

February 2019

Dear Administrator,

“Two are better than one, because they have a good return for their work: If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!”

This encouragement from our God recorded in Ecclesiastes 4:9-10 helps us to see the value of assisting one another in ministry. Team ministry brings many blessings to Christian educators. We praise God that he helps each one of us up when we fall. Jesus has redeemed us from bondage to sin with his innocent death. May the peace that is ours through Jesus encourage you in your ministry!

The Teacher, Principal, ECM Teacher and ECM Director Performance Assessment forms for 2018-19 are an element of the Team Ministry Process Binder, of which the entire contents is available upon request in electronic format.

Instructional supervision is one of the most important avenues available to you for improving your school. The Team Ministry Process not only encourages professional growth, but also builds relationships between teaching ministers. An important complement to that process is the Teacher and Principal Performance Evaluation Process (annual performance reviews).

Teacher, principal, and ECM director assessments are also vital in the development of call lists. Assessment results and teacher information data (annual summer forms) enable your CLS directors to assist congregations in being led by the Holy Spirit to extend calls to individuals with desired qualifications and interests. Obtaining this data on an annual basis maintains accuracy.

The CLS and the Conference of Presidents thank you in advance for your cooperation and for your wonderful service to the Savior and his schools.

■ **Please complete, make copies for your files, and return your annual assessment forms to the CLS office no later than June 14, 2019.**

In the Savior's name,



James A. Rademan, Director
WELS Commission on Lutheran Schools

RATING SCALE: 5=**Exceptional**—Performance is that of a model principal, one who would be used to demonstrate to others how the criterion should be met. 4=**Strong**—Performance, though not at the model principal level, consistently meets and/or exceeds what the criterion requires. 3=**Competent**—Performance consistently meets but does not usually exceed what the criterion requires. 2=**Acceptable**— Performance sometimes meets what the criterion requires but often produces less-than-desired results. 1=**Weak**—Performance consistently does not meet what the criterion requires and significant improvement is needed.

PART 2:	EDUCATIONAL LEADERSHIP	<i>The principal...</i>
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- 5 4 3 2 1 Helps teachers to recognize the connection between the school’s mission and its curriculum
- 5 4 3 2 1 Facilitates review of the curriculum to insure that it is Christ-centered and meeting accepted standards
- 5 4 3 2 1 Demonstrates knowledge of curriculum trends and is aware of student curriculum needs
- 5 4 3 2 1 Motivates and assists teachers to improve instruction in a variety of ways to advance student competence
- 5 4 3 2 1 Observes teachers’ classrooms regularly, providing meaningful feedback and follow-up
- 5 4 3 2 1 Plans and implements regular staff development activities, i.e. faculty meetings, in-service training, etc.
- 5 4 3 2 1 Encourages teachers to grow in their professional expertise and abilities through continuing education

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 35-32 **S** Score: 31-25 **C** Score: 24-18 **A** Score: 17-11 **W** Score: 10-7
Exceptional *Strong* *Competent* *Acceptable* *Weak*

PART 3:	PROFESSIONAL RELATIONSHIPS	<i>The principal...</i>
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- 5 4 3 2 1 Cares about the spiritual, emotional, and physical welfare of board members, faculty, parents, and students
- 5 4 3 2 1 Models a positive attitude regarding his ministry
- 5 4 3 2 1 Demonstrates patience, empathy, and respect for others
- 5 4 3 2 1 Is approachable and available for conferencing and counseling before, during, and after school hours
- 5 4 3 2 1 Represents the school effectively within the congregation and community
- 5 4 3 2 1 Interacts appropriately with others in social settings
- 5 4 3 2 1 Submits to the supervision of the board of education and church administration in a spirit of cooperation

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 35-32 **S** Score: 31-25 **C** Score: 24-18 **A** Score: 17-11 **W** Score: 10-7
Exceptional *Strong* *Competent* *Acceptable* *Weak*

PART 4:	ADMINISTRATIVE CHARACTERISTICS	<i>The principal...</i>
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- 5 4 3 2 1 Demonstrates proficiency and professionalism in oral and written communication
- 5 4 3 2 1 Demonstrates organizational and time management skills
- 5 4 3 2 1 Facilitates effective management of the school office
- 5 4 3 2 1 Responsibly implements and manages board and school policy
- 5 4 3 2 1 Facilitates strategic planning to ensure that short- and long-range goals are developed and met
- 5 4 3 2 1 Monitors school compliance with all synodical, state, and municipal requirements, codes, and laws
- 5 4 3 2 1 Assures the safety of students, faculty, and families while at school or involved in school activities

TOTAL SCORE
(Enter in box)

Circle the letter that corresponds to the TOTAL SCORE at left.

Performance Ratings:

E Score: 35-32 **S** Score: 31-25 **C** Score: 24-18 **A** Score: 17-11 **W** Score: 10-7
Exceptional *Strong* *Competent* *Acceptable* *Weak*

■ The undersigned acknowledge that the above represents a cooperative, Spirit-led effort to assess the performance of the principal named.

Signature of Board Chairman:

Signature of Principal:

Please make copies of this completed form for your files and mail or email the original by June 14, 2019.
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