



Final Evaluation Report Building Principals (Adapted from Reeves' Leadership Performance Matrix)

Name: _____ **Date:** _____
Assignment: _____ **Building:** _____
Evaluator/Title: _____

Overall Rating			
Highly Effective	Effective	Minimally Effective	Ineffective
Contract Recommendations			
Recommended for Continued Employment		Not Recommended for Continued Employment	

Rating	4. Highly Effective	3. Effective	2. Minimally Effective	1. Ineffective
Score	3.4 – 4.0	2.7 – 3.3	2.4 – 2.6	Less than 2.4

	1.1 Constructive Reactions	1.2 Admitting Errors	1.3 Disagreement	1.4 Dissent	1.5 Improvement of Specific Areas	Average Score
1.0 Resilience						
2.0 Behavior & Ethics	2.1 Integrity	2.2 Emotional Self-Control	2.3 Ethical, Legal Compliance	2.4 Tolerance	2.5 Respect	
3.0 Student Achievement	3.1 Planning, Goal Setting	3.2 Results	3.3 Leadership Decisions	3.4 Standards, Requirements	3.5 Student Performance	
4.0 Decision Making	4.1 Factual Basis for Decision	4.2 Decision Making Structure	4.3 Decisions Linked to Vision	4.4 Evaluated for Effectiveness		
5.0 Communication	5.1 With Students	5.2 With Staff	5.3 With Parents, Community	5.4 Analysis, Feedback		
6.0 Faculty Development	6.1 Proficiencies, Needs	6.2 Leading Prof Development	6.3 Feedback	6.4 Mentoring, Coaching	6.5 Hiring	
7.0 Leadership Development	7.1 Mentoring	7.2 ID of Potential				
8.0 Time, Project, Management	8.1 Organization of time, projects	8.2 Fiscal	8.3 Objectives, Plans			
9.0 Technology	8.4 Technology for Teaching,	8.5 Technology: Communication				
10.0. Personal PD	9.1 Research Trends	9.2 Personal Focus	9.3 Focus	9.4 Application		
11.0 Building Climate	10.1 Planning, Prevention	10.2 Implementation	10.3 Monitoring, Revision			
Total divided by 11 for Average Overall Score						

	Percentage	Domain Score	Final Score
Indicators 1 - 11	75%	_____ x 7.5	
MEAP/MME/MiAccess/State Testing	9%	_____ x .9	

Benchmark (DRA, AIMSweb, NWEA, Explore, PLAN, ACT)	8%	_____ x .8	
Classroom Assessment Practices	8%	_____ x .8	
	100%	_____ divided by 10	Total

STUDENT ACHIEVEMENT GROWTH

Teachers in the Building Using Sound Assessment Practices

_____ Points

Highly Effective (4): 90% or more teachers at Effective Level
 Effective (3): 75% or more teachers at Effective Level
 Minimally Effective (2): 65% or more teachers at Effective Level
 Ineffective (1): 50% or fewer teachers at Effective Level

1. Ineffective	2. Minimally Effective	3. Effective	4. Highly Effective
Interim assessments are not fully based on standards/ learning goals or are not fully developed. Learning goals and scales are hit and miss. Other than a few quizzes or questions, very few formative assessment practices are used. Students rarely track their own progress. Few pre-post assessments are used. Teacher doesn't act on data to make changes in instruction. Many students do not demonstrate proficiency on state or national standards. Failure rate may be too high and teacher may not address the problem.	Developing interim assessments on standards/learning goals. Students achieve varying degrees of competency in knowledge & skills. Learning goals and scales are loosely established. Teacher is starting to use formative practices. Students may track their own progress occasionally. Beginning to use pre-post assessments. Teacher is beginning to use data to inform instruction. Many students meet proficiency standards, but many are in danger of failing.	Interim assessments based on standards/learning goals. Students show increasing competency in knowledge & skills to meet established learning goals. Teacher uses scales to measure progress on learning goals. Formative practices used frequently. Students track & express their own progress. Pre-post testing shows growth. Teacher uses data to inform instruction. All or nearly all students meet proficiency standards.	Interim assessments have been piloted, revised, reviewed for bias, validity, & reliability. Well-established & communicated learning goals and scales. Innovative daily formative assessment practices drive instruction and student tracking of progress without interrupting instruction. Pre-post testing shows growth & attainment of proficiency standards. Grading practices & reporting reflect proficiency. Teacher has a process for struggling students to increase their levels of proficiency.

Artifacts (Administrator provides as desired or requested)

Artifact	Observed	Comments	Artifact	Observed	Comment
Student Achievement Data			Evidence of PAC meetings		
Graduation, Student, Staff Attendance Data			Parent Communications		
Behavior Data			Handbook Recommendations		
Building Progress Monitoring Procedures			Positive Behavior Support Plans		
Exemplars of Student Work for Building			Peer Observation or Evaluations		
Evidence of Meeting PGP Goals			Summaries of Surveys (Student, Staff, and/or Parent)		
Staff Evaluations			Evidence of Innovation		

Calendar of Observations, Conferences			Decision-Making Procedures		
Staff Disciplinary Evidence			Rtl Plan and evidence of effectiveness		
School Improvement Plan Monitoring					

Comments:

Comments for Professional Growth Plan:

Focus for Professional Growth Plan:

Administrator attendance through -

Administrator Signature

Date

Evaluator Signature

Date

*TO THE EMPLOYEE: Your signature indicates that you have read this evaluation and have had the opportunity to discuss it with the evaluator. If you so desire you may prepare a written response (within ten {10} working days of this dated document) which will be attached to this evaluation.

FROM REEVE'S 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: The leader constructively reacts to disappointment and barriers to success.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
The leader offers: • Frank acknowledgement of prior personal, organizational failures • Clear suggestions for system/building wide learning resulting from those lessons.	Leader • Readily acknowledges personal and organizational failures • Offers clear suggestions for personal learning	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: Leader demonstrates willingness to admit error and learn from it.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leader shares case studies of personal/organizational errors to guide, inspire, teach colleagues. Leader builds resilience in colleagues by habitually highlighting risks taken, mistakes made, lessons learned by individuals and the organization.	Leader admits failures quickly, honestly and openly with supervisor and leadership colleagues. There is evidence of learning from past errors. Non-defensive attitude exists in accepting feedback and discussing errors and failures.	Leader is able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes is present.	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.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leader demonstrates willingness to challenge executive authority with	Leader accepts and implements leadership and policy with fidelity. Initiatives are represented by the	Leader sometimes challenges executive and policy leadership without	Leader ignores or subverts executive and

evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	leader in a way that advocates for policies as if they are the leader's ideas. Leader proactively brings concerns to immediate supervisor by articulating disagreements and points of view in the interest of the organization.	bringing those concerns to appropriate executive. Leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	policy decisions that are unpopular or difficult.
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1.4 Dissent: The leader constructively handles dissent from subordinates.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>Leader:</p> <ul style="list-style-type: none"> Creates constructive contention, to deliberately generate multiple perspectives and consider different sides of important issues. Recognizes and rewards thoughtful dissent. Encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is better and more broadly supported as a result. 	<p>Leader uses dissent</p> <ul style="list-style-type: none"> To inform final decisions To improve the quality of decision making To broaden support for his/her final decision <p>Defined structures and process are in place for eliciting input.</p>	<p>Leader tolerates dissent, but there is very little of it in public.</p>	<p>Dissent is absent due to a climate of fear and intimidation.</p>

1.5 Improvement of Specific Performance Areas: The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>Leader's previous evaluations are combined with personal reflection and 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. Influence of previous evaluations has an impact on the leader and the entire organization.</p>	<p>The leader's previous evaluations are explicitly reflected in projects, tasks and priorities. Performance in each targeted area reflects specific, measurable improvements along the rating continuum.</p>	<p>Leader is aware of previous targets from evaluations, but has not translated them into an action plan.</p>	<p>No evidence of reference to previous evaluation is present in the leader's choice of tasks and priorities.</p>

2.0 Personal Behavior and Professional Ethics: 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: The leader demonstrates integrity.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>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 and people with visibility and authority</p> <p>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.</p>	<p>Leader meets commitments or negotiates exceptions where the commitments cannot be met. Verbal commitments have the same weight as written commitments.</p>	<p>Leader meets explicit written commitments. Need to "get it in writing" does not allow subordinator or superiors to make assumptions that verbal statements have the weight of a commitment.</p>	<p>The phrases "I'm working on it" "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 sit or responsibilities.</p>

2.2 Emotional Self Control: The leader demonstrates emotional self-control

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leaders possess complete self-control,	Leader deal with	Leader occasionally	Leader loses his or

even in the most difficult and confrontational situations, but also provide assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but also the entire organization/building reflects this commitment to self-control, empathy and respect.	sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but diffuses confrontational situations with emotional intelligence, empathy and respect.	exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.	her temper and is emotionally unstable at times. Conversations on any sensitive topic are brief or nonexistent.
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2.3 Ethical and Legal Compliance with Employees: The leader demonstrates compliance with legal and ethical requirements in relationship to employees

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. 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.	Leader's conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.	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

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leader actively seeks difference in perspective, encouraging different scenarios and curricula in the context of academic standards. Leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.	Leader focuses evaluation of 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.	Leader suppresses other points of view and discourages disagreement or divergent thinking.

2.5 Respect: The leader honors the time and presence of others

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
Leader consistently demonstrates an ability to effectively manage time and meetings by: <ul style="list-style-type: none"> Engaging others in the process Achieving meeting objectives Beginning, ending on time Leader models respect for others by and colleagues can point to specific examples of the leader: <ul style="list-style-type: none"> Being on time for all meetings Respecting diverse opinions Carefully attending when 	Leader: <ul style="list-style-type: none"> Arrives on time Is prepared for meetings Participates fully Listens and respects others in planned and unplanned meetings Fluent with agenda items Engages others in dialogue Recognizes diverse opinions, even they differ with the leader's Gives time to others Pays attention to concerns of others Respects opinions of 	Leader generally: <ul style="list-style-type: none"> Arrives on time Is prepared for meetings Participates Listens to others Respects opinions of others when divergent Is fluent with agenda items Seldom offers ideas to engage others in meaningful dialogue Talks more than he/she listens Inconsistently listens to the opinions of 	Leader frequently: <ul style="list-style-type: none"> Arrives late Is not prepared Is absent from key meetings Has sidebar conversations when others are talking or shows other distracting or disrespectful behaviors Works on something else when others are talking Is distracted or doesn't listen carefully Offers his/her own opinions and doesn't

others are talking	others	others	consider opinions of others
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3.0 Student Achievement: 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: The leader demonstrates planning and goal setting aligned to the school/district improvement plans to improve student achievement

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader routinely: <ul style="list-style-type: none"> • Shares examples of strategies that are associated with improvement • Other leaders credit this leader with sharing ideas, coaching, providing technical assistance to implement successful new student achievement strategies 	School Improvement goals and strategies: <ul style="list-style-type: none"> • Reflect a clear relationship between actions of teachers/leaders aligned to the improvement plans • Are obvious in the building and in classrooms • Are monitored for progress on reaching the goals • Result in improved student achievement 	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement. The goals and strategies in the school improvement plans are not carefully monitored.	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: The leader demonstrates evidence of student improvement through student achievement results

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, A consistent record of improved student achievement exists on multiple indicators of student success, including: <ul style="list-style-type: none"> • Overall averages • Historically disadvantaged subgroups Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader <ul style="list-style-type: none"> • Aggressively identifies new challenges • Moves proficient performance to exemplary • Highlights the need with new challenges • Creates effective interventions • Reports improved results 	The leader <ul style="list-style-type: none"> • Meets performance goals for student achievement Student achievement improves for <ul style="list-style-type: none"> • Average of student population • Identified subgroups 	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: <ul style="list-style-type: none"> • Doesn’t believe that student achievement can improve • Hasn’t taken decisive action to make necessary changes (time, scheduling, interventions, curriculum, instructional strategies, teacher assignment, leadership practices, other variables)

3.3: Instructional Leadership Decisions: The leader demonstrates the use of student achievement data to make instructional leadership decisions

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> • Can document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis 	The leader <ul style="list-style-type: none"> • Uses multiple data sources (state, district, school, classroom) • Has at least three years of data • Systematically examines data to find strengths and challenges • Empowers teaching staff to determine priorities from data 	Leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data	Leader is unaware or indifferent to data.

<ul style="list-style-type: none"> • Has coached other leaders in other schools to improve their data analysis 	<ul style="list-style-type: none"> • Schedules regular data sessions during staff meetings and PD sessions 		
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3.4. Student Requirements and Academic Standards: The leader demonstrates understanding of student requirements and academic standards

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to effective: Every staff meeting and PD session is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence</p> <ul style="list-style-type: none"> • Standards/learning goals are posted & used • Posting exemplars of proficient student work throughout the building • Teachers have been trained in the use of learning goals and development of exemplars 	<p>Standards/learning goals are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p>	<p>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.</p>

3.5 Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators:</p> <ul style="list-style-type: none"> • 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. • Staff meetings and PD forums are focused on student achievement • Regularly scheduled reviews of individual student work compared to standards 	<ul style="list-style-type: none"> • Each standard has been analyzed and translated into student accessible language (learning goals). • Power standards/learning goals are widely shared by staff and are visible throughout the building • The link between standards and student performance is in evidence from the posting of proficient work throughout the building. 	<ul style="list-style-type: none"> • Standards have been analyzed, but are not translated into learning goals. • Power standards are developed, but not widely known or used • Student work is posted, but does not reflect proficient work 	<ul style="list-style-type: none"> • Power standards have not been developed • No student work posted

4.0 Decision Making: Leaders in education make decisions 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: 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.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators:</p> <ul style="list-style-type: none"> • Decision making is neither by consensus nor mandate • Data is reflected in all decisions (course, classroom assignments, discontinuance of programs, etc) • Leader can cite specific examples of practices that have been changed, initiated, discontinued based on data • Qualitative and quantitative data are used • Data includes state, district, school and classroom assessments • Inferences from data are shared widely outside the 	<p>Pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction and leadership</p>	<p>Some decision are based on data, but others are the results of personal preference and tradition</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the leader or based on what is</p>

school community to identify and replicate the most effective practices	practices data.		popular.
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4.2 Decision-Making Structure: The leader demonstrates clear identification of decision-making structure, including which decision 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.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, All stakeholders understand the difference between decision making levels, including decision made by</p> <ul style="list-style-type: none"> • Consensus or majority • Staff input that will significantly influence decisions • Unilateral leadership decisions <p>Leader uses data in a compelling way and majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success</p>	<p>Leader:</p> <ul style="list-style-type: none"> • Clarifies the decision-making method for major decisions • Shares decisions with the staff • Uses data to the great extent possible to support decisions 	<p>Leaders use both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p>	<p>The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff.</p>

4.3 Decisions Linked to Vision: The leader’s decisions to vision, mission, and strategic priorities are reflected in the school/district improvement plans

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators: Current vision, mission and priorities of the leader and organization</p> <ul style="list-style-type: none"> • Are visible • Ingrained in the culture • Routinely used as a reference point for decisions <p>Use of strategic guidelines for decision-making filters</p> <ul style="list-style-type: none"> • Makes many decisions self-evident • Avoids time wasted on unproductive arguments 	<p>Decisions of the leader are consistent with the vision, mission and strategic priorities of the organization, as reflected in school improvement planning documents.</p>	<p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.</p>	<p>The leader is unaware 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.</p>

4.4 Decisions Evaluated for Effectiveness: The leader evaluates decisions for effectiveness and revises, where necessary

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader.</p> <ul style="list-style-type: none"> • Can provide clear and consistent evidence of decisions that have been changed based on new data. • Has a regular pattern of decision reviews including reevaluating previous decisions in the light of current data. • Culture in which the leader and staff can honestly discuss what is not working without fear of embarrassment or reprisal. 	<p>Leader has a record of evaluating and revising decisions based on new information.</p>	<p>Leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>Little or no evidence of reflection and reevaluation of previous decisions.</p>

5.0 Communication: 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 (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader</p> <ul style="list-style-type: none"> • Goes to exceptional lengths to 	<p>Leader</p> <ul style="list-style-type: none"> • Knows student names • Regularly greets students 	<p>Leader</p> <ul style="list-style-type: none"> • Knows most student names 	<p>Leader</p> <ul style="list-style-type: none"> • Does not know most student names

listen to students, which may include focus groups, surveys, student advisory committees, and one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	by name <ul style="list-style-type: none"> • Is proactive in talking with and listening to students • Is particularly visible at the beginning and end of the day and during all times when students are present. 	<ul style="list-style-type: none"> • Is often visible • Often greets students by name • Talks with students frequently 	<ul style="list-style-type: none"> • Avoids student contact except where leadership presence is required • Retreats to office during most occasions where students are likely to be present.
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5.2 Two-Way Communication with Faculty and Staff: The leader demonstrates two-way communication with faculty and staff.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> • Actively engages in “active listening” with faculty and staff. • Has a calendar which reflects numerous individual and small group meetings with staff at every level Faculty and staff report confidence in their ability to gain a respectful hearing from the leader.	<ul style="list-style-type: none"> • Faculty meetings include open discussion with two-way discussions • Faculty members regularly have the opportunity for 1-1 meetings with the leader • 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 (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader demonstrates: <ul style="list-style-type: none"> • Clear evidence of parent-centered and community-centered communication including: <ul style="list-style-type: none"> ○ Open forums ○ Focus groups, advisory councils ○ Surveys ○ Personal visits ○ Extensive use of technology • Decisions in curriculum, leadership, staffing, assessment, school appearance reflect parent/ community involvement • Survey data suggests that parents and community feel empowered and supportive of educational objectives. 	Leader conducts frequent interactions with parents and community members including: <ul style="list-style-type: none"> • Newsletters, briefings • Visits, calls • Use of technology (voicemail, hotlines, email, websites) 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

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> • Models open communication by listening purposely and actively • Able to read the situation and react accordingly • Maintains listening systems for major stakeholders (parents, teachers, students, staff) • Explicitly plans analysis of and reflection and data 	Observations and documentation provided by the leader demonstrate that the leader: <ul style="list-style-type: none"> • Listens well • Seeks mutual understanding • Welcomes the sharing of information The leader <ul style="list-style-type: none"> • Has established an effective communication plan 	The leader <ul style="list-style-type: none"> • Appears to listen to others • Often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations 	The leader hears what others say, but relies on his/her personal interpretation. Leader does not appear to communicate openly, omitting key details and

<ul style="list-style-type: none"> Establishes structures that facilitate action based on feedback and analysis 	<ul style="list-style-type: none"> Communicates openly Is receptive to ideas from a variety of sources and perspectives 	<ul style="list-style-type: none"> Rarely analyzes what he/she has heard 	attempting to resolve challenges without input or assistance.
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6.0 Faculty Development: Leaders recruit, hire and retain effective and highly effective teachers. In their efforts to retain the best, leaders focus on evidence, research and classroom realities faced by teachers. They link professional development, monitor implementation of critical initiatives, observe and evaluate to provide timely feedback to teachers so the feedback can increase teacher professional practice.

6.1 Faculty Proficiencies and Needs: Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Has demonstrated a record of differentiated professional development for faculty based on student needs Has developed a system of job-embedded PD that differentiates training and implementation based on teacher needs Routinely shares PD opportunities with other schools, departments, districts and organizations. 	Faculty development <ul style="list-style-type: none"> Reflects the prioritized needs of the School Improvement Plan Some effort has been made to differentiate and embed PD to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring) Leader is able to: <ul style="list-style-type: none"> Use data from evaluation of teachers to assess proficiencies Identify priority needs to support and retain effective and highly effective teachers 	<ul style="list-style-type: none"> Leader is aware of differentiated needs of faculty and staff members. PD is only embedded in faculty meetings rather than incorporating the use of collaborative study teams 	<ul style="list-style-type: none"> PD is typically “one size fits all” Little or no evidence of recognition of individual faculty needs Little evidence of matching of faculty needs to student achievement needs Difficulty in retaining effective and highly effective staff members

6.2 Leading Professional Development: Personal participation in leading professional development

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Is an active participant in teacher-led professional development Commits time and intellect demonstrating that the leader is a learner Is willing to regularly learn from colleagues Routinely shares learning experiences with other administrators and colleagues 	<ul style="list-style-type: none"> Leader devotes faculty meetings to PD, not announcements Leader personally leads PD at various times throughout the year 	Leader: <ul style="list-style-type: none"> Sometimes devotes faculty meetings to PD Occasionally shares personal learning experiences with colleagues Relies on others to lead PD opportunities 	Leader displays little or no evidence of new learning or sharing with colleagues

6.3 Formal and Informal Feedback: Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance (Use of Evaluation)

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Uses a variety of creative ways to provide positive and corrective feedback Balances individual 	Leader <ul style="list-style-type: none"> Provides formal feedback consistent with the district evaluation policies Meets timelines and deadlines Conducts adequate and effective observations Delivers specific corrective and positive feedback based on effective and highly effective, research-based strategies and practices Highlights areas of strength and 	The leader: <ul style="list-style-type: none"> Adheres to the personnel policies for evaluation, including timelines Feedback is just beginning to provide details that improve teaching and/or organizational performance Individual Development 	<ul style="list-style-type: none"> Formal feedback is nonspecific Informal feedback is rare, nonspecific and not constructive The leader does not meet all of the evaluation requirements and/or timelines

recognition with team and organization-wide recognition	<p>challenge for teachers</p> <ul style="list-style-type: none"> • Develops and monitors individual development plans with each non-tenured and less-than-effective teacher • Develops and monitors professional growth plans with all other teachers • Leader and teachers can cite examples of where feedback is used to improve individual and organizational performance 	<p>Plans and/or Professional Growth Plans are completed, but lack necessary specificity or are not based on adequate observations</p> <ul style="list-style-type: none"> • Teachers and the leader struggle to demonstrate improved teaching practices based on feedback and reflection 	<ul style="list-style-type: none"> • Individual Development Plans and/or Professional Growth Plans are inadequate and/or not implements
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6.4 Modeling, Coaching, Mentoring: The leader models coaching and mentoring.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Is deliberate in establishing development structures that go along with observation/evaluation procedures • Coaches other administrators on successful observations strategies • Use the educator standards to improve instruction and student learning, and communicating through a common language of instruction. • Is seen by staff as capable of coaching them to improve • Is seen by staff as willing to hold them accountable for performance that is un-acceptable <p>Multiple examples exist that verify standards-based collaborative groups in action.</p>	<p>Leader</p> <ul style="list-style-type: none"> • Engages in coaching to improve teaching and learning • Is receptive to innovative teaching strategies and practices • Willing to facilitate new approaches through action research • Monitors classroom visits in which the actual activities corresponds to the planned activity • Actively coaches staff for improvement of classroom practice making effective use of a common language of instruction, standards, best strategies linked to improvement • System has been developed that provides for regular observations of classes 	<p>The leader:</p> <ul style="list-style-type: none"> • Adheres to the personnel policies for evaluation, including timelines • Feedback is just beginning to provide details that improve teaching and/or organizational performance • Individual Development Plans and/or Professional Growth Plans are completed, but lack necessary specificity or are not based on adequate observations • Teachers and the leader struggle to demonstrate improved teaching practices based on feedback and reflection 	<ul style="list-style-type: none"> • Formal feedback is nonspecific • Informal feedback is rare, nonspecific and not constructive • The leader does not meet all of the evaluation requirements and/or timelines • Individual Development Plans and/or Professional Growth Plans are inadequate and/or not implements

6.4 Recruitment and Hiring of Faculty: The leader recruits and hires effective and highly effective teachers.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Tracks the success of the recruitment and hiring strategies, • Learns from past experience, and • Revisits the process annually to continually improve the process • Engages in a variety of traditional and non-traditional recruitment strategies 	<p>Leader:</p> <ul style="list-style-type: none"> • Works collaboratively with staff to define the ideal teacher based upon the school’s vision, culture and performance expectations • Is sensitive to various legal guidelines about the kind of data that can be sought in interviews • Uses a rigorous hiring selection tool that helps interviewers focus on key success criteria • Compares findings with others effectively • Does a thorough reference and 	<p>The leader:</p> <ul style="list-style-type: none"> • Works with staff to write and post a job description for the vacant position • Has hiring processes in place that may not be systematic or systemic in nature • The process 	<p>The leader:</p> <ul style="list-style-type: none"> • Approaches the recruitment and hiring process from a reactive rather than a proactive standpoint • The process may be disjointed and not aligned with key success criteria embedded within the teacher evaluation

<ul style="list-style-type: none"> • Prioritizes searches based on where they find their most effective teachers • Effective practices are frequently shared with other administrators and colleagues 	<p>background check</p> <ul style="list-style-type: none"> • Follows an established hiring process with specified steps, including which staff participate and the selection criteria 	<p>lacks standardization and improvement from year to year</p>	<p>documents essential to organizational success</p>
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7.0 Leadership Development: 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: The leader mentors emerging leaders to assume key leadership responsibilities.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Has coached or mentored teachers in leadership positions or entry-level administrators <p>Other administrators cite the leader as a mentor and reason for their success</p>	<p>Leader</p> <ul style="list-style-type: none"> • Has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or administrative level with positive results. 	<p>The leader:</p> <ul style="list-style-type: none"> • Provides some training to an emerging school leaders or administrators 	<ul style="list-style-type: none"> • 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: The leader consistently identifies potential future leaders.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Routinely identifies and recruits new leaders • Has specifically identified at least two new leaders in the past year • Has provided training for emerging leaders • Has helped potential leaders find their own leadership strengths even when they had not initially considered a leadership career • Helps other leaders identify and recruit potential leadership candidates 	<p>Leader has specifically identified and recruited new leaders</p>	<p>The leader assigns leadership roles to teachers but doesn’t have a process for training or assisting potential leaders</p>	<p>The leader doesn’t recognize the need for leadership in the system.</p>

8.0 Time/Task/Project Management: 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: The leader organizes time and projects for effective leadership

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Maintains a daily-prioritized task list • Demonstrates personal organization allowing the leader to consider innovations • Is available to engage in leadership activities and collaborate with people at all levels • Has a calendar that is free of conflicts and focused on the priorities of the leader and organization (doesn’t get caught up in details that keep the leader from focusing on what is most important) 	<p>Leader’s</p> <ul style="list-style-type: none"> • Organizational development tools are evident and documented • Project challenges are open for input from a variety of sources • Deadlines are met • Keeps up momentum and focus for staff on major projects/goals 	<p>Projects:</p> <ul style="list-style-type: none"> • Are managed using lists of milestones and deadlines • Are infrequently updated • Impact of changes is rarely documented • May lose momentum because leader moves too quickly 	<p>Project management is haphazard or absent. Little or no evidence of lists of milestones and deadlines.</p>

<ul style="list-style-type: none"> Manages big projects by devoting adequate time to plan, implement, follow up, reflect and revise. 		or too slowly	
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8.2 Fiscal Stewardship: The leader provides fiscal stewardship by completing projects on schedule and within budget

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Regularly saves resources of time and money for the organization Has established processes to leverage existing limited fund and increase capacity through accessing grants, donations, community resourcefulness 	Leader: <ul style="list-style-type: none"> Leverages knowledge of the budgeting process, categories and funding sources to maximize all available dollars to achieve strategic success Develops building/department budgets in a collaborative, responsible and focused way to achieve goals Manages budget according to district procedures Budget development demonstrates focus on increasing student achievement Budget focus is based on best practices and excellence 	Leader: <ul style="list-style-type: none"> Meets deadlines most of the time Lacks proficiency in using budget to focus resources on school improvement priorities May base budget on tradition 	Leader has little 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 (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization Uses complex project management to build systems thinking Makes project plans visible in heavily trafficked areas Accomplishments are publicly celebrated Project challenges are open for input Successful project results can be documented 	Leader: <ul style="list-style-type: none"> Revises and updates project management documents Achieves deadlines or changes them as necessary Understands the impact of a change in a milestone or deadline Communicates changes to appropriate stakeholders Uses examples to differentiate between a task and a major project 	Leader: <ul style="list-style-type: none"> Has vague project management methods Is unclear on how to manage proposed projects Is unclear on how to manage budget and time on projects Is not clear on how changes will impact the project Poorly communicates changes 	There is little or no evidence of project management against goals, resources, timelines, and results

9.0 Technology: 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 (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Serves as a model for technology implementation Can show clear and public links between technology implementation and learning success Provides evidence of greater efficiency, improved quality of 	Leader: <ul style="list-style-type: none"> Assists teachers in using technology to access, analyze, and interpret student performance data Assists teachers in using results to appropriately design, assess, and modify student instruction Collaboratively designs, 	Leader: <ul style="list-style-type: none"> Is personally proficient in required technology applications Appears to be an advocate for the use of instructional technology Does not always 	<ul style="list-style-type: none"> Leader does not display personal competence in the use of required technology applications. Does not link the installation

information and responsive communication <ul style="list-style-type: none"> Creates new ways to improve organizational effectiveness Relentlessly pursues emerging best practices 	implements, supports and participates in PD for all staff that institutionalizes effective integration of technology for improve student learning	differentiate between technology implementation and a clear impact on teaching and learning	of technology to specific teaching and learning objectives
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9.2 Personal Proficiency in Electronic Communication: The leader demonstrates personal proficiency in electronic communication

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Creates new opportunities for learning Uses the organization as an example of effective technology implementation Leads by example, provides a model of new learning 	Leader: <ul style="list-style-type: none"> Personally uses email, word processing, presentation software, database and district programs Provides an electronic model of learning 	Leader: <ul style="list-style-type: none"> Has mastered some software required for proficient performance Takes the initiative to learn new technology 	Leader: <ul style="list-style-type: none"> Has limited literacy with technology Provides little or not evidence of taking initiative to learn new technology

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

10.1 Personal Understanding of Research Trends: The leader demonstrates personal understanding of research trends in education and leadership

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
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 interest 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: The leader creates a personal professional focus

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
In addition to “Effective” indicators, the leader: <ul style="list-style-type: none"> Approaches every PD opportunity with a view toward multidimensional impact. Shares knowledge and skills throughout the organization and with other districts Creates specific adaptations so that the learning tools become part of the culture of the organization and are “home-grown” rather than externally generated (rather than merely adopting the tools of external PD) 	Leader: <ul style="list-style-type: none"> Engages in PD that is directly linked to organizational needs Gives priority to building on personal leadership strengths Personally attends and actively participates in the PD that is required of other leaders. As a building principal, personally attends and actively participates in the PD required of teachers, determining how the implementation will be monitored 	Leader: <ul style="list-style-type: none"> Actively participates in PD, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization Attends PD for colleagues, but does not fully engage or set an example Often misses PD required of teachers 	Leader may introduce a PD program, but doesn’t participate in the learning activities with the staff. The leader is not strategic in planning a personal PD focus aligned with the school or district goals

10.3 Professional Development Focus: The leader creates a professional development focus

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)

<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Has demonstrated the ability to integrate initiatives into one or two focus areas for PD • Gives extensive time in meetings with staff, grade levels/departments and staff development focused on intensive implementation of a few areas of learning • Is able to document how PD activities impact the closing of the learning gaps for subgroups 	<ul style="list-style-type: none"> • PD plan has focused areas of emphasis • Each PD area is linked to the strategic objectives in improvement plans <p>The leader:</p> <ul style="list-style-type: none"> • Can identify specific PD offerings that have been systematically reviewed and terminated because they failed to support goals • Has a process and applies the process of prior review of new PD programs • PD priorities are linked to the needs of the school based on student and staff achievement data 	<p>Professional Development opportunities are somewhat related to organizational objectives, but no means of assessing their impact exists.</p>	<ul style="list-style-type: none"> • Staff requests for PD are routinely approved, whether or not they are related to student achievement. • Leader’s PD agenda is based on preference, not organizational needs
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10.4 Application of Learning: The leader applies professional development learning

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Provides evidence of leverage, applying each learning opportunity throughout the organization • Creates tools (forms, checklists, self-assessments) so that concepts learned in PD are applied in school/classroom practices • Regularly shares application tools with other schools or departments in order to maximize the impact 	<p>Leader:</p> <ul style="list-style-type: none"> • Provides clear evidence of the application of personal learning in the organization • Rigorously analyzes the cause/s when personal learning is not applied • Discontinues ineffective PD and accompanying practices • Analyzes results of PD practices to determine effect on student achievement and drives the necessary changes 	<p>Leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization</p>	<p>Even on those rare occasions when the leader engages in PD, the purpose appears to be collecting information rather than reflecting on it and applying it to the organization. PD is an expense rather than an investment in constructive improvements.</p>

11.0 Building culture: Leaders in education lead the development and implementation of comprehensive plan that includes prevention, intervention, and crisis response, building a positive and safe culture for students to learn.

11.1 Planning, Prevention, Culture Building: The leader drives the development of a comprehensive plan for a safe and civil school.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Works with staff to discover and implement innovative and effective methods to develop positive behaviors • Students, staff and parents have meaningful input into plans • Effective behavior plans are developed for specific students 	<p>Leader:</p> <ul style="list-style-type: none"> • Works with a staff committee to develop a system of positive behavior supports • Leads staff in developing and revising consistent and reasonable student handbooks • Leads in ongoing communication of the expectations to all students, parents and staff in a variety of ways • Uses behavior data to target and analyze problems and brainstorm effective solutions • Emphasizes positive behavior supports 	<p>Leader:</p> <ul style="list-style-type: none"> • Participates in the development of plans, but usually leaves the development to others • Expectations are usually communicated in writing at the beginning of the year, but may not be ongoing 	<p>Leader:</p> <ul style="list-style-type: none"> • Relies mostly on past plans and handbooks • Relies on teachers to communicate rules and routines, which may lack continuity

11.2 Implementation with Efficacy: The leader assures that the building is safe by leading the consistent implementation of the plans, holding all staff and students accountable.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
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<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Implementation of innovative and effective methods to develop positive behaviors are highly successful • Works with other buildings to improve cultures through highly effective positive behavior supports • Demonstrates significant decreases in negative behaviors and increases in positive behaviors through data collections • Student, staff and parent surveys reveal a very safe culture 	<p>Leader:</p> <ul style="list-style-type: none"> • Plans are implemented with a high degree of efficacy • Holds all staff accountable in an ongoing basis to carry out the plans/expectations • Maintains a highly safe environment/culture in structured and unstructured activities • Oversees a culture of frequent celebrations of successes • Facilitates regular teaching and re-teaching of expected behaviors 	<p>Leader:</p> <ul style="list-style-type: none"> • Plans are implemented, but with gaps in implementation, may lack consistency • Although most staff comply, some staff do not carry out their part in the implementation of the plans 	<p>Leader:</p> <ul style="list-style-type: none"> • Struggles to maintain a safe environment • Relies on teachers to determine how they will support behavior expectations • Data shows a lack of safety • Surveys show significant concerns about safety
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11.3 Monitoring for Effectiveness: The leader continually monitors the building climate by reflecting, evaluating, revising and driving continuous improvement.

Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<p>In addition to “Effective” indicators, the leader:</p> <ul style="list-style-type: none"> • Monitors innovative methods to determine effectiveness, makes revisions, shares techniques with other buildings/districts • Has an extensive overall plan for behavior, with a defined process for monitoring • Demonstrates significant decreases in negative behaviors (including bullying, fighting, harassment) and increases in positive behaviors through data collections • Can show changes made in processes based on results of surveys 	<p>Leader:</p> <ul style="list-style-type: none"> • Reviews and analyzes school safety and discipline plans based on school data • Meets regularly with staff to evaluate data and make revisions • Identifies targeted areas of improvement and monitors procedures as they are implemented, evaluates and makes revisions • Applies legal and district policy requirements regarding discipline and safety • Communicates so that students, parents and community members are confident the school is safe • Applies discipline in accordance with laws including special education and 504 regulations • Acts on data showing bullying, fighting and harassment incidents • Has data to show improvement in behavior • Staff and student surveys reflect an overall positive attitude 	<p>Leader:</p> <ul style="list-style-type: none"> • Meets infrequently or on an irregular basis to review and analyze school safety and procedures • Takes limited advantage of opportunities to communicate with students and parents about the safety of the school • Has some data showing improvement 	<p>Leader:</p> <ul style="list-style-type: none"> • Does not have a review and evaluation procedure • Does not communicate with parents and students about building safety • Does not collect and/or review behavior data

<http://www.leadandlearn.com/services/leadership/leadership-performance-matrix>
 Developed by Dr. Douglas B. Reeves, Leadership and Learning Center