Reeves' Leadership Performance Matrix

1.0 Resilience:
Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.

1.1 Constructive Reactions	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively reacts to disappointment and barriers to success	The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	The leader acknowledges personal and organizational failures when confronted with evidence.	The leader is defensive and resistant to the acknowledgement of error.

1.2 Willingness to Admit Error	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates willingness to admit error and learn from it	The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.	The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. There is evidence of learning from past errors. Non-defensive attitude exists in accepting feedback and discussing errors and failures.	The leader is able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes is present.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.
1.3 Disagreement The leader constructively handles disagreement with leadership and policy decisions	The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	The leader accepts and implements leadership and policy with fidelity. Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea. The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.	The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	The leader ignores or subverts executive and policy decisions that are unpopular or difficult.

1.4 Dissent The leader constructively handles dissent from subordinates	**Highly Effective (System-wide Impact)** **In addition to "Effective"…**	**Effective (Local Impact)**	**Needs Improvement (Leadership Potential)**	**Unsatisfactory**
	The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues. The leader recognizes and rewards thoughtful dissent. The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader's own error. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.	The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision. Defined structures and processes are in place for eliciting input.	The leader tolerates dissent, but there is very little of it in public.	Dissent is absent due to a climate of fear and intimidation.
1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	The leader's previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities. The influence of previous evaluations has an impact not only on the leader, but on the entire organization.	The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.	The leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

2.0 Personal Behavior and Professional Ethics:

Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

2.1 Integrity	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates integrity	The leader meets commitments—verbal, written, and implied—without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The phrases "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.
2.2 Emotional Self-Control The leader demonstrates emotional self-control	The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.	The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.	The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.	The leader loses his or her temper and is emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.

| 2.3 Ethical and Legal Compliance with Employees

The leader demonstrates compliance with legal and ethical requirements in relationship to employees	**Highly Effective (System-wide Impact)** In addition to "Effective"…	**Effective (Local Impact)**	**Needs Improvement (Leadership Potential)**	**Unsatisfactory**
	The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.

The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization. | There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law. | The leader's conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees. | The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees. |
| **2.4 Tolerance**

The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization | The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.

The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals. | The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements. | There is no punishment of alternative points of view, but little or no development or encouragement of those views exists. | The leader suppresses other points of view and discourages disagreement or divergent thinking. |

2.5 Respect	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader honors the time and presence of others	The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time. The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader. Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.	The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings. The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue. Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader. Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.	The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue. Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.	The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings). The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement	The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.

3.2 Student Achievement Results	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates evidence of student improvement through student achievement results	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, the leader blames students, families, and external characteristics. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates the use of student achievement data to make instructional leadership decisions	The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.	The leader is unaware of or indifferent to the data.
3.4 Student Requirements and Academic Standards The leader demonstrates understanding of student requirements and academic standards	Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.	The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.	Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.	Classroom curriculum is considered a matter of individual discretion. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards	Power standards are used and shared with other buildings.

Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.

Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards. | Each academic standard has been analyzed and translated into student-accessible language.

Power standards are widely shared by faculty members and are visible throughout the building.

The link between standards and student performance is in evidence from the posting of proficient student work throughout the building. | Standards have been analyzed, but are not translated into student-accessible language.

Power standards are developed, but not widely known or used by faculty.

Student work is posted, but does not reflect proficient work throughout the building. | Power standards have not been developed.

There is no student work posted. |

4.0 Decision Making:

Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

4.1 Factual Basis for Decisions	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular.

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone	All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions. The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions. Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.	The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader's approach to decision making has no clear method and demoralizes or bewilders the staff.
4.3 Decisions Linked to Vision The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans	The *current* vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.	The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader evaluates decisions for effectiveness and revises, where necessary	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting," in which previous decisions are reevaluated in light of the most current data. There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new information.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	There is little or no evidence of reflection and reevaluation of previous decisions.

5.0 Communication:

Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

5.1 Two-Way Communication with Students The leader demonstrates two-way communication with students	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	The leader knows most student names, is visible, often greets students by name, and talks with students frequently.	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.
5.2 Two-Way Communication with Faculty and Staff The leader demonstrates two-way communication with faculty and staff	The leader actively engages in "active listening" to the faculty and staff. The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.	Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for 1:1 meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.	The leader typically limits his or her listening to time during faculty meetings.	Faculty meetings consist of the reading of announcements, with little or no interaction.

5.3 Two-Way Communication with Parents and Community The leader demonstrates two-way communication with parents and community	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.	The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites). There is clear evidence of decisions based on input from parents and community members.	Parents and community members receive a respectful hearing when they initiate the conversation.	Parents and community members have little or no role to play in leadership decision making.
5.4 Analysis of Input and Feedback The leader actively listens and analyzes input and feedback	The leader models open communication by listening purposefully and actively. The leader is able to read the situation and respond accordingly. The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.	Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information. The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.	The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations. Analysis of listening data occurs rarely.	The leader hears what others say, but relies on his/her personal interpretation. The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.

6.0 Faculty Development:

Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers	The leader has demonstrated a record of differentiated professional development for faculty based on student needs. The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.	Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.	The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Personal participation in leading professional development	The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues. The leader routinely shares learning experiences with other administrators and colleagues throughout the system.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development **at various times** throughout the school year.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader displays little or no evidence of new learning or sharing that learning with colleagues.
6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring	The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards. The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction. The leader is seen by one's staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.	The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research. The leader monitors classroom visits in which the actual activity corresponds to the planned activity. The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice. A system has been developed that provides for regular observation of classrooms.	The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.	The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task. Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring (continued)		Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities. The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.		

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader recruits and hires effective and highly effective teachers	The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano's Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized. A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.	The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position. Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.

7.0 Leadership Development:
Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader mentors emerging leaders to assume key leadership responsibilities	The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader's direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

7.2 Identification of Potentially Future Leaders	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader consistently identifies potential future leaders	The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.	The leader has specifically identified and recruited new leaders.	The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.	The leader does not recognize the need for leadership in the system.

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader provides evidence of delegation and trust in subordinate leaders	Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

8.0 Time/Task/Project Management:

Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader organizes time and projects for effective leadership.	The leader maintains a daily-prioritized task list. Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. Calendar is free of conflicts and focused on the priorities of the leader and organization. The leader applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the leader. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

8.2 Fiscal Stewardship	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader provides fiscal stewardship by completing projects on schedule and within budget	The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using budget to focus resources on school improvement priorities.	The leader has little or no record of keeping commitments for schedules and budgets.

8.3 Project Objectives and Plans The leader establishes clear objectives and coherent plans for complex projects	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader uses examples to differentiate between a task and a project.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget. The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.	There is little or no evidence of project management against goals, resources, timelines, and results.

9.0 Technology:

Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

9.1 Use of Technology to Improve Teaching and Learning The leader demonstrates use of technology to improve teaching and learning	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	The leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness. The leader relentlessly pursues emerging best practices (e.g., web-based lessons).	The leader can document adherence to the following: • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.	The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader does not display personal competence in the use of required technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.

9.2 Personal Proficiency in Electronic Communication The leader demonstrates personal proficiency in electronic communication	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.	The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software. Personal study and professional development reflect a commitment to continued learning.	The leader has mastered some, but not all, software required for proficient performance. The leader takes the initiative to learn new technology.	The leader has limited literacy with technology. There is little or no evidence of the leader taking a personal initiative to learn new technology.

10.0 Personal Professional Learning:
Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

10.1 Personal Understanding of Research Trends	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.

10.2 Personal Professional Focus	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader creates a personal professional focus	The leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.	The leader engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.	The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.	The leader might introduce a professional development program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader creates a professional development focus	The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning. The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.	Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives. The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals. The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding. Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.	Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.	Faculty requests are routinely approved, whether or not they are related to student achievement. The leader's personal professional development agenda is based on preference, not organizational needs.

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to "Effective"…	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader applies professional development learning	In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader's personal learning experience.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.