



## Haslett Public Schools

### Reeves' Leadership Performance Matrix

Ten Performance Domains and Thirty-Nine Performance Factors

DOMAINS	PERFORMANCE FACTORS
1.0 Resilience	<p>Leaders 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.</p> <ul style="list-style-type: none"><li>• 1.1 Constructive Reactions</li><li>• 1.2 Willingness to Admit Error</li><li>• 1.3 Disagreement</li><li>• 1.4 Dissent</li><li>• 1.5 Improvement of Specific Performance Errors</li></ul>
2.0 Personal Behavior and Professional Ethics	<p>Leaders demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students and act in the best interest of the students, staff and the community.</p> <ul style="list-style-type: none"><li>• 2.1 Integrity</li><li>• 2.2 Emotional Self-Control</li><li>• 2.3 Ethical and Legal Compliance with Employees</li><li>• 2.4 Tolerance</li><li>• 2.5 Respect</li></ul>
3.0 Student Achievement (Weighted 40%)	<p>Leaders 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> <ul style="list-style-type: none"><li>• 3.1 Planning and Goal Setting</li><li>• 3.2 Student Achievement Results</li><li>• 3.3 Instructional Leadership Decisions</li><li>• 3.4 Student Performance</li></ul>
4.0 Decision Making	<p>Leaders make decision based on the visions 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.</p> <ul style="list-style-type: none"><li>• 4.1 Factual Basis for Decisions</li><li>• 4.2 Decision-Making Structure</li><li>• 4.3 Decisions Linked to Vision</li><li>• 4.4 Decisions Evaluated for Effectiveness</li></ul>
5.0 Communication	<p>Leaders 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. Regulate communications to staff and community and keep all stakeholders engaged in the work of the school.</p> <ul style="list-style-type: none"><li>• 5.1 Two-Way Communication with Students</li><li>• 5.2 Two-Way Communication with Faculty and Staff.</li><li>• 5.3 Two-Way Communication with Parents and Community</li><li>• 5.4 Analysis of Input and Feedback</li></ul>

DOMAINS	PERFORMANCE FACTORS
6.0 Faculty Development	<p>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.</p> <ul style="list-style-type: none"> <li>• 6.1 Faculties Proficiencies and Needs</li> <li>• 6.2 Leading Professional Development</li> <li>• 6.3 Formal and Informal Feedback</li> <li>• 6.4 Modeling Coaching and Mentoring</li> <li>• 6.5 Recruitment and Hiring of Faculty</li> </ul>
7.0 Leadership Development	<p>Leaders 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</p> <ul style="list-style-type: none"> <li>• 7.1 Mentoring Emerging Leaders</li> <li>• 7.2 Identification of Potentially Future Leaders</li> <li>• 7.3 Delegation and Trust</li> </ul>
8.0 Time/Task/Project Management	<p>Leaders 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.</p> <ul style="list-style-type: none"> <li>• 8.1 Organization of Time and Projects</li> <li>• 8.2 Fiscal Stewardship</li> <li>• 8.3 Project Objectives and Plans</li> </ul>
9.0 Technology	<p>Leaders 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. Leaders develop strategies for coaching staff as they integrate technology into teaching, learning and assessment processes.</p> <ul style="list-style-type: none"> <li>• 9.1 Use of Technology to Improve Teaching and Learning</li> <li>• 9.2 Personal Proficiency in Electronic Communication</li> </ul>
10.0 Personal Professional Learning	<p>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. Leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.</p> <ul style="list-style-type: none"> <li>• 10.1 Personal Understanding of Research Trends</li> <li>• 10.2 Personal Professional Focus</li> <li>• 10.3 Professional Development Focus</li> <li>• 10.4 Application of Learning</li> </ul>

***Training:***

*Ingham ISD will coordinate training for administrators and board members. They are waiting to hear from vendors and will share training options the week of September 12.*