**WCU Applicant Name:**

**Principal or District-Office Leader conducting evaluation (title and name):**

**Upon completion of rubric, please upload through the link provided in the application system.**

**Date of rubric completion:**

| **NC Standards for School Executives**  **Competencies** | | **Demonstrates**  **Consistently** | **Demonstrates Most of the Time** | **Demonstrates Occasionally/**  **Less than Desired** | **I am not certain about the applicant’s skill level in this area** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- |
| Change Management | Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. |  |  |  |  |  |
| Conflict Management | Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. |  |  |  |  |  |
| Judgment | Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. |  |  |  |  |  | |
| Communication | Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives. |  |  |  |  |  | |
| Emotional intelligence | Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community |  |  |  |  |  | |
| Dialogue/  inquiry | Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. |  |  |  |  |  | |

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| --- | --- | --- | --- | --- | --- | --- |
| Personal Ethics and values | Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. |  |  |  |  |  |
| Sensitivity | Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. |  |  |  |  |  |
| Systems thinking | Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. |  |  |  |  |  |