

SBE Rule 6B-5.0012/2005 Florida Principal Leadership Standards	ISLLC Standards	ELCC Standards	Reeves MLPA	SREB Framework	NAESP Standards	NASSP Standards
Instructional Leadership						
Instructional Leadership High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.	2	1	1	2	3	3
Managing the Learning Environment High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.	2	2	2	2	3	3
Learning, Accountability, and Assessment High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.	3	3	2	3	3	3
Operational Leadership						
Decision Making Strategies High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.	2	2	2	2	3	3
Technology High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.	3	3	3	3	3	3
Human Resource Development High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.	3	3	2	2	3	3
Ethical Leadership High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.	3	3	2	3	3	3
School Leadership						
Vision High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.	3	3	3	3	3	3
Community and Stakeholder Partnerships High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.	3	2	1	2	3	3
Diversity High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.	3	3	3	3	3	3

The 6x6 Florida Principal Leadership Standards (FPLS) Crosswalk charts:

- The first column identifies the 2005 **SBE Rule 6B-5.0012** approved FPLS in each of three broad areas: Instructional Leadership, Operational Leadership, and School Leadership.
- In the remaining columns, the FPLS is “crosswalked” to six other notable organizations’ leadership standards i.e., Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituent Council (ELCC), Reeves Multidimensional Leadership Performance Assessment (MLPA), Southern Regional Educational Board (SERB) Framework, National Association of Elementary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP), using “3” (high), “2” (medium), and “1” (low or silent) to suggest the degree to which the FPLS framework addresses the leadership standards in these other organizations. “3” means the reviewer believes the FPLS sub-category is sufficiently addressed in the respective organization’s corresponding leadership category; “2” means that the FPLS sub-category could be reflected in the respective organization’s corresponding leadership category with some minor rework of language; “1” means that the FPLS sub-category is either insufficiently reflected in the respective organization’s corresponding leadership category or altogether “silent” on much of the content within the organization’s leadership category and would require major rework of language or adoption of new language.