

## Multidimensional Leadership Performance Matrix

**1.0 Resilience:**

**Narrative:** Resilience is the ability for the leader to overcome setbacks and absorb any learning offered by those setbacks, quickly, and at the minimum cost. Resilience includes coping well with high levels of ongoing disruptive change, sustaining energy when under constant pressure, bouncing back easily from disappointment and setbacks, overcoming adversity, changing ways of working to incorporate learning when old ways are no longer possible, and doing all of this without acting in dysfunctional or harmful ways to others within the organization. More importantly, when leaders are practicing resilient behaviors their actions are contagious as they model the way for others to act in similar ways.

**1.1 Constructive Reactions**

The leader constructively reacts to disappointment and barriers to success

Evaluation  
Comments:

	<b>Highly Effective (System-wide Impact) In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
	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.

<b>1.2 Willingness to Admit Error</b>	<b>Highly Effective (System-wide Impact) In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
<p>The leader demonstrates willingness to admit error and learn from it</p>	<p>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.</p> <p>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.</p>	<p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p>	<p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p>
<p>Evaluation Comments:</p>				

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<p><b>1.3 Disagreement</b></p> <p>The leader constructively handles disagreement with leadership and policy decisions</p>	<p>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.</p>	<p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p>	<p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p>	<p>The leader ignores or subverts executive and policy decisions that are unpopular or difficult.</p>
<p>Evaluation Comments:</p>				

<b>1.4 Dissent</b> The leader constructively handles dissent from subordinates	<b>Highly Effective (System-wide Impact)</b> In addition to “Effective”...	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
	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.
Evaluation Comments:				

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<p><b>1.5 Improvement of Specific Performance Areas</b></p> <p>The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback</p>	<p>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.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p>	<p>The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p>	<p>The leader is aware of previous evaluations, but has not translated them into an action plan.</p>	<p>No evidence of reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>
<p><b>Evaluation Comments:</b></p> <p>This area can not be rated as previous evaluations do not exist. This evaluation provides baseline data for future evaluations.</p>				

**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.

<b>2.1 Integrity</b> The leader demonstrates integrity	<b>Highly Effective (System-wide Impact)</b> <b>In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
	<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>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.</p> <p>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.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The leader meets explicit written commitments.</p> <p>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.</p>	<p>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p>
Evaluation Comments:				

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<p><b>2.2 Emotional Self-Control</b></p> <p>The leader demonstrates emotional self-control</p>	<p>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.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p>	<p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p>
<p>Evaluation Comments:</p>				

<b>2.3 Ethical and Legal Compliance with Employees</b>	<b>Highly Effective (System-wide Impact) In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
<p>The leader demonstrates compliance with legal and ethical requirements in relationship to employees</p>	<p>The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.</p> <p>The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.</p>	<p>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.</p>	<p>The leader’s conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.</p>	<p>The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.</p>
<p>Evaluation Comments:</p>				

<p><b>2.4 Tolerance</b></p> <p>The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization</p>	<p>The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</p> <p>The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.</p>	<p>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.</p>	<p>There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.</p>	<p>The leader suppresses other points of view and discourages disagreement or divergent thinking.</p>
<p>Evaluation Comments:</p>				

<p><b>2.5 Respect</b></p>	<p><b>Highly Effective (System-wide Impact) In addition to “Effective”...</b></p>	<p><b>Effective (Local Impact)</b></p>	<p><b>Minimally Effective (Leadership Potential)</b></p>	<p><b>Ineffective</b></p>
<p>The leader honors the time and presence of others</p>	<p>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.</p> <p>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.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>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).</p> <p>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.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p>	<p>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).</p> <p>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.</p>
<p>Evaluation Comments:</p>				

<p><b>3.0 Student Achievement:</b>  <b>Narrative:</b> 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.</p>				
<p><b>3.1 Planning and Goal Setting</b></p> <p>The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement</p>	<p><b>Highly Effective (System-wide Impact)</b>  <b>In addition to “Effective”...</b></p>	<p><b>Effective (Local Impact)</b></p>	<p><b>Minimally Effective (Leadership Potential)</b></p>	<p><b>Ineffective</b></p>
	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Evaluation Comments:</p>				

<b>3.2 Student Achievement Results</b>	<b>Highly Effective (System-wide Impact) In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
<p>The leader demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>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.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>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.</p>	<p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p>Evaluation Comments:</p> <p>This area can not be rated as previous evaluations do not exist. This evaluation provides baseline data for future evaluations.</p>				

<b>3.3 Instructional Leadership Decisions</b>	<b>Highly Effective (System-wide Impact) In addition to “Effective”...</b>	<b>Effective (Local Impact)</b>	<b>Minimally Effective (Leadership Potential)</b>	<b>Ineffective</b>
<p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>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.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>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.</p>	<p>The leader is unaware of or indifferent to the data.</p>
<p>Evaluation Comments:</p>				

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<p><b>3.4 Student Requirements and Academic Standards</b></p> <p>The leader demonstrates understanding of student requirements and academic standards</p>	<p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p>	<p>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.</p>	<p>Classroom curriculum is considered a matter of individual discretion.</p> <p>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>
<p>Evaluation Comments:</p>				

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective
<p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>Power standards are used and shared with other buildings.</p> <p>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.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>Power standards have not been developed.</p> <p>There is no student work posted.</p>
<p>Evaluation Comments:</p>				