran principals lead the private school functions of marketing and enrollment management. Most importantly, the Lutheran principal is the school's spiritual leader. The resulting WELS Principal Standards uniquely reflect these varied important functions.

The CLS Growing Educators in Ministry (GEM) committee requested in July 2016 that the standards be developed into a continuum similar to the one previously developed for WELS teachers. 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 WELS Principal Standards Continuum articulates the standards as they appear in common practice. The continuum divides the principal'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 should both coach and evaluate his teachers. A principal'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 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 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 adapts the practices in ways that are convenient or make sense to him, but prevent the efforts from being fully successful. For example, a school leader may be aware that his is to visit his teachers' classrooms and create a report, but he is unsure how to do it. He visits the teachers and has some conversations or fills out an end-of-year evaluation form but is not sure what to do and his 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 of his actions are moderately successful. For example, a school leader learns about formative and summative teacher supervision and has some tools to carry it out. He 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 so he can refine it in ways that increase its effectiveness in a particular setting. He is acknowledged by his 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 principals well for the following reasons:
1. The continuum represents stages that WELS principals can easily recognize.
2. It continuum allows principals to exist in varied stage levels depending upon the criterion.
2. The stages are consistent with the varied WELS principal training approaches.
3. The stages are intuitive, requiring minimal training for wide understanding and use.
4. The stages are progressive, allowing reflection and growth.

This continuum is intended to be used as a reflective tool by a Lutheran principal to identify areas of strength and areas for growth. It is expected that principals will vary in their understanding and skills among the criteria and elements. No principal 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 Lutheran principal 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 School Principals

Domain I: *Spiritual Leadership*

    STANDARD ONE: An effective Lutheran school principal 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

    STANDARD TWO: An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children under his care.

2.1	Collaboratively develops and implements a shared mission and vision
2.2	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
2.3	Creates and implements plans to achieve goals
2.4	Promotes continuous and sustainable improvement
2.5	Monitors and evaluates progress and revise plans

Domain II: *Instructional Leadership*

    STANDARD THREE: An effective Lutheran school principal knows how to teach.

3.1	Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards
3.2	Understands the developmental needs of children
3.3	Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs
3.4	Has command of a variety of learning theories and instructional methods
3.5	Employs good classroom management
3.6	Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes
3.7	Uses informal and formal assessment strategies to measure student progress

    STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

4.1	Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts
4.2	Develops, monitors, and sustains a Christ-centered curricular and instructional school program together with the faculty
4.3	Maximizes school time spent on quality instruction
4.4	Advocates for and fosters affirmation, respect, and inclusion of a diverse student body
4.5	Promotes the use of technology to support teaching and learning

STANDARD FIVE: An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts

5.1   Guides the development of beginning teachers
5.2   Uses formative supervision to guide teacher performance toward improved student learning.
5.3   Communicates teacher and staff performance through summative evaluations
5.4   Works collaboratively with teachers to design comprehensive professional growth plans
5.5   Builds teacher capacity to carry out a Christ-centered vision and curricular goals through planned programs of collaborative, sustained, and job-embedded professional development
5.6   Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning.
5.7   Effectively communicates with faculty and staff.

Domain III: *Administrative Leadership*

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

6.1   Organizes the environment to support quality instruction and student learning
6.2   Monitors building operations
6.3   Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources
6.4   Promotes and protects the welfare and safety of students and staff
6.5   Uses distributive leadership strategies that recognize and utilize the many gifts God gives to his church
6.6   Supports and works closely with the school's governing board

Domain IV: *Community Leadership*

STANDARD SEVEN: An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.

7.1   Builds and sustains Christ-centered relationships with students, families, caregivers, congregation, and community
7.2   Engages families and the local congregation in school decision making as appropriate
7.3   Collects and analyzes data and information to understand and to respond to the needs of the school's environment
7.4   Utilizes community and synod resources to carry out the school's mission
7.5   Promotes the school among school families and within the congregation and community
7.6   Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
7.7   Works cooperatively with synod agencies
7.8   Participates in district and synodical responsibilities

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

8.1   Serves as an advocate for children, families, and caregivers
8.2   Acts to influence congregational, syndical, local, state, and national decisions affecting student learning Lutheran education
8.3   Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies

Domain I: *Spiritual Leadership*

STANDARD ONE: *An effective Lutheran school principal is a person maturing in faith in Christ.*

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
1.1 Understands personal need for daily growth in one's own faith.	• 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	• 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	• 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	• 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**
1.2 Treasures all Scriptures' teachings as the absolute truth in matters of life and salvation.	• 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	• 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	• 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	• 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
1.3 Models faith both personally and professionally	● 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	● 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	● Intentionally plans ways to model one's faith personally and professionally ● Facilitates school-wide discussions about living faith zealously	● 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
Element	**Unaware Stage**	**Conscious Stage**	**Action Stage**	**Refinement Stage**
1.4 Displays Christ-like love for all	● 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	● 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	● 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	● 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
Element	**Unaware Stage**	**Conscious Stage**	**Action Stage**	**Refinement Stage**

1.5 Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation	● 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	● 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	● 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	● 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
Element	**Unaware Stage**	**Conscious Stage**	**Action Stage**	**Refinement Stage**
1.6 Acts with integrity, fairness, and ethics	● 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	● 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	● 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	● 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

Standard Two: *An effective Lutheran school principal fosters a Christ-centered vision for the spiritual and academic success of all children in His care.*

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.1 Collaboratively develops and implements a shared mission and vision	● School may or may not have a mission or vision statement. ● Adheres to mission as outlined in school. ● Primary focus is on daily or yearly routine and functioning. ● No articulated vision for the school exists.	● The school has a mission and vision statement. ● The principal articulates a vision for the school. ● The mission and vision are communicated, but few can articulate it. ● There is little evidence that the stakeholders are all working toward the same goal or vision.	● Most stakeholders embrace the school's mission. ● A formal vision exists as a result of intentional stakeholder input. ● Most stakeholders are familiar with the vision. ● The vision represents a realistic picture of most stakeholders' hopes for the school.	● The vision represents a shared, collaboratively-created path for the school. ● The mission / vision is enacted in every action or decision of the school and embodied in each stakeholder. ● An established schedule exists for regularly reviewing and improving the mission/vision.
Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning	● Is unaware of data sources available to assist with school decision-making and goal setting. ● Collects data through synod annual standardized testing program and sends home testing results once a year, i.e. with year-end report cards. ● Provides no additional explanation of data other than written information provided by the test company. ● Shares standardized testing results with the school community as a trend over time. ● No analysis of data is conducted to examine the effectiveness of the school instructional program.	● Inconsistently uses data for decision-making and goal setting. ● Collects data through synod's annual standardized testing program and shares results with school board, teachers and parents on an annual basis. ● Provides explanation of test scores to assist stakeholders in interpreting scores, i.e. hold parent meetings to explain standardized test scores; provide teacher professional development on interpretation of test scores. ● Occasionally collaborates with teachers to analyze testing data and consider its impact on the school's instructional program and student growth.	● Organizes a systematic plan for data collection that includes multiple data sources both formative and summative. ● Utilizes data consistently to inform goal setting and decision-making in the strategic plan that affects organizational learning and effectiveness.	● Implements a coherent and systematic plan for data collection that is deliberate and purposeful across the organization and is understood by all faculty and staff. ● Continuously evaluates/examines multiple sources of data for their relevance to decision-making and goal setting. ● Impacts organizational learning and effectiveness through the quality of data collection.

2.3 Creates and implements plans to achieve goals	• Establishes no strategic plan to achieve school goals. • Sets annual goals for the school year and only shares with a limited portion of the school community, i.e. board only. • May or may not align school goals with the school mission and vision. • Does not accompany nor frame school goals with action steps in a long-range strategic plan. • Engages in no long range planning beyond the current school year.	• Recognizes the need to develop strategies and plans to reach goals and link to the school vision. • Sets annual goals for the school and purposefully shares goals with the school board, teachers and parents, i.e. places goals on opening of the year school agenda for board, parents and faculty. • May or may not directly relate some goals to the school mission and vision. • Accompanies school goals with 1-2 action steps but lacks an overall strategic plan format with action steps/strategies, person responsible, measurable outcomes, timeframe and resources needed. • May develop a few multi-year goals, but most school goals are annual. • Does not utilize a formal feedback process on school goals unless initiated by stakeholders.	• Facilitates the collaborative development and implementation of school goals and the development of a strategic plan/blueprint to achieve them. • Directly ties all goals to the school's mission and vision. • Establishes measurable campus goals with identified strategies, resources timeline, and an evaluation plan to form a strategic plan. • Develops both annual and multi-year goals to reflect long range planning.	• Facilitates a process in which the campus goals are systematically monitored leading to a refinement and adjustment of strategies/resources/ evaluation methods in an ongoing basis throughout the school year. • Represents shared values and goals of the school community in the strategic plan.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.4 Promotes continuous and sustainable improvement	● Is unaware of the need to implement a process for continuous school improvement. ● Has no defined plan or process to show whether or not the school is improving. ● Shares some limited data with the school community as a trend over time i.e. increase or decrease in school enrollment, student attendance, budget and student achievement/ standardized test scores. ● Presents trend data at beginning of the school year and does not tie to goal setting or decision-making.	● Recognizes the need to have a continuous improvement process in place. ● Measures school improvement through a limited number of identified areas, i.e. student attendance, school enrollment figures, increase or decrease in budget, student achievement, etc. on an annual basis. ● Uses limited data measures for goal setting and decision-making. ● Shares data on a limited basis with stakeholders, i.e. items placed on school board agenda at the beginning of the year. ● Does not seek school accreditation, i.e. Wisconsin Evangelical Lutheran Synod School Accreditation (WELSSA), National Council for Private School Accreditation (NCPSA), etc..	● Intentionally implements and supports a continuous improvement framework with strategies (what/how), data (sources), responsibilities (who?), timeline (when?), resource (what/how much?) and links improvement indicators to the school vision. ● Maintains up to date accreditation through an accreditation agency, i.e. WELSSA, and actively implements improvement suggestions.	● Implements and sustains a faculty norm of continuous and sustainable improvement as a means to respond to student needs leading to academic and spiritual success. ● Utilizes the continuous improvement framework as the driving force to strengthen the collective ability of the school stakeholders to effectively respond to student needs and the changing environment. ● Maintains up to date accreditation through an accreditation agency, i.e. WELSSA, and actively implements improvement suggestions and evaluates the effectiveness of changes made in meeting student needs.

		● Selects areas for improvement based on random feedback from stakeholders – not tied to strategic planning.		

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
2.5 Monitors and evaluates progress and revise plans	● Generates a few annual school improvement goals , but does not develop a school improvement plan. ● Publishes annual goals at the beginning of the school year, but does not revisit them to monitor or evaluate their effectiveness.	● Monitors and evaluates school goals annually based on a few sources of data, i.e. attendance, enrollment, achievement test results, and/or limited survey data. ● Does not have a defined process to monitor and evaluate the effectiveness of school goals during the school year in order to make needed modifications/ adjustments. ● Occasionally revisits some school goals during the school year as part of faculty meetings or board agendas if a specific need arises or random stakeholder voices concern.	● Creates structures and processes to collaboratively monitor and evaluate the school improvement/ strategic plan, i.e. the school improvement plan is monitored through agenda items at school board and faculty meetings. ● Monitors and evaluates school goals/strategic plan throughout the school year with a systematic process i.e. quarterly, semester and year-end.	● Consistently collects multiple sources of data as evidence over time to ensure the fidelity of implementation and effectiveness of the school improvement/strategic plan (school goals). ● Sustains an established process for the ongoing/continuous revision and refinement of plans as needed or evidenced by data sources.

Domain II: *Instructional Leadership*

STANDARD THREE: An effective Lutheran school principal knows how to teach.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.1 Understands and utilizes the Wisconsin Ev. Lutheran Synod (WELS) Teaching Standards	● Is 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.	● Posts the WELS teaching standards in classroom or office. ● Shares WELS teaching standards with faculty/staff and board in writing through inclusion in faculty materials, i.e. teacher handbook. ● Has limited to no discussion of WELS teaching standards with faculty and does not reference standards as a self- assessment tool for principal or faculty to gauge professional development needs. ● Does not aspire to standards.	● References WELS teaching standards as a self-assessment tool for principal and teachers. ● Builds ongoing familiarity of self and faculty with the standards throughout the year, i.e. regular discussions of what the standards look like in practice occur with faculty and a plan exists to work through all the standards. ● Consistently works towards proficiency in WELS teaching standards in self and continually references standards in efforts to support faculty growth.	● Demonstrates proficiency in the use of the WELS teaching standards within one's own (principal) classroom and is able to model and or identify exemplary practice of the standards across all grade levels. ● Continually builds the capacity of the faculty and staff to reflect about one's teaching effectiveness based on WELS teaching standards leading to increased student achievement. ● Utilizes WELS teaching standards as the basis for faculty evaluation and professional growth plans.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.2 Understands the developmental needs of children	● Exhibits minimal knowledge of developmental characteristics of age group and does not take them into account when setting instructional goals, selecting activities/materials, and assessment strategies. ● Is unaware of different approaches to learning that students display and as a result does not consider them when planning instruction.	● Possesses accurate knowledge about developmental characteristics of students across grade level taught. ● Usually considers developmental characteristics when goal setting, selecting instructional strategies/ materials and choosing assessment strategies for the class as a whole. ● Seldom plans for the needs of specific individuals whose developmental characteristics, background knowledge and learning styles may vary significantly from the whole group.	● Exhibits a strong knowledge of developmental characteristics of age group and always takes characteristics into consideration when planning lessons, goal setting, selecting curricular materials/activities and assessment strategies. ● Regularly plans instruction and selection of curricular materials to take into account all students' needs including prior knowledge, experiences, learning styles and developmental characteristics.	● Builds the collective capacity of teachers to consistently design and implement lessons that address the needs of all students taking into account prior knowledge, experiences, learning styles and developmental characteristics. ● Provides professional development opportunities and resources to aid teachers in addressing developmental needs of children. ● Consistently models instruction in which all lessons connect to students' prior knowledge, experiences interests and developmental needs across all content areas and grade levels.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.3 Designs and implements differentiated instruction and culturally relevant pedagogy to meet learner needs	● Provides one size fits all lessons for all students. ● Makes no effort to plan and deliver differentiated instruction to meet individual students' needs or to consider how students' backgrounds and culture may be drawn upon to strengthen the lesson. ● Basically follows the teacher edition and teaches content rather than teaching for student mastery. ● Displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. ● Designs instruction with no intentional connection to students' prior knowledge and experiences.	● Occasionally adapts lessons to address the needs of some students in an attempt to provide them with the opportunity to master what is being taught. ● Acknowledges the value of understanding students' interests or cultural heritage, but inconsistently adapts instructional goals and materials to address this diversity. For example, efforts to include culturally relevant materials sometimes occur on special occasions such as Hispanic Heritage month (September 15-October 15) and Black History month in February. ● Sometimes designs instruction to connect to students' prior knowledge and experiences, and or preferred learning style.	● Designs and implements differentiated instructional methods and content to ensure most students have the opportunity to master what is being taught, i.e. small group and individualized instruction as needed. ● Adapts most lessons/instructional goals to address individual and culturally relevant learning needs of all students. ● Values, respects and affirms each student's interests and cultural heritage and consistently uses this knowledge to differentiate instruction for individual students and the whole class. ● Integrates culturally relevant materials into the curriculum throughout the year. ● Is knowledgeable about students' learning styles, interests, background, life experiences and skills, and	● Builds the collective capacity of teachers to consistently design and implement lessons that address the needs of all students taking into account prior knowledge, experiences, learning styles, cultural relevance and developmental characteristics. ● Provides professional development opportunities and resources to aid teachers in addressing developmental needs of children. ● Consistently models instruction in which all lessons connect to students' prior knowledge, experiences, interests, cultural heritage and developmental needs across all content areas and grade levels.

			consistently plans and delivers culturally relevant instruction to support student growth.	

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.4 Has command of a variety of learning theories and instructional methods	● Primarily utilizes one mode of instruction at all times and provides little variety in teaching resources resulting in passive and limited student engagement, i.e. whole group direct teach using textbook. ● Mainly poses student questions at the remember and understand level levels of Bloom's taxonomy.	● Inconsistently applies a variety of instructional methods leading to sporadic student engagement. ● Randomly attempts to integrate a wider variety of instructional strategies, resulting in sporadic student engagement, i.e. uses cooperative learning as part of a unit or integrates an interactive technology application. ● Provides few opportunities for students to use different types of thinking (analytical, practical, creative and research based). ● Poses questions at the remember, understand and apply levels of Bloom's taxonomy.	● Utilizes a variety of instructional strategies and learning theories to meet the needs of most students resulting in high engagement. ● Regularly provides opportunities for students to use different types of thinking (analytical, practical, creative and research based). ● Utilizes/asks questions that encourage all students to engage in complex higher-order thinking, i.e.analysis, synthesize, and evaluate levels of Bloom's taxonomy.	● Consistently utilizes a wide variety of instructional strategies and learning theories to meet the needs of all students, including those with special needs, resulting in high engagement. ● Always provides opportunities for students to use different types of thinking (analytical, practical, creative and research based). ● Consistently provides opportunities for students to generate questions that lead to further inquiry and promote complex higher-order thinking, problem solving and real world application. ● Conducts an audit of instructional strategies in use across the campus and supports faculty in acquiring a variety of methods to best meet needs of students leading to active learning.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.5 Employs good classroom management	● Does not establish norms/standards of classroom behavior and or students are confused about them. ● Does not monitor classroom behavior and is unaware of what students are doing. ● Lack of classroom management impedes learning in the classroom. ● Does not post classroom rules. ● Primarily uses the law for classroom management.	● Establishes norms/standards of classroom behavior for some situations and most students understand them. ● Usually is aware of students' classroom behavior, but may miss some off-task behavior. ● Occasional lack of classroom management impedes learning in the classroom. ● Posts classroom rules. ● Utilizes the law and gospel in classroom management.	● Clearly establishes standards of conduct for most situations and student behavior reflects an understanding of them. ● Is attentive to student behavior at all times and responds to misbehavior promptly. ● Does not allow student behavior to impede learning in the classroom. ● Develops and implements standards of conduct for the school as a whole and ensures rules are posted in every classroom. ● Clearly defines student code of conduct in the student handbook ● Motivates students' positive classroom behavior through the Gospel.	● Develops clear norms/standards of behavior/conduct with student participation. ● Prevents student misbehavior through subtle monitoring and use of positive reinforcement. ● Enhances and encourages self -directed student behavior. ● Facilitates ongoing collaborative analysis of student behavior data to determine trends and patterns of behavior and make appropriate adjustments to school discipline policies and conduct of conduct. ● Leads the faculty in promoting the use of the gospel to motivate students' classroom behavior.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.6 Plans and organizes systematic instruction to meet students' diverse needs and accomplish learning outcomes	● Does not align lessons a to content standards (state or national). ● Has no scope and sequence in place for the delivery of the curriculum. ● Seldom aligns and sequences goals, activities, materials and assessments to lesson goals. ● Does not have a systematic assessment system in place.	● References scope and sequence to organize lessons for the year. ● Aligns most lessons', activities, materials and assessments to lesson goals/objectives. ● Ensures lessons are relevant to students and are appropriate for diverse learners. ● Ensures formative and summative assessments are in place and aligned to lessons. ● Plans and formats lessons to include weekly, unit and annual/block. .	● Creates and consistently utilizes a scope and sequence for delivery of curriculum in a coherent manner. ● Aligns all activities, materials and assessments to lesson goals/objectives. ● Utilizes formative and summative assessments to identify areas/objectives for targeted instruction. ● Follows a uniform template for all lesson planning that consistently reflects effective elements of instructional planning and includes weekly, unit and annual/block planning. ● Consistently seeks out resources and strategies to strengthen instruction and works to actively integrate them into lesson plans.	● Utilizes and reflects upon results of assessments, both formative and summative to inform revisions of scope and sequence of the curriculum and ensures alignment to standards. ● Aligns all activities, materials and assessments to lesson goals/objectives and also integrates and reinforces concepts across disciplines. ● Designs/arranges curriculum to provide ==tiered instruction== or multiple levels of instruction to help all students achieve mastery. ● Models and assists faculty in refining the lesson planning process to best meet student needs.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
3.7 Uses informal and formal assessment strategies to measure student progress	● Mainly utilizes summative assessment measures (quiz or test) to provide a grade for report cards. ● Does not make instructional decisions based on student progress towards lesson mastery when planning and delivering instruction. ● Seldom provides feedback on student work other than formal grades. .	● Relies heavily on summative assessment measures for the purpose of providing feedback to students in the form of grades. ● Inconsistently uses formative assessments, (i.e. pre assessments, exit tickets, etc.) to monitor student progress and inform instructional planning and adjustment of instruction. ● Inconsistently provides ==quality feedback== on student work with only some elements of high quality present.	● Consistently utilizes formal and informal assessments to monitor student progress and uses assessments to inform instructional planning and delivery to connect to specific instructional strategies. ● Consistently provides high quality feedback in a timely manner to students, families and other campus personnel as needed.	● Promotes/facilitates a school wide assessment culture that consistently utilizes appropriate formal and informal diagnostic, formative and summative assessments to monitor student progress and inform instructional planning and delivery. ● Always provides substantive, specific and timely feedback with the expectation that students make prompt use of feedback in their learning and build an awareness of their own strengths and weaknesses including the tracking of their own progress. ● Devotes time in faculty meetings to examine student work on informal and formal assessments and discuss sample assessments.

STANDARD FOUR: An effective Lutheran school principal fosters a culture of student spiritual growth and academic achievement.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.1 Creates a climate in which all reflect Christ's love and strive for excellence in using His gifts	● Does not know how the principal's actions impact the creation and maintenance of a positive and healthy school climate, which reflects Jesus' love for all. ● Does not intentionally plan to assess the quality of and enhance school climate, i.e. no school climate surveys are administered.	● Striving for academic excellence is sometimes emphasized as part of the school climate or culture and may or may not be part of the mission and vision of the school. ● Is aware of the need for the principal to take on a leading role in creating and maintaining a school climate which reflects Christ's love and strives for excellence in using His gifts, but does not have data by which to measure the health of the school climate on a regular or 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, i.e. WELSSA accreditation review.	● Creates and implements a positive school climate in which interaction of teachers and staff with all students is caring, responsive, supportive, and respectful – reflective of Christ's love. ● Creates and implements a climate with high expectations for staff and students to use their gifts to the best of their ability to honor God. ● Collaboratively administers, compiles and shares results of school climate survey on an annual basis to measure the health of the school. ● Facilitates the collaborative development of an action plan to promote a healthy school climate based on data results.	● Develops, nurtures, implements and sustains a positive school climate in which the interaction of teachers and staff with all students is caring, responsive, supportive, and respectful – reflective of Christ's love. ● Develops, nurtures, implements and sustains a climate with high expectations for students, families, faculty and staff to use their gifts to the best of their ability to honor God. ● Builds the collective capacity of staff/stakeholders to continuously monitor the health of the school climate using and analyzing data from multiple tools, i.e. open forum, written survey, survey of organizational health, etc. ● Facilitates the collaborative development,

				implementation and evaluation of an action plan to support, sustain and enhance a healthy school climate based on data results.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.2 Develops, monitors and sustains a Christ centered curricular and instructional school program together with faculty	● Has no coherent curriculum with scope and sequence in place for the school. ● Makes annual plans based on textbook publisher materials, but does not horizontally and vertically link plans to other classrooms and grade levels. ● Teaches religion as a separate subject not integrated into all subject areas.	● Ensures that all teachers have annual curriculum plans including unit plans for their respective grade levels. ● Some attempt at vertical and horizontal alignment of the curriculum exists, but no defined process for curriculum updating is in place other than when a new textbook is to be purchased. ● Implements a scope and sequence for the curriculum, but has no defined process for developing, monitoring and updating it. ● Seeks occasional input from faculty and staff on resources needed for the instructional program.	● Leads a collaborative process to develop and implement a Christ centered curricular and instructional school program. ● Facilitates an established curriculum renewal process/cycle to ensure the school curriculum and related assessments are updated as needed. ● Allocates appropriate resources (time and money) to support curriculum revision/updates. ● Embeds professional learning as part of the curriculum revision process. ● Facilitates ongoing faculty collaboration regarding horizontal and vertical alignment of curriculum to ensure that students do not experience fragmented, incoherent or repetitive learning experiences.	● Ongoing/continuous collaboration with faculty to strengthen and sustain quality implementation of the Christ centered curriculum and school instructional program. ● Collaboratively develops and implements a curriculum renewal process that includes: 1. monitoring fidelity of implementation of curriculum; 2. researching best practices and changes in educational standards; 3. evaluating scope, sequence, vertical, and horizontal alignment; 4. adapting curriculum based on student data; 5. continuously seeking out and providing needed resources; and 6. establishing a process for faculty and parents/ stakeholders to provide input to the curriculum. ● Embeds powerful professional development as part of the curriculum

				development and evaluation process including the study of effective instructional practices.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.3 Maximizes school time spent on quality instruction	● Has no master schedule for instruction other than individual teacher schedules on file. ● Is not guided by a curricular rationale for teacher scheduling practices. ● May or may not adhere to legal requirements for instructional time in the schedule as mandated by state policy.	● Provides guidance on building annual master schedule and school calendar to ensure adherence to all legal and policy requirements for required instructional time as mandated by the state. ● May or may not design master schedules to align to a curricular rationale, i.e. intentional scheduling of literacy block to avoid fragmented instructional time. ● Does not make an effort to gather data from stakeholders and other sources on the effectiveness of class schedules, master schedule and school calendar in meeting student learning needs.	● Facilitates the collaborative development of the master schedule by providing a supportive curricular rationale, educational research, legal mandates, and data based on student needs to guide the work. ● Facilitates a collaborative analysis of school and classroom data, policies, schedules and practices to examine the use of instructional time and how it impacts the quality of instruction across the campus. ● Makes an intentional effort to protect time from nonacademic interruptions, i.e. has system for handling phone calls, opening doors, etc. ● Consistently plans for necessary staffing to ensure classroom instruction isn't interrupted in the case of faculty absences.	● Facilitates an ongoing collaborative process in which faculty is proactive in making changes to schedules and plans based on data in an effort to maximize school time spent on quality instruction. ● Builds the collective capacity of the campus to continuously monitor, evaluate, adjust/modify and sustain changes made to schedules, policies and practices to ensure instructional time is maximized and supports quality instruction.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.4 Advocates for and fosters affirmation, respect, and inclusion of a diverse student body	● Is unaware of the needs of culturally and linguistically different students including those with special needs. ● Does not recognize or respect the need to promote cultural sensitivity in school's instructional materials, activities, programs and outreach. ● Makes no effort to learn about the background of students (family, language, culture, prior experiences, etc.) in an effort to acknowledge and affirm diversity. ● Does not seek out or utilize culturally and linguistically diverse (and special needs) resources to connect with all students and families in the school.	● Acknowledges the need to promote cultural sensitivity in the school's instructional materials, activities programs and outreach, but has no intentional action plan. ● Inconsistently implements efforts to develop positive relationships in an effort to acknowledge and affirm diversity with all school families. ● Occasionally seeks out or utilizes culturally and linguistically diverse resources to connect with all students and families in the school – usually around a one-time event/cultural celebration. ● Does not maintain ongoing connections with all students and families. ● Does not intentionally improve/grow skills and new competencies and pedagogies to be more culturally and linguistically sensitive to all students and families.	● 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 implements efforts to develop 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 utilize and seek out culturally and linguistically diverse resources and professional development needed to grow new competencies to affirm and respect diversity as part of the school culture. ● Is successful in securing feedback from all school	● Continuously leads the faculty to examine and reflect upon one's own assumptions, relationships, beliefs, and practices; and modifies practices and relationships as needed to ensure a welcoming and inclusive learning environment for diverse students and their families. ● Collaboratively develops, implements, monitors and sustains new culturally and linguistically responsive competencies and pedagogies to successfully engage the diverse needs of all students. ● Actively seeks out feedback from all school families especially those who are culturally and linguistically diverse and takes action to ensure the school community is welcoming and inclusive.

		● Administers surveys to school families on some issues, but makes no intentional /deliberate effort to ensure that the voices of culturally and linguistically diverse families and special need families are included.	families including those who are culturally and linguistically diverse.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
4.5 Promotes the use of technology to support teaching and learning	● Does not include technology integration as part of the school's instructional vision for teaching and learning. ● Possesses a basic understanding of the potential of technology to support teaching and learning, but does not share this understanding with school board and stakeholders to prepare them for the additional resources needed. ● May have a few short-range technology goals primarily focused on supplemental instruction and management functions not technology integration. ● Is unaware of the extent to which faculty are integrating technologies in the classroom or their level of expertise; and provides limited or no professional development support.	● Begins to develop a shared vision and build buy-in for comprehensive integration of technology to support student learning, i.e. discussion about which tools are essential: document cameras, smart boards, LCD projectors, internet, etc. ● May include a few long-range goals related to technology integration as part of the school's strategic improvement plan. ● Integrating technology varies from classroom to classroom depending on teacher interest and access to equipment. ● Mostly makes professional development opportunities and new equipment available to teachers who show a strong interest in technology integration, i.e. early adopters/tech savvy.	● Collaboratively facilitates the development and implementation of a shared instructional vision for comprehensive integration of technology including established standards and measurement of them as part of teacher evaluation. ● Builds the capacity of the faculty to self-assess their progress towards the integration of technology across all subject areas to strengthen and maximize student-learning opportunities. ● Makes a continuous effort to secure adequate resources/funding to support short and long-range technology goals identified in the strategic improvement plan. ● Creates a culture of awareness with all stakeholders regarding potential benefits of integrating technology to maximize student learning.	● Collaboratively, with all stakeholders, sustains and updates a shared vision of comprehensive technology integration that encourages the continuous exploration of new technologies for their potential to enhance and maximize student learning. ● Strengthens the collective capacity of the faculty to collectively apply new learning on technology integration including research, best practices and emerging trends by facilitating <mark>professional learning communities</mark>. ● Builds the capacity of stakeholders (faculty, congregation members and families) to seek out additional resources and grants to fund campus goals for technology integration. ● Facilitates campus involvement in external professional learning networks to expand

		● Does not implement an overall plan to grow new skills and technology competencies of faculty and staff. ● Makes some attempt to stay current with educational research and emerging trends regarding effective use of technology. ● Seeks out special monetary gifts to support technology. as the need arises.		learning opportunities; and expose faculty and stakeholders to new ideas, emerging trends and technologies.

STANDARD FIVE: An effective Lutheran school principal enables, supports, and coaches teachers and staff to faithfully serve God's people through the growth and use of their gifts
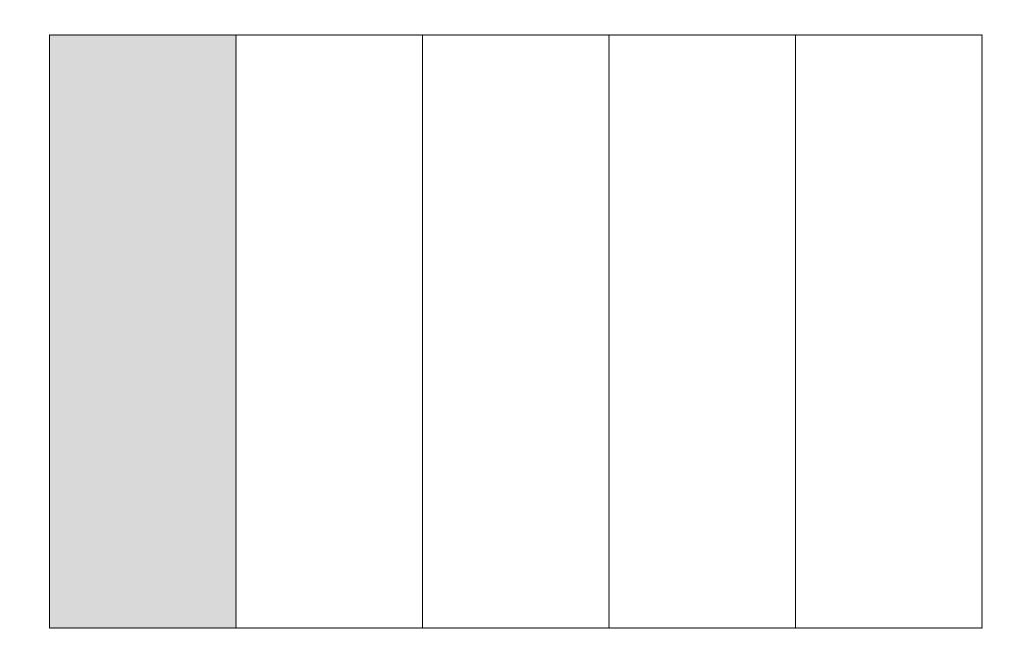
Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.1 Guides the development of beginning teachers	● Complies with the request that all first and second year teachers participate in the WELS New Teacher Induction Program, but does little to arrange and support resources for it, i.e. 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 teacher. ● Is unaware of the feedback provided to new teachers through the WELS' New Teacher Induction Program. ● Does not include the program cost of WELS New Teacher Induction Program in the school budget. ● Does not include support and retention of new	● Arranges support and resources for beginning teachers to participate in the WELS New Teacher Induction Program. ● Includes the cost of participating in WELS' New Teacher Induction Program as part of the school budget. ● Relies on the WELS' New Teacher Induction Program mentor as the main support and guidance for new teachers. ● Sometimes allocates time to meet with new teacher and mentor to determine further support of new teacher growth at the campus level.	● Actively monitors beginning 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 teachers. ● Facilitates the establishment of strategic plan goals that address support and retention of new teachers.	● 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. ● Facilitates continuous professional growth opportunities of all teachers including beginning teachers through high functioning professional learning communities in which collective learning and application of learning and shared personal practices is ongoing. ● Facilitates the continuous evaluation and adaptation of strategic plan goals related to the support and retention of new teachers.

	teachers as part of school goals.			

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.2 Uses formative supervision to guide teacher performance toward improving student learning	● 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 teachers during the school year to strengthen practice and influence student performance. ● Has no ongoing support system in place to provide teachers with written or oral feedback during the school year. ● Does not formally observe teachers in the classroom.	● Does not implement a comprehensive and systematic plan to provide consistent/ ongoing meaningful instructional feedback to teachers based upon evidence gathered through classroom walkthroughs and observations. ● Conducts random classroom walkthroughs but seldom provides meaningful feedback leading to teacher reflection and growth. ● Conducts one formal visit each year mainly 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 amongst faculty, but no system including training	● Develops a comprehensive plan to gather and analyze evidence on teaching and learning based on classroom walkthroughs and formal observations for the purpose of providing teacher feedback and coaching to enhance professional dialogue and teacher reflection around impact on student learning. ● Intentionally plans, implements, and monitors a professional learning community to support ongoing teacher growth through multiple collaborative opportunities to engage in instructional dialogue i.e. analyze student work, performance assessments, and observation data, etc.	● Intentionally implements, monitors, evaluates and sustains a professional learning community /culture to promote teacher growth and student performance. ● Facilitates and promotes a collaborative professional learning community/culture as the main source of formative feedback to teachers about their impact on student learning. ● Continuously gathers and evaluates evidence/data that faculty's collective learning and application of learning results in changes/growth/ improvement in teacher practice and student learning and uses data to shape professional learning.

		or tools is in place, i.e. protocols to promote instructional dialogue and guide feedback.		

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.3 Communicates teacher and staff performance through summative evaluations	● Completes a formal written year-end teacher evaluation that is not evidence-based (walkthroughs, observations and or formal observations). ● Has not established nor discussed with faculty agreed upon evaluation criteria.	● Inconsistently implements a teacher evaluation process that results in a written summative evaluation with little or no input from faculty on the criteria and process. ● Provides minimal training on the teacher evaluation process. ● Mainly views completion of summative teacher evaluations as a year-end compliance event. ● Provides limited to no opportunity for the summative evaluation process to be used as a tool for teacher growth, i.e. collaborative dialogue about professional growth and future goal setting.	● Collaboratively designs and implements an evaluation process with timelines, policy 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. ● Utilizes multiple sources of data as the basis for summative evaluation, i.e. classroom walkthroughs,formal observations, student performance results, etc. ● Intentionally plans, implements and monitors the implementation of a professional learning community to support teacher growth and engage in collective application of learning.	● Collaboratively implements, evaluates, modifies and sustains an evaluation process with timelines, policy and agreed upon/articulated criteria. ● Models and sustains a school wide culture of continuous professional growth and improvement for teachers and staff. ● Collectively analyzes the multiples sources of data that support summative evaluations to determine schoolwide goals for teacher professional development. ● Models and sustains collective learning and its application and links it to faculty/staff's professional goals. ● Collectively holds each other accountable for completion of professional development goals.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.4 Works collaboratively with teachers to design comprehensive growth plans	● Setting professional goals and designing professional growth plans are not part of the campus evaluation and support system nor campus teaching culture.	● Mainly assists teachers to set professional goals and design growth plans when issues arise related to the inability to carry out professional teaching responsibilities. ● Is inconsistent with the monitoring, follow-up, and encouragement of teachers' professional growth. ● Does not have an established process to help all faculty, regardless of experience level, to develop professional growth plans with specific professional goals.	● 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 faculty members. ● Actively supports teachers' professional goals by the consistent monitoring of progress towards goal attainment and providing resources as needed. ● Holds collaborative year-end conference to determine if professional goals were successfully met and establish new goals for the following year. ● Collaboratively facilitates the development of a school culture which promotes teachers' professional goal setting.	● Promotes and sustains a school culture in which teachers share their professional goals and receive feedback from others on their progress towards goal attainment. ● Proactively supports the attainment of teachers' professional goals and encourages goal modification as needed based on performance data. ● Collaboratively facilitates and sustains a school culture which continuously promotes teachers' professional goal setting, monitoring, and accountability for completion of goals.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.5 Builds teacher capacity to carry out a Christ centered vision and curricular goals through planned programs of collaborative, sustained and job-embedded professional development	● Does not engage in collaborative dialogue related to teachers' professional growth needs. ● Mainly offers professional development opportunities based on individual teacher interest rather than teacher or campus needs; and professional development takes place off site. ● Provides no funds or an insufficient budget to accommodate all teachers' needs for professional development and continuing education.	● Promotes or engages in minimal collaborative dialogue on teachers' professional development needs. ● Randomly attempts to provide some collaborative learning opportunities for teachers at the campus level, i.e. book studies, peer observations, faculty courses by MLC, etc. ● May or may not align professional development opportunities to campus curricular goals and or student and teacher needs. ● Is unaware of the impact that professional development opportunities have on teachers' classroom practice and student achievement; and as a result may spend valuable resources on activities that do not promote growth.	● Builds teacher capacity by facilitating the development and implementation of a coherent plan by which faculty are offered opportunities at the school site to collaboratively engage in professional learning aligned to student and teacher needs, i.e. book studies, lesson studies, learning walks, action research, peer coaching, etc. ● Provides sufficient time, money, and support for learning, implementation, reflection, and reinforcement. ● Measures the impact that professional development opportunities have on teachers' classroom practice and student achievement. ● Implements a professional learning calendar that encourages and supports teachers' learning by creating time, policies and	● 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 faculty and staff and aligned to campus needs. ● Facilitates collaborative decision making about professional development opportunities to include requirements that all offerings be sustained, job-embedded, and supported as well as demonstrate measurable impact on classroom practice and student achievement. ● Models and maintains a school wide culture of professional learning and improvement for all teachers and staff. ● Consistently follows research-based practice for effectiveness when

			incentives that promote learning across the campus.	implementing professional development.
				● Actively leads campus stakeholders to seek out funding opportunities to support professional development opportunities in addition to school budget.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
5.6 Develops and maintains a shared faculty Christian culture of trust, collaboration, reflection, and professionalism around student learning	● Maintains a school culture and climate that encourages teachers to work in isolation apart from one another and often compete for resources. ● Does not plan and provide intentional opportunities for teachers to engage in activities and discussion with one another or be involved in decision-making. ● Limits access to the principal. ● Does not make intentional efforts to welcome new teachers. ● Is unaware of the quality of adult relationships at the campus.	● Maintains a school climate that reflects friendly/congenial relationships amongst faculty. ● Seldom provides opportunities for staff to collaborate with one another related to professional practice. ● Does not engage in consistent and intentional efforts to build a collaborative/ trusting environment amongst faculty and staff and often limits them to one-time team building activities/events that take place at certain times of the year such as back to school. ● Rarely empowers teachers to make decisions or take risks and identifies principal as key decision maker and initiator of new ideas. ● Inconsistently offers open access to the principal.	● Facilitates the development of a collaborative and collegial school climate by intentionally providing ongoing opportunities for staff to meet and collaborate on school issues to build trust, respect and professionalism. ● Builds the capacity of the faculty to regularly participate in collaborative and reflective discussions about professional practice and student learning outcomes by providing training on skills that support collaborative and productive teams, i.e. setting norms, active listening, understanding guidelines for dialogue, consensus-building, using protocols to examine student work, etc. ● Consistently empowers teachers in decision-making and encourages risk taking. ● Intentionally builds and promotes trust amongst	● Prioritizes the continuous nurturing and sustainment of a school climate in which open and trusting relationships are valued as the key to a successful professional learning community and improved student outcomes. ● Models reflective practice and professionalism and continuously ensures faculty receive ongoing professional learning on best practices about the collaborative and reflective process. ● Continuously nurtures and sustains a transparent campus' decision making process that is collaborative, utilizes multiple data sources and focuses on solution finding processes rather than blaming individuals. ● Nurtures and sustains collaborative learning cultures/professional learning communities with high levels of trust as evidenced by faculty's sharing of personal

			faculty through leadership actions that model sincerity, reliability/follow through/accountability, benevolence, competence, honesty and openness. ● Supports and recognizes faculty and stakeholder strengths.	practice, collective learning and application of learning. ● Maximizes faculty and stakeholder strengths to build up individuals and school.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage

| 5.7 Effectively communicates with faculty and staff | ● Primarily engages in one-way communication that disseminates information and directives to the faculty through limited channels, i.e paper memos or email.

● May or may not disseminate information in a timely matter.

● Rarely engages in two-way communication with faculty unless required, i.e. teacher requests a conference. | ● Primarily engages in one-way communication with faculty through a variety of channels for the purpose of disseminating information, i.e. school newsletters, faculty memos, twitter, Facebook, text messages, email, automated phone calls, etc.

● Sometimes seeks faculty input through written surveys, faculty discussions or instructional dialogue, but has no established process to ensure such two- way communication is occurring on a regular basis.

● Takes more time than needed to communicate.

● Does not evaluate or measure the effectiveness of communication with faculty and staff.

● Leads faculty meetings for the purpose of disseminating information with limited faculty input on the agenda and little to no time for faculty | ● Facilitates the design and utilization of various forms of formal and informal communication with faculty and administration that ensures two-way communication regularly occurs.

● Implements effective strategies to consistently gather faculty input on all school issues and structures adequate opportunities/ time-for discussion and collaborative decision-making with faculty and stakeholders.

● Consistently models and promotes effective meeting facilitation and team building through use of tools such as agendas, setting of group norms, conflict resolution strategies, consensus building, etc.

● Communicates productively with all audiences and understands the different ways to meet the needs of various audiences. | ● Collaboratively develops, implements, evaluates, modifies and sustains a highly effective and formalized communication plan that includes clear and consistent processes to ensure ongoing two-way communication amongst all faculty and staff.

● Builds faculty's capacity to build team and facilitate productive meetings through the consistent use of protocols/tools to allow for the discussion of difficult topics, resolve conflict and reach consensus.

● Ensures that faculty is informed about what decisions were made and who was involved in making key decisions through the use of a clearly defined decision making matrix/tool.

● Empowers faculty involvement through productive and frequent communication that is transparent, current and timely. |

		discussion and decision-making. ● Inconsistently models effective meeting facilitation and team building through minimum use of tools such as agendas, setting of group norms, conflict resolution strategies, consensus building, etc.		

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

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.1 Organizes the environment to support quality instruction and student learning	● Primarily makes decisions as a continuation of past practice with little reflection of the impact on instruction or student learning, i.e. school calendar, master schedule, class schedules, grade configurations, room arrangements, recess, learning space, technology utilization (lab, mobile cart or computers in classroom, one-to-one computing), allocation and distribution of resources, policies, etc. ● May disrupt instructional time and student learning with school functions and processes, i.e. announcements, lunch schedule, assemblies, supervisory duties, extra-curricular activities, etc. ● Is unaware how the environmental elements impact quality instruction and student learning.	● Generally, attempts to make environmental decisions with the intent to positively impact instruction and student learning. ● Is somewhat aware as to the extent environmental decisions have impacted instruction and student learning. Examples may include – school calendar, master schedule, class schedules, grade configurations, room arrangements, recess; learning space, technology utilization (lab, mobile cart or computers in classroom, one to one computing), allocation and distribution of resources, policies, etc. ● Ensures most school functions and processes do not disrupt learning, i.e. announcements, lunch schedule, assemblies, supervisory duties, extra-curricular activities, etc.	● Intentionally facilitates collaborative planning and implementation of all school functions and processes to enhance quality instruction and student learning, i.e. announcements, lunch schedule, assemblies, supervisory duties, extra-curricular activities, policies, etc. ● Facilitates an analysis and review of school and classroom data, policies, practices and procedures to determine how instruction and student learning is impacted. ● Keeps learning at the center of daily activities.	● Facilitates an ongoing collaborative analysis and review of school and classroom data, policies, practices and procedures to ensure a positive impact on instructional quality and student learning, i.e. school schedule, maximizes use of instructional time, etc. ● Systematically monitors, evaluates, and adjusts schedules/policies/ functions, etc. to respond to all students' instructional needs and create and sustain time for teacher collaboration in an effort to maximize quality instruction and student learning. ● Creates and sustains a culture that prioritizes learning and limits the number of initiatives the campus can take on successfully and not impede learning – planned abandonment.

	● May or may not adhere to all legal and policy requirements.	● Inconsistent attempts to intentionally design school schedules and calendars to address the learning needs of diverse student populations. ● Adheres to all legal and policy requirements		

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.2 Monitors building operations	● 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. ● 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 school plans/goals. ● Has no written policies related to building usage and usually gives verbal permission. ● Gives little attention to the safety and security of the students and the building.	● Coordinates facility maintenance activities with the congregation/board of trustees. ● Addresses most facility issues as needs arise and budget allows and minimally reflects maintenance costs in the overall budget and or strategic plan. ● Maintains a minimal maintenance schedule for the school including items that need weekly, monthly and annual attention (waxing floors, cleaning carpets, monitoring fire extinguishers, etc.) and ensures basic safety and code compliance. ● Tries to contain 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.	● Includes building maintenance as part of the congregation's strategic plan and budget ● Promotes active conservation of energy, supplies and maintenance costs by all stakeholders. ● Collaboratively develops, implements and monitors an effective written plan for facilities' maintenance so that facility problems don't affect teaching and learning, student and staff health or the fiscal health of the school. ● Collaboratively develops clearly articulated plans, procedures and policy related to overall building usage. ● Regularly reviews safety and security of the building to ensure it is made a top priority to protect students and staff.	● Collaboratively monitor, evaluate and modify an effective written plan for facilities' maintenance to proactively maximize student learning, student and faculty health and fiscal health of the school. ● Maintains an ongoing list of recommended improvements [short and long term] that ties facility improvements to budget and school improvement goals. ● Intentionally prioritizes competing demands on resources tied to building operations to meet student and staff needs. ● Builds the capacity of faculty, staff and community to advocate for improvement of school facilities/ maintenance as a strategic goal that supports student learning and safety.

		● Gives ongoing attention to the safety and security of the building to protect students and staff. ● Is inconsistent in taking into consideration the impact of maintenance and facility issues on teaching and learning.		

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.3 Obtains, allocates, aligns and efficiently utilizes human, fiscal, and technological resources	● Lacks understanding of need to align resources with the school goals. ● Manages resources as needed with little thought as to how they fit into the big picture or school goals. ● Does not seek out additional resources to accomplish school goals.	● Understands and can explain the importance of allocating resources to support school needs/goals. ● Inconsistently aligns resources with the needs of the school and has no process to measure the impact of resources on school goals. ● Occasionally seeks out additional resources beyond the congregational budget to accomplish school goals.	● Aligns resources with the needs of the school and effectively monitors the impact of resources on school goals. ● Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for students.	● Designs structures and processes that enable shared responsibility of the faculty and school community to make recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students and align with school goals. ● Empowers, encourages and supports school stakeholders in seeking outside funding sources to ensure the long term viability and sustainability of school programs.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.4 Promotes and protects the welfare and safety of students and staff	● Attempts to implement basic safety and code compliance requirements, i.e. 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. ● May or may not adhere to all legal and policy requirements	● Facilitates the required legal compliance for conducting basic school safety drills – i.e. building evacuation (fire drill), lockdown, severe weather, shelter in place, reverse evacuation, etc. ● Has some written policies and or action plan(s) in place to promote student and staff safety. ● Explores the need to implement procedures for building perimeter security including visitor safety, security and surveillance systems with faculty and school board that may or may not result in action taken to improve student and staff safety/welfare.	● Collaboratively develops and implements a systematic written and articulated school safety plan, supported by policies and procedures, to ensure ongoing student and staff welfare. ● School 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 (i.e. ADA). ● Keeps an active list of appropriate community resources to refer families to as needs arise.	● Collaboratively builds teams of staff and stakeholders to lead, manage, evaluate adjust, and sustain components of school safety 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/welfare, i.e. provide input through open forums or focus groups. ● Proactively seeks feedback to continuously improve student and staff welfare and safety – i.e. school safety audit. ● Empowers stakeholders to continuously identify, build, evaluate, adjust and sustain partnerships with appropriate community resources to provide additional support to families as needed.

Element	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	● Engages in top down decision making in isolation and usually does not involve school community stakeholders or provide leadership opportunities to them. ● Is unaware of the wide variety of talents held by faculty, staff and school community. ● Limits input and involvement to increase efficiency and reduce conflict. ● Focuses leadership strategies on control.	● Usually engages in top down decision making and sometimes involves stakeholders or teachers in specific decisions or leadership on a particular project. ● May distribute tasks to share workload. ● Occasionally recognizes some of the talents held by faculty, staff and school community.	● Consistently empowers faculty and stakeholders in decision making and encourages them to lead projects and take ownership. ● Recognizes and utilizes the wide variety of talents held by faculty, staff and school community. ● Gives faculty authority and power to make decisions.	● Intentionally creates an ongoing culture of teacher empowerment in decision-making. ● Intentionally develops and builds the capacity of teacher leaders by providing leadership opportunities and professional development. ● Consistently displays a positive attitude about the ability of the faculty to engage in decision-making. ● Leverages the influence and synergy of the school and community stakeholders to work together to support the attainment of school goals.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
6.6 Supports and works closely with the school's governing board	● May or may not have a school board or oversight committee. ● Does not foster a common vision or set of beliefs and values with the board. ● Sets the agenda by either the board or principal with little input of the other. ● Allows the board to make most decisions independent of principal and stakeholders. *-or-* ● Allows the board to primarily rubber stamp the principal's agenda.	● Has a school board in place. ● Cooperatively sets the agenda with input from the board chair. ● Works cooperatively with the board and is generally on the same page with them. ● Demonstrates little evidence of a working relationship with the board beyond regularly scheduled meetings. ● Mostly sets routine agenda items with the board, i.e. school calendar events/happenings, and limits discussion of shared beliefs and values. ● Assists the board in understanding their role and provides an orientation to them.	● Promotes a collaborative relationship with faculty and board as evidenced by mutual respect, collegiality, and cooperation. ● Actively sets the meeting agenda with the board. ● Actively involves the board in the development and implementation of the school vision and school improvement process. ● Intentionally ensures productive board meetings by continually focusing on shared beliefs and values and vision for the school. ● Utilizes an established protocol to govern roles of the principal and board. ● Engages in effective problem solving with the board by framing and resolving issues in a productive manner.	● 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 school vision. ● Collaboratively develops nurtures and sustains the school vision with the board and demonstrates shared accountability for its success. (Accountability doesn't just rest with school faculty and staff). ● Intentionally builds the capacity of the board to act as a team and effectively problem solve; i.e. team skills for problem solving, reaching consensus, etc.

			● Regards the board as a resource and not a barrier. ● Shares ownership of the school with the board.	

STANDARD SEVEN: An effective Lutheran school principal reaches out to and engages the school, congregation, synod, and local community.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.1 Builds and sustains Christ-centered relationships with students, families, caregivers, congregation and community	● Primarily communicates with families already enrolled in the school through established traditional communication methods such as beginning and end of the year mailings, monthly newsletter, and school events such as Christmas programs or sporting events. ● Primarily uses one-way communication from school to home. ● Does not seek out additional opportunities to reach out to congregation and the community beyond traditionally established school events. ● Limits volunteer /involvement opportunities to traditional activities such as a parent teacher organization or room parent.	● Makes some intentional efforts to communicate with the congregation and community beyond families already enrolled in the school. ● Seeks some opportunities to engage in two-way communication with families through traditional events such as parent teacher conference day, open house and school surveys seeking input on school issues. ● Maintains an up to date web site and some social media presence. ● Usually offers volunteer /involvement opportunities by invitation only, i.e. working at book fair(s), teacher appreciation luncheon and sporting concession stands. ● Occasionally makes available a parenting class for families in the school,	● Intentionally builds trusting relationships with students, families, caregivers, congregation and community through systematic two-way communication that extends beyond traditional communication and outreach methods. ● Has and follows a communication plan that keeps the school's mission and vision before the parents, congregation, and community. ● Collaboratively engages the faculty in the identification of the best way to effectively communicate with all families and address 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	● Continuously facilitates the collaborative development, implementation, monitoring, evaluation and modifications/improvements of communication and outreach efforts as needed to ensure that productive and trusting Christian relationships are in place amongst the school, congregation and community. ● Has an active parent decision-making group to provide feedback on school communication and its related efforts to build community amongst school families, congregation and overall school area. ● Leverages the influence and synergy of the school and community stakeholders to sustain intentional Christian relationships between families, school, congregation and

	● Offers limited opportunities for school families to meet, get to know each other, build relationships and support one another.	congregation and community to attend. ● Occasionally offers opportunities for parents to meet and build relationships to support one another and schedules them at the convenience of the school, i.e. once a month coffee with principal.	such as Open House, Parent Teacher Conferences, etc. ● Facilitates the intentional planning of school events/gatherings that allow school families to build relationships with to support one another in Christian parenting efforts. ● Collaboratively facilitates the development /identification of numerous opportunities for parents to be part of the school as a volunteer, resource (guest speaker or special talent) or decision maker. ● Recognizes the variety of family structures (single parents, divorced, blended families, guardians) that exist and the related parenting challenges and actively seeks to support the diverse parenting needs through Christ centered support offered by the school and congregation.	community that benefit students.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.2 Engages families and the local congregation in school decision making as appropriate	● Always relies on the board and/or principal to make school decisions with no input from school families, faculty or congregation. ● Informs congregation and families after decisions are made.	● Usually relies on the board and/or principal to make most school decisions with little input from school families, faculty or congregation. ● Sometimes seeks stakeholder input on a specific school issue. ● Lacks a consistent process for involving stakeholders in shared decision making. ● Utilizes traditional parent involvement efforts such as a parent teacher organization to offer input on items that have limited or little significance.	● 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 faculty and stakeholders to be an active part of the decision making process, i.e. training on communication and team building skills.	● Continuously ensures diverse stakeholders are an integral part of the campus culture by involving them in shared decision making and the school improvement process. ● Facilitates the collaborative evaluation of decision making policies and procedures utilized by stakeholders, i.e. the types and quality of decisions made; and uses results to enhance future decision making.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.3 Collects and analyzes data and information to understand and to respond to the needs of the school's environment	● Is unaware of the need to collect and analyze data to respond to the needs of the school's environment. ● Doesn't conduct a needs assessment of the school's environment. ● Unaware of congregation's wishes for the school or education needs in the community. ● Makes decisions related to the needs of the school environment independent of data.	● Occasionally engages in limited data and information gathering as issues arise which may or may not result in follow-up on an environmental need, i.e.the school may administer a survey at parent teacher conferences about their usefulness. ● Is inconsistent with sharing or following up on data collection(s) with the school community.	● Assesses the needs of the school environment by facilitating – or – establishing and implementing a collaborative process which gathers and analyzes data (multiple data points) and information from a variety of sources to inform school decision making and respond to needs of the school environment. ● Consistently makes the congregation aware of school happenings.	● Collaboratively facilitates the development, implementation and evaluation of an ongoing decision making process that is inclusive of stakeholders; is data driven; and is aligned to school goals which result in in modification of goals and activities in the strategic plan in order to address needs of the school environment. ● Facilitates a collaborative review of the school decision making process and data sources to a) respond to the needs of the school environment; b) determine data to be gathered; c) ensure accurate data analysis; and d) evaluate stakeholder participation. ● Modifies school goals to meet student needs as a results of data analysis. ● Engages congregational stakeholders in a collaborative reflection about how the schools'

				mission is fulfilled and heightens appreciation for the school.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.4 Utilizes community and synod resources to carry out the school's mission	● Has limited knowledge of synod and community resources available to support the mission of the school. ● Utilizes few, if any, community and synod resources to support the school's mission. ● Continues to use community and synod resources previously identified without seeking out additional resources.	● Occasionally seeks out new community and synod resources on a limited basis when specific issues may arise related to the schools' mission. ● Makes some attempt to stay informed regarding available synod and community resources to support the school's mission. ● Makes some use of the Commission on Lutheran Schools subscriptions and services such as Parent Crosslinks. etc.	● Identifies and utilizes community and synod resources available to carry out the school's mission as evidenced in the school's strategic planning process (school improvement plan). ● Facilitates the collaborative faculty development and ongoing maintenance of a resource list for the school community with local community and synod resources available to support school's mission and needs. ● Maintains active contact with an established network of local community agencies and public school districts to stay informed and up to date on available resources appropriate for supporting the schools' mission. ● Maintains a close working relationship with synod agencies and schools to support the school's	● Encourages all stakeholders to proactively seek out available community and synod resources and utilize them to carry out the school's mission. ● Continually reviews/evaluates identified synod and community resources for their relevance to the school's mission through the regular monitoring of the school's strategic planning process. ● Is active in working with the Commission on Lutheran Schools and other synod agencies to identify additional resources that can be shared with other WELS schools in the district and nationally.

			mission, i.e. Commission on Lutheran Schools, WELSSA, Martin Luther College, etc.	

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.5 Promotes the school among school families and within the congregation and community	● Primarily views recruitment and retention as the job of the principal. ● Has no intentional school recruitment and retention plan or program for school families, congregation and the community. ● May occasionally promote the school to congregational families with school age children at specific times of the year, i.e. mailings at spring registration and information posted in the church bulletin and or newsletter. ● Some attempt at student retention is pursued each spring for the purpose of determining the number of students returning.	● Lack an overall ongoing systematic outreach program to the congregation and community. ● Actively promotes awareness amongst the school board and faculty of the need to recruit students for the school. ● Promotes the school through established traditional outreach activities, i.e. registration open house, mailings to families in the congregation, kindergarten round up, occasional newspaper advertisement and recruitment during annual events such as VBS. ● Primarily views recruitment and retention as the job of the principal and teachers. ● Actively attempts to retain students by following up with families who do not re-enroll.	● Collaboratively develops and implements an intentional outreach plan for student recruitment and retention with school families, congregation and community. ● Promotes regular visibility through church and community platforms, such as bulletins, newsletters, website, newspapers, presentations, displays, etc. ● Facilitates collaborative efforts by faculty and school board and specific parenting groups (PTO) to identify new opportunities to promote the visibility of the school within the congregation and community. ● Creates measurable enrollment goal(s) within the school's strategic plan related to school recruitment and retention and devotes identified resources to support it.	● Collaboratively develops, implements and evaluates the effectiveness of a comprehensive program of community relations and congregational outreach which uses strategies that will effectively involve and inform multiple stakeholders. ● Annually updates and revises a comprehensive outreach plan based on evaluation of its effectiveness and proactively secures additional resources for an outreach program as part of the school's annual budget. ● Establishes partnerships with parents, businesses and other groups in the community to strengthen programs and support campus goals and school visibility. ● Develops and nurtures a mindset across school staff and families to actively promote the

			● Regularly plans for visible service to the congregation and community, i.e. visiting assisted living facilities to minister to the elderly. ● Views recruitment and retention as the school and congregation's responsibility beyond faculty.	school throughout the year, i.e. parent ambassadors that recruit for the school.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.6 Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	● Is unaware of the cultural and linguistic diversity in the school community. ● Does not seek out and use cultural and linguistic diversity community resources to foster student learning and well-being.	● 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 student learning and well-being.	● Consistently identifies and promotes an understanding appreciation and use of the community's diverse cultural, social and intellectual resources to foster student learning and well-being. ● Consistently establishes respectful and productive relationships with families from diverse home and community situations and seeks to develop cooperative partnerships.	● 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. ● Holds appreciation for diversity of opinions represented by stakeholder group.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.7 Works cooperatively with synod agencies	● Rarely accesses colleagues at the district or synod level, usually when specific issues may arise. ● Continues the current level of synod involvement/ contact currently used by the school. ● Is compliant with minimal synod reporting requirements, i.e. testing programs and enrollment data.	● Makes use of various synod agencies as school needs arise. ● Is knowledgeable of synod contacts at district level and nationally, i.e. Commission for Lutheran Schools. ● Provides needed information for synod reporting requirements on time as requested, i.e. student testing data, WELSSA, new teacher mentoring program. ● May occasionally serve the synod in a leadership capacity if requested, i.e. presenting at a teacher conference.	● Facilitates amongst school faculty the establishment of respectful and productive relationships with district and synod offices/agencies and encourages a willingness to serves on committees as needed and or pilot projects. ● Facilitates the collaborative faculty effort to willingly meet all synod reporting requirements and actively engage in ongoing and new initiatives.	● Facilitates the development, nurturing and maintenance of collegial relationships of faculty, school board, and families (as appropriate) with district and synod colleagues. ● Demonstrates and models a willingness to serve as a leader on synod committees/projects and supports and encourages faculty involvement (teacher leadership) to serve the district and synod in leadership positions as needed and appropriate. ● Proactively seeks out opportunities to serve the synod and district at all times.

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
7.8 Participates in district and synodical responsibilities	● Unaware of district and synod responsibilities as they relate to the school. ● May participate in district conventions or conferences.	● Is aware of the need to fulfill responsibilities to the district and synod and does so as reporting requirements/ responsibilities arise. ● Supports and encourages participation of self and faculty members at district conventions and conferences.	● Meets all district and synod responsibilities/reporting requirements on a timely basis. ● Actively participates in and promotes participation in all district and synod opportunities. ● Uses synod resources for professional growth in the school and the district.	● Proactively seeks input and provides feedback to colleagues at the district and syndical level related to school responsibilities/issues. ● Takes on a leadership role in district and synod responsibilities and actively promotes opportunities for synod support and professional development among all schools in the area. ● Continuously collaborates with synod, i.e. Commission on Lutheran Schools, and colleagues to enhance school operations across district or synod.

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

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
8.1 Serves as an advocate for children, family and caregivers	● Is largely uninformed about the specific needs of children, family and caregivers and as a result does not serve as a significant source of support. ● Limited communication occurs between families and schools. ● Mostly provides some assistance to families in a crisis situation when requested with limited if any follow up.	● Mostly advocates for and serves children, family and caregivers in a reactive mode as particular needs and issues arise. ● Makes some attempt to become aware of the needs of children, family and caregivers through an occasional survey. ● Has no coordinated plan of service in place to provide assistance and support to or advocate for children, family and caregivers in need. ● Maintains a list of community resources for families, but does not intentionally update it on a regular basis. ● Coordinates pastoral care and limited support from congregation, i.e. counsels families and students as needs arise. ● Uses the Parent-Teacher or similar organization to provide parent education.	● Regularly facilitates established opportunities for the faculty and staff to serve as advocates for children, family and caregivers based on a formal needs assessment. ● Collaboratively develops an established plan of service to address the special needs for children, families and caregivers to include congregational and pastoral support as needed. ● Facilitates the development and maintenance of an accurate up to date list of community resources to support children, families and caregivers in need. ● Intentionally seeks out and maintains an established support network of community agencies, educators, synodical resources, etc. as appropriate to meet the needs of students and families.	● Facilitates a collaborative process that builds the capacity of the faculty, staff and stakeholders to: 1. Continuously assess the needs of children, family and caregivers (ongoing through both informal and formal means); 2. Continuously analyze the results of needs assessments and ensure a proactive and effective response that meets the proactively respond to needs of children, families and caregivers; and 3. Continuously seek out and identify additional resources to support children, families and caregivers in need (spiritual, academic, social, physical) and evaluate their appropriateness for the needs of the school. ● Takes on a leadership role with the congregation and synod, community agencies, area educators,

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
			● Uses principal role to proactively and systematically foster Christ-centered families and supportive educative environments.	state, synod, etc. as appropriate, to actively advocate for the needs of children, families and caregivers beyond one's own school.

8.2 Acts to influence congregational, synodical, local, state and national decisions affecting student learning in Lutheran education	• Sees principal's role primarily as communicator of updates about school and faculty to congregation and boards. • Mostly makes decisions independently, informing boards of decisions. • May seek to influence congregational or synodical decision making on individual matters as they arise. • Rarely considers influencing synodical, local state, and national decisions affecting student learning in Lutheran education. • Does not maintain membership in professional organizations and is unaware of one's own stand on educational issues and the impact of policies on Lutheran education.	• Positively promotes the school in a variety of ways within the congregation. • Serves as a resource to the board to inform decision making when asked. • Intentionally attempts to influence the boards' and congregational decisions and shape policy on specific issues that directly impact the local school. • Rarely provides opportunities for collaborative dialogue amongst faculty and board about educational issues that have potential implications for policy changes in Lutheran education. • Attempts to maintain membership in professional organizations that promote educational policies that advance 21st century learning and needs of Lutheran education in an effort to build principal's knowledge and awareness of current issues.	• Creates a culture of school awareness and advocacy that results in broad support among parents, congregation members of all ages whether they utilize the school or not, and community. • Understands the decision making process and intentionally engages in actions that influence congregational synodical, local state and national decisions affecting student learning in Lutheran education. • Recognizes the responsibility to not only serve as a board resource but to also shape educational policy issues in a positive Christian way that best serves the needs of students. • Maintains active membership in professional organizations that promote educational policies that advance 21st century learning and needs of Lutheran education.	• Fosters a self-sustaining positive school image that engages stakeholders to initiate school advocacy and decision-making. • Models and promote actions that influence congregational synodical, local state and national decisions affecting student learning in Lutheran education. • Builds the collective capacity of the faculty and staff to proactively influence congregational synodical, local state and national decisions affecting student learning in Lutheran education. • Maintains a leadership role in professional organizations that promote educational policies that advance 21st century learning and needs of Lutheran education. • Builds the capacity of the board, faculty and stakeholders to lead ongoing collaborative discussions about

Element	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
		● Occasionally engages in dialogue beyond the local congregation regarding a specific educational issue affecting student learning in Lutheran education at a level.	● Promotes ongoing collaborative discussions amongst faculty and board about educational issues that have potential implications for policy changes in Lutheran education.	educational issues that have potential implications for policy changes in Lutheran education and take action as appropriate.

| 8.3 Assesses, analyzes and anticipates emerging trends and initiatives in order to develop leadership strategies | ● Maintains a culture of status quo with little attention to emerging trends and issues in education that may impact the school.

● 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 education.

● Does not initiate discussion related to emerging trends and issues in education with faculty and board and as a result discussion of such issues is minimal or nonexistent.

● Does not consider emerging trends and issues in the school's long range planning or budget.

● Prepares a ministry development plan that does not address or attend to emerging trends and issues in education | ● Mainly seeks to introduce change based on trends or initiatives promoted by other local schools or special interest area(s) of faculty or board rather than an assessment and analysis of what is most beneficial to the school.

● Advocates for additional time and funding to permit greater awareness of educational issues and trends.

● Sometimes provides opportunities for collaborative dialogue amongst faculty and board about emerging trends and initiatives and the possible impact on the school vision, goals and budget.

● Prepares a ministry development plan that represents a reactive approach to become knowledgeable of already existing practices rather than proactively seeking a broad knowledge/ understanding of emerging trends, issues | ● Regularly invests and manages time in assessing and analyzing emerging trends and initiatives in education to determine impact on the school community.

● Possesses and utilizes the necessary time and funding for professional growth in areas of emerging issues and trends as outline in the principal ministry plan.

● Collaboratively leads and facilitates the change process based on the analysis of educational trends.

● Establishes a process by which emerging trends and initiatives are assessed and analyzed for their potential impact on the school community and leadership actions needed.

● Regularly utilizes a network of local school principals both public and private (in addition to WELS principals) to stay abreast of emerging | ● Creates and follows a ministry development plan that prioritizes the need to invest and manage time to continuously assess, analyze and anticipate emerging trends and initiatives in education based on their impact and alignment with best practice research.

● Proactively leads, facilitates and manages the change process based on the analysis of educational trends, best practice and school needs to link campus initiatives to sustainable results.

● Builds the continuous capacity of all stakeholders to support change and continuous improvement.

● Proactively leads and facilitates a network of local school principals and peers to stay abreast of emerging educational trends and initiatives that would impact the school. |

| | and or best practice research. | and initiatives in education. | educational trends and initiatives that would impact the school.

● Intentionally creates a school culture that embraces continuous improvement and supports change.

● Creates and follows a ministry development plan that represents a proactive approach to obtaining a broad knowledge and understanding of emerging trends and issues that may impact the school and their alignment with best practice. | |

Glossary of Terms (Alphabetical Order)

Collective Learning and Application of Learning: Collective learning and application of learning is one of five dimensions of a professional learning community as defined by Shirley Hord. (See http://www.sedl.org/pubs/change34/plc-cha34.pdf .) In professional learning communities, school personnel work together to solve problems and improve learning opportunities. New knowledge and skills are developed together with ways to apply the new learning to the work.

Continuous Improvement: Schools wishing to continuously improve over time may engage in a cycle of continuous improvement. This cycle of continuous improvement utilizes the steps of data analysis, needs assessment, development of an improvement plan, implementation and monitoring of the plan. (See http://www.tcdss.net/resources/tag/continuous_improvement for videos and guidance on step by step process within a framework.)

Culturally and Linguistically Diverse (CLD): In schools the term culturally and linguistically diverse is a term used most often for students enrolled as English Language Learners. The term, CLD, is also broadly used to describe students from diverse social, cultural and economic backgrounds.

Distributive Leadership: Distributed leadership is the sharing and distributing or assigning of leadership practices. Some examples of distributive leadership strategies may include principals empowering teachers through shared decision making, encouraging risk taking, and learning from mistakes.

Professional Learning Communities (PLC): A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills resulting in increased student achievement . Schools or teaching faculties that use small-group collaboration as a form of professional development are often referred to as PLCs. Shirley Hord, an expert on school leadership, came up with a description of the strategy: "The three words explain the concept: Professionals coming together in a group—a community—to learn." Hord conceptualizes PLCs as having the following dimensions: supportive and shared leadership, collective learning and application of learning, shared personal practice, and supportive conditions (structural and relational). http://www.sedl.org/pubs/change45/4.html

Quality Feedback: Teachers provide quality feedback to students on assignments/work when it includes the following characteristics: goal referenced; tangible and transparent, actionable, user-friendly,timely, consistent, and ongoing. These characteristics of quality feedback were identified by Grant Wiggins. See: Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership, 70(1)*, 10-16.

Tiered Instruction: Response to Intervention instructional models are designed to meet the needs of all learners through tiered instruction. Instruction is organized into three tiers. The tiers are defined as follows: Tier 1 – high quality classroom instruction for all students; Tier 2 - targeted interventions for students who are in need of extra assistance in addition to classroom instruction; and Tier 3 – intensive interventions for students who need extensive additional support due to lack of progress with targeted interventions. Tier 3 may include those students with special needs.

WELSSA: Acronym for WELS School Accreditation. See: https://cls.welsrc.net/download-cls/welssa/

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