

Crosswalk of the TLPIC June 29, 2011 Draft of Florida Principal Leadership Standards	Reeves MLA Domains	NBPTS Standards	ISLLC Standards	NLNS Standards
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Instructional Leadership and Accountability	1	3	2	2
<p>The effective leader prioritizes teaching and learning as the primary focus of the organization. The effective leader:</p> <ul style="list-style-type: none"> • Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, best instructional practices, student learning and assessments. • Systematically observes, evaluates and provides constructive feedback and support to optimize teacher performance and student learning. • Actively engages all participants in the continuous improvement process. • Models and promotes the use of assessments and other data to align and improve a rigorous and culturally relevant curriculum. • Builds capacity of school professionals to employ culturally relevant strategies that promote student learning and staff performance. • Monitors the implementation of high quality, differentiated instruction to improve student learning. • Utilizes technology for data analysis and accountability to increase student learning. • Utilizes Rule 6A-5.065 F.A.C., the Educator Accomplished Practices (FEAPs) to promote a common language and to establish high expectations for the quality of instruction and professional responsibility. 				
Systems Leadership	2	2	2	3
<p>The effective leader draws upon the diversity, interdependence and interconnectivity of all systems within the organization to maximize student learning and create a safe, inclusive and equitable learning environment. The effective leader:</p> <ul style="list-style-type: none"> • Identifies and prioritizes system needs and employs effective project, resource, fiscal, and time management techniques to best meet those needs. • Utilizes change management processes to optimize efficiency throughout the educational community. • Implements appropriate crisis management strategies to reach desired outcomes. 				
Decision Making	2	2	2	2
<p>The effective leader develops and applies a successful, transparent and collaborative system for decision-making. The effective leader:</p> <ul style="list-style-type: none"> • Places top priority on teaching and learning. • Seeks to anticipate and prevent problems. • Solicits and considers input from stakeholders. • Ensures that decisions are based on relevant, accurate and timely information leading to fair and equitable outcomes. • Identifies and implements timely and effective problem resolution measures. • Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions. • Utilizes technology to improve the efficiency of the decision making process. 				
Communication and Collaboration	3	3	3	3
<p>The effective leader utilizes appropriate oral, written, and electronic communication and collaboration skills to build and maintain relationships and accomplish system goals. The effective leader:</p> <ul style="list-style-type: none"> • Engages in effective communication between and among students, staff, district, families and community partners. • Actively listens and analyzes input and feedback in a collaborative decision-making process. • Utilizes appropriate technologies for communication and collaboration. 				

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Human Resource Development	1	3	3	3
<p>The effective leader recruits, hires, develops, and retains high performing, diverse personnel. The effective leader:</p> <ul style="list-style-type: none"> Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data. Actively identifies and cultivates emerging leaders. Develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team (§1012.98 F.S., School Community Professional Development Act). Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance. 				
Professional and Personal Ethical Behaviors	3	3	3	3
<p>The effective leader demonstrates and promotes integrity, fairness, equity and social justice through modeling emotional intelligence, cultural competence, and legal compliance by adhering to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., to fulfill the expected obligations to the students, the public and the education profession.</p>				
Diversity	NA	3	3	NA
<p>The effective leader recognizes and values differences among staff and students and creates a school environment that maintains high expectations for every student and that capitalizes upon diversity to improve student learning. The effective leader:</p> <ul style="list-style-type: none"> Creates school structures that promote positive learning experiences for students and staff from diverse backgrounds. Advocates for equity and social justice. Models and promotes cultural competence. Implements practices and policies that employ diversity as a learning tool for all students. Empowers all students to succeed by promoting and maintaining a multicultural school environment that is nurturing, validating and inclusive. 				

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The Teacher Leader Performance Implementation Committee’s (TLPICs) June 29, 2011 draft of the Florida Principal Leadership Standards (FPLS) Crosswalk consists of the following elements:

- The first column identifies the Teacher Leader Performance Implementation Committee’s (TLPIC) June 29, 2011 draft of FPLS in each of seven broad areas: Instructional Leadership and Accountability, Systems Leadership, Decision Making, Communication and Collaboration, Human Resource Development, Professional and Personal Ethical Behaviors, and Diversity.
- In the remaining columns, the TLPIC draft of the FPLS is “crosswalked” to four other notable organizations’ leadership standards i.e., The Reeves’ Multidimensional Leadership Performance Assessment (MLPA), which is the Florida Department of Education’s statewide model, The National Board for Professional Teaching Standards—National Board Certification for Principals Standards, Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the New Leaders for New Schools (NLNS) Standards, using “3” (high), “2” (medium), “1” (low or silent), and “NA” (not addressed within the standards) to suggest the degree to which the TLPICs draft of the FPLS framework addresses the leadership standards in these other organizations. In other words, each of the proposed TLPIC Florida Principal Leadership Standards are rated from “3” high to “1” low against the standards of expected leadership practice in the four identified organizations.
- Specifically, a “3” rating means the reviewer believes the TLPICs draft of the FPLS sub-category is sufficiently addressed in the respective organization’s corresponding leadership category; A “2” rating means that the TLPICs draft of the FPLS sub-category could be reflected in the respective organization’s corresponding leadership category with some minor rework of language; A “1” rating means that the TLPICs draft of the FPLS sub-category is either insufficiently reflected in the respective organization’s corresponding leadership category or altogether “silent” on the respective organization’s respective leadership category and would require major rework of language or adoption of new language; and a “NA” rating means that the respective organization’s standards do not specifically address the leadership sub-category identified within the TLPICs draft of the FPLS.