

## FPLS, ISLLC, NLNS Crosswalk to Reeves' Leadership Performance Matrix

| 1.0<br>Resilience   | 1.1<br>Constructive Reactions  | 1.2<br>Willingness to Admit Error  | 1.3<br>Disagreement  | 1.4<br>Dissent   | 1.5<br>Improvement of Specific Performance Areas  |
|---|--|--|--|--|---|
| NLNS-VI Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices. | NLNS-VI Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader effectively manages change in order to improve student achievement.   |  | NLNS-VI Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader effectively manages change in order to improve student achievement. | NLNS-VI Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader effectively manages change in order to improve student achievement.   | NLNS-VI Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices.<br><b>MOU D(2)(ii)</b> The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement<br><b>MOU D(2)(ii)</b> The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.<br><b>1012.34(3)(a)</b> to provide for an assessment conducted for each employee at least once a year |
| 2.0<br>Personal Behavior and Professional Ethics  | 2.1<br>Integrity   | 2.2<br>Emotional Self-Control  | 2.3<br>Ethical and Legal Compliance with Employees   | 2.4<br>Tolerance   | 2.5<br>Respect  |
| FPLS-V High Performing leaders have the knowledge, skills, and dispositions to develop, articulate and implement a shared vision.                                 | FPLS-EL High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.<br><b>ISLLC-S5:</b> An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.<br>NLNS-VI Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. | NLNS-VI Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader effectively manages change in order to improve student achievement. | ISLLC-S5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.  | FPLS-D 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.<br>NLNS-I Leader creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels. | NLNS-I Leader creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels.   |

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| 3.0<br>Student<br>Achievement | 3.1<br>Planning and Goal Setting   | 3.2<br>Student Achievement<br>Results   | 3.3<br>Instructional Leadership<br>Practices   | 3.4<br>Student Requirements and<br>Academic Standards  | 3.5<br>Student Performance   |
|-------------------------------|--|---|--|--|--|
|                               | <p>FPLS-V High Performing leaders have a personal vision for their school</p> <p>ISLLC-S1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p>NLNS-I Leader builds and maintains a focus on ambitious student achievement goals for all students.</p> <p>NLNS-II Leader diagnoses the current state of the school, develops clear and focused school improvement plans, and adjusts strategy based on progress. Leader allocates resources effectively to support learning goals.</p> <p>1012.34(2)(a) Supports district and school level improvement plans</p> | <p>FPLS-LAA High Performing Leaders monitor the success of all students in the learning environment</p> <p>ISLLC-S2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>NLNS-IV Leader utilizes multiple forms of student-level data to drive increases in student achievement and implement student interventions.</p> | <p>FPLS-IL 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.</p> <p>ISLLC-S2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>NLNS-II Leader organizes school time effectively to support all instructional and staff development priorities.</p> | <p>FPLS-IL 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.</p> <p>NLNS-IV Leader ensures the development, implementation, and evaluation of rigorous curricula tied to both state and college-readiness standards.</p> <p>NLNS-IV Leader implements consistent quality classroom routines and instructional strategies to improve student achievement.</p> | <p>FPLS-LAA High Performing Leaders align the curriculum, instruction, and assessment processes to promote effective student performance.</p> <p>NLNS-IV Leader implements consistent quality classroom routines and instructional strategies to improve student achievement.</p> <p>MOU (D)(2)(ii)(1) Student growth measure: The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D) (2) (i) as the primary factor of the principal evaluation system.</p> <p>1012.34(3)(a): primarily use data and indicators of improvement in student performance</p> <p>1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program ,</p> <p>1012.34(3)(a)(1): performance of students assigned to their classrooms or schools, as appropriate</p> |

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| 4.0<br>Decision Making | 4.1<br>Factual Basis for<br>Decisions   | 4.2<br>Decision-Making Structure  | 4.3<br>Decisions Linked to Vision   | 4.4<br>Decisions Evaluated for<br>Effectiveness  |  |
|------------------------|---|---|---|--|--|
|                        | <p><b>ISLLC-S1:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p><b>NLNS-VI</b> Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader effectively manages change in order to improve student achievement.</p> | <p><b>FPLS-DMS High Performing</b> Leaders plan effectively, use critical thinking and problem solving techniques</p> <p><b>MOU D(2)(ii)</b> The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement</p> | <p><b>FPLS-V High Performing</b> leaders have a personal vision for their school</p> <p><b>ISLLC-S1:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p><b>NLNS-I</b> Leader builds and articulates a clear shared vision and mission for high student achievement and college readiness.</p> <p><b>NLNS-III</b> Leader ensures adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission. Leader builds a culture of high achievement and aspiration for every student and staff. Leader develops effective systems that support child and youth development and provide social-emotional supports.</p> | <p><b>FPLS-DMS High Performing</b> Leaders collect and analyze data for continuous school improvement.</p> <p><b>ISLLC-S2:</b> An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> |  |

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| 5.0<br>Communications | 5.1<br>Two-Way Communication<br>with Students   | 5.2<br>Two-Way Communication<br>with Faculty and Staff   | 5.3<br>Two-Way Communication<br>with Parents and<br>Community  | 5.4<br>Analysis of Input and<br>Feedback |  |
|-----------------------|---|--|--|--|--|
|                       | <p><b>NLNS-III</b> Leader implements systems and processes to ensure the active participation of adults and students in school improvement.</p> | <p><b>ISLLC-S4:</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p><b>NLNS-III</b> Leader ensures adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission. Leader implements systems and processes to ensure the active participation of adults and students in school improvement.</p> <p><b>NLNS-VI</b> Leader proactively identifies solutions both anticipating and responding to opportunities and challenges. Leader communicates effectively based on the situation, audience, and needs.</p> | <p><b>FPLS-CSP</b> 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.</p> <p><b>ISLLC-S1:</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p><b>ISLLC-S4:</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p><b>NLNS-III</b> Leader proactively engages families and communities in supporting their child's learning and the school's learning goals.</p> <p><b>1012.34(2)(c)</b> Provides a mechanism for parental input, when appropriate</p> |  |  |

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| 6.0<br>Faculty<br>Development | 6.1<br>Faculty Proficiencies and<br>Needs  | 6.2<br>Leading Professional<br>Development   | 6.3<br>Formal and Informal<br>Feedback   | 6.4<br>Modeling Coaching and<br>Mentoring   |  |
|-------------------------------|--|--|--|---|--|
|                               | <p><b>FPLS-HRD</b> High Performing Leaders recruit, select, nurture and retain effective personnel, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.</p> <p><b>ISLLC-S2:</b> An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p><b>NLNS-V</b> Leader increases teacher effectiveness by recruiting, hiring, assigning, and retaining staff.</p> <p><b>1012.34(7)</b> Provides for district's annual review of instructional personnel assessment systems</p> <p><b>MOU D(2)(ii)</b> Leadership Standards evaluation component: Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers.</p> | <p><b>NLNS-V</b> Leader increases teacher effectiveness by recruiting, hiring, assigning, and retaining staff. Leader increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development. Leader sets clear expectations for performance and manages performance of all staff. Leader trains, develops, and supports a high-performing instructional leadership team.</p> | <p><b>FPLS-LAA</b> High Performing Leaders use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.</p> <p><b>ISLLC-S2:</b> An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p><b>NLNS-V</b> Leader increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development. Leader sets clear expectations for performance and manages performance of all staff.</p> | <p><b>FPLS-HRD</b> High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs</p> <p><b>NLNS-V</b> Leader increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development. Leader sets clear expectations for performance and manages performance of all staff.</p> |  |

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| 7.0<br>Leadership<br>Development          | 7.1<br>Mentoring Emerging<br>Leaders  | 7.2<br>Identification of Potential<br>Future Leaders  | 7.3<br>Delegation and Trust   |  |  |
|---|---|---|---|--|--|
|   | <p>ISLLC-S2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>NLNS-V Leader trains, develops, and supports a high-performing instructional leadership team.</p>   |   | <p>ISLLC-S3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>                          |  |  |
| 8.0<br>Time/Task<br>Project<br>Management | 8.1<br>Organization of Time and<br>Projects   | 8.2<br>Fiscal Stewardship   | 8.3<br>Project Objectives and<br>Plans  |  |  |
|   | <p>ISLLC-S3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>NLNS-II Leader organizes school time effectively to support all instructional and staff development priorities.</p> | <p>FPLS-MLE 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.</p> <p>ISLLC-S3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <p>NLNS-II Leader allocates resources effectively to support learning goals.</p> | <p>ISLLC-S1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> |  |  |

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| 9.0<br>Technology                      | 9.1<br>Use of Technology to Improve Teaching and Learning  | 9.3<br>Personal Proficiency in Electronic Communication   |  |   |  |
|--|--|---|--|---|--|
|  | <p>FPLS-T High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>ISLLC-S2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> |   |  |   |  |
| 10.0<br>Personal Professional Learning | 10.1<br>Personal Understanding of Research Trends  | 10.2<br>Personal Professional Focus   | 10.3<br>Professional Development Focus | 10.4<br>Application of Learning   |  |
|  | <p>FPLS-V High Performing leaders have the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</p> <p>ILLC-S6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>                    | <p>FPLS-V High Performing leaders have the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</p> <p>NLNS-VI Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices.</p> |  | <p>FPLS-V High Performing leaders have the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</p> <p>NLNS-VI Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices.</p> |  |