

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.</p>			
<p>FPL Standard 1 - Indicator A 1.A. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and</p>	<p>FPL Standard 1 - Indicator A <u>1.B.9</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the state. <u>1.B.8</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the district. <u>1.B.7</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the district. <u>1.B.10</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the state. <u>1.B.3</u> - Student learning results are evidenced by the student performance of district-determined assessments that are implemented by the district under Section 1008.22, F.S.</p>	<p>FPL Standard 1 - Indicator A <u>1.B.3</u> - Student learning results are evidenced by the student performance of district-determined assessments that are implemented by the district under Section 1008.22, F.S. <u>1.B.8</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the district. <u>1.B.9</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the state. <u>1.B.7</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the district. <u>1.B.1</u> - Student learning results are evidenced by the student performance on statewide assessments. <u>1.A.2</u> - The school's learning goals are based on the district's adopted curricula. <u>1.A.1</u> - The school's learning goals are based on the state's adopted student academic standards. <u>1.B.4</u> - Student learning results are evidenced by the student growth in district-determined assessments that are implemented by the district under Section 1008.22, F.S. <u>1.B.10</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the state. <u>1.B.2</u> - Student learning results are evidenced by the student growth on statewide assessments.</p>	<p>FPL Standard 1 - Indicator A <u>1.B.10</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the state. <u>1.A.1</u> - The school's learning goals are based on the state's adopted student academic standards. <u>1.A.2</u> - The school's learning goals are based on the district's adopted curricula. <u>1.B.1</u> - Student learning results are evidenced by the student performance on statewide assessments. <u>1.B.2</u> - Student learning results are evidenced by the student growth on statewide assessments. <u>1.B.3</u> - Student learning results are evidenced by the student performance of district-determined assessments that are implemented by the district under Section 1008.22, F.S. <u>1.B.4</u> - Student learning results are evidenced by the student growth in district-determined assessments that are implemented by the district under Section 1008.22, F.S. <u>1.B.5</u> - Student learning results are evidenced by the student performance on international assessments. <u>1.B.6</u> - Student learning results are evidenced by the student growth on international assessments. <u>1.B.7</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the district. <u>1.B.8</u> - Student learning results are evidenced by the student growth in other indicators of student success adopted by the district. <u>1.B.9</u> - Student learning results are evidenced by the student performance on other indicators of student success adopted by the state.</p>
<p>FPL Standard 1 - Indicator B 1.B. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</p>	<p>FPL Standard 1 - Indicator B <u>1.B.6</u> - Student learning results are evidenced by the student growth on international assessments. (negative correlation) <u>1.B.5</u> - Student learning results are evidenced by the student performance on international assessments. (negative correlation) <u>1.B.2</u> - Student learning results are evidenced by the student growth on statewide assessments. <u>1.B.4</u> - Student learning results are evidenced by the student growth in district-determined assessments that are implemented by the district under Section 1008.22, F.S.</p>	<p>FPL Standard 1 - Indicator B <u>1.B.5</u> - Student learning results are evidenced by the student performance on international assessments. <u>1.B.6</u> - Student learning results are evidenced by the student growth on international assessments.</p>	
	<p>FPL Standard 1 - Indicator C <u>1.A.1</u> - The school's learning goals are based on the state's adopted student academic standards. <u>1.A.2</u> - The school's learning goals are based on the district's adopted curricula. <u>1.B.1</u> - Student learning results are evidenced by the student performance on statewide assessments. (negative correlation)</p>		

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<p>Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</p>			
FPL Standard 2 - Indicator A	FPL Standard 2 - Indicator A	FPL Standard 2 - Indicator A	FPL Standard 2 - Indicator A
<p>2.A Enables faculty and staff to work as a system focused on student learning;</p>	<p><u>2.A.1</u> - Enables faculty to work as a system focused on student learning. <u>2.D.2</u> - Engages staff in efforts to close learning performance gaps among student subgroups within the school. <u>2.A.2</u> - Enables staff to work as a system focused on student learning. <u>2.D.1</u> - Engages faculty in efforts to close learning performance gaps among student subgroups within the school. <u>2.B.1</u> - Maintains a school climate that supports student engagement in learning.</p>	<p><u>2.D.2</u> - Engages staff in efforts to close learning performance gaps among student subgroups within the school. <u>2.D.1</u> - Engages faculty in efforts to close learning performance gaps among student subgroups within the school. <u>2.C.1</u> - Generates high expectations for learning growth by all students.</p>	<p><u>2.A.1</u> - Enables faculty to work as a system focused on student learning. <u>2.D.2</u> - Engages staff in efforts to close learning performance gaps among student subgroups within the school. <u>2.A.2</u> - Enables staff to work as a system focused on student learning. <u>2.D.1</u> - Engages faculty in efforts to close learning performance gaps among student subgroups within the school. <u>2.D.2</u> - Engages staff in efforts to close learning performance gaps among student subgroups within the school. <u>2.B.1</u> - Maintains a school climate that supports student engagement in learning. <u>2.C.1</u> - Generates high expectations for learning growth by all students.</p>
FPL Standard 2 - Indicator B	FPL Standard 2 - Indicator B	FPL Standard 2 - Indicator B	
<p>2.B Maintains a school climate that supports student engagement in learning;</p>	<p><u>2.C.1</u> - Generates high expectations for learning growth by all students. <u>2.D.2</u> - Engages staff in efforts to close learning performance gaps among student subgroups within the school.</p>	<p><u>2.A.2</u> - Enables staff to work as a system focused on student learning. <u>2.A.1</u> - Enables faculty to work as a system focused on student learning. <u>2.B.1</u> - Maintains a school climate that supports student engagement in learning.</p>	
FPL Standard 2 - Indicator C			
<p>2.C Generates high expectations for learning growth by all students; and</p>			
FPL Standard 2 - Indicator D			
<p>2.D Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p>			

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<p>Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p>			
<p>FPL Standard 3 - Indicator A 3.A Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;</p>	<p>FPL Standard 3 - Indicator A <u>3.D.4</u> - Implements the state's adopted academic standards in a manner that is rigorous to the school. <u>3.D.3</u> - Implements the state's adopted academic standards in a manner that is rigorous for the students. <u>3.D.2</u> - Implements the district's adopted curricula in a manner that is rigorous for the school. <u>3.D.1</u> - Implements the district's adopted curricula in a manner that is rigorous for the students. <u>3.E.3</u> - Ensures the appropriate use of high quality formative assessments aligned with the curricula. <u>3.E.1</u> - Ensures the appropriate use of high quality formative assessments aligned with the adopted standards. <u>3.E.4</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted curricula. <u>3.E.2</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted standards.</p>	<p>FPL Standard 3 - Indicator A <u>3.E.2</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted standards. <u>3.E.4</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted curricula. <u>3.E.3</u> - Ensures the appropriate use of high quality formative assessments aligned with the curricula. <u>3.E.1</u> - Ensures the appropriate use of high quality formative assessments aligned with the adopted standards. <u>3.A.1</u> - Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.</p>	<p>FPL Standard 3 - Indicator A <u>3.D.5</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the students. <u>3.D.6</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the school. <u>3.D.7</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the students. <u>3.D.8</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the school. <u>3.E.4</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted curricula. <u>3.E.3</u> - Ensures the appropriate use of high quality formative assessments aligned with the curricula. <u>3.E.2</u> - Ensures the appropriate use of high quality interim assessments aligned with the adopted standards. <u>3.E.1</u> - Ensures the appropriate use of high quality formative assessments aligned with the adopted standards. <u>3.C.1</u> - Communicates the relationships among academic standards, effective instruction, and student performance. <u>3.B.1</u> - Engages in data analysis for instructional planning. <u>3.B.2</u> - Engages in data analysis for instructional improvement.</p>
<p>FPL Standard 3 - Indicator B 3.B Engages in data analysis for instructional planning and improvement;</p>	<p>FPL Standard 3 - Indicator B <u>3.D.8</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the school. <u>3.D.7</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the students. <u>3.D.6</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the school. <u>3.D.5</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the students.</p>	<p>FPL Standard 3 - Indicator B <u>3.D.1</u> - Implements the district's adopted curricula in a manner that is rigorous for the students. <u>3.D.2</u> - Implements the district's adopted curricula in a manner that is rigorous for the school. <u>3.D.3</u> - Implements the state's adopted academic standards in a manner that is rigorous for the students. <u>3.D.4</u> - Implements the state's adopted academic standards in a manner that is rigorous to the school.</p>	<p>FPL Standard 3 - Indicator B <u>3.D.4</u> - Implements the state's adopted academic standards in a manner that is rigorous to the school. <u>3.D.3</u> - Implements the state's adopted academic standards in a manner that is rigorous for the students. <u>3.D.1</u> - Implements the district's adopted curricula in a manner that is rigorous for the students. <u>3.D.2</u> - Implements the district's adopted curricula in a manner that is rigorous for the school. <u>3.A.1</u> - Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.</p>
<p>FPL Standard 3 - Indicator C 3.C Communicates the relationships among academic standards, effective instruction, and student performance;</p>	<p>FPL Standard 3 - Indicator C <u>3.C.1</u> - Communicates the relationships among academic standards, effective instruction, and student performance. <u>3.A.1</u> - Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.</p>	<p>FPL Standard 3 - Indicator C <u>3.D.7</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the students. <u>3.D.6</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the school. <u>3.D.5</u> - Implements the district's adopted curricula in a manner that is culturally relevant to the students. <u>3.D.8</u> - Implements the state's adopted academic standards in a manner that is culturally relevant to the school.</p>	
<p>FPL Standard 3 - Indicator D 3.D Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and</p>	<p>FPL Standard 3 - Indicator D <u>3.B.1</u> - Engages in data analysis for instructional planning. <u>3.B.2</u> - Engages in data analysis for instructional improvement.</p>	<p>FPL Standard 3 - Indicator D <u>3.B.1</u> - Engages in data analysis for instructional planning. <u>3.B.2</u> - Engages in data analysis for instructional improvement. <u>3.C.1</u> - Communicates the relationships among academic standards, effective instruction, and student performance;</p>	

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<p><i>FPL Standard 3 - Indicator E</i> 3.E Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p>			

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<p>Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</p>			
FPL Standard 4 - Indicator A	FPL Standard 4 - Indicator A	FPL Standard 4 - Indicator A	FPL Standard 4 - Indicator A
<p>4.A Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;</p>	<p><u>4.D.6</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional improvement. <u>4.C.1</u> - Employs a faculty with the instructional proficiencies needed for the school population served. <u>4.D.7</u> - Identifies faculty instructional proficiency needs, including standards-based content for the use of instructional technology. <u>4.D.9</u> - Identifies faculty instructional proficiency needs, including data analysis for the use of instructional technology <u>4.D.3</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional planning. <u>4.D.5</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional improvement.</p>	<p><u>4.D.7</u> - Identifies faculty instructional proficiency needs, including standards-based content for the use of instructional technology. <u>4.D.9</u> - Identifies faculty instructional proficiency needs, including data analysis for the use of instructional technology. <u>4.D.8</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for the use of instructional technology. <u>4.D.2</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional planning. <u>4.D.3</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional planning. <u>4.D.4</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional improvement. <u>4.D.6</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional improvement. <u>4.D.5</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional improvement. <u>4.D.1</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional planning. <u>4.E.1</u> - Implements professional learning that enables faculty to deliver culturally relevant instruction.</p>	<p><u>4.D.1</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional planning. <u>4.D.3</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional planning. <u>4.D.2</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional planning. <u>4.D.7</u> - Identifies faculty instructional proficiency needs, including standards-based content for the use of instructional technology. <u>4.D.8</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for the use of instructional technology. <u>4.D.4</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional improvement. <u>4.D.6</u> - Identifies faculty instructional proficiency needs, including data analysis for instructional improvement. <u>4.D.9</u> - Identifies faculty instructional proficiency needs, including data analysis for the use of instructional technology. <u>4.E.1</u> - Implements professional learning that enables faculty to deliver culturally relevant instruction. <u>4.C.1</u> - Employs a faculty with the instructional proficiencies needed for the school population served. <u>4.D.5</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional improvement. <u>4.A.4</u> - Generates a focus on professional learning in the school that is clearly linked to the school improvement plan.</p>
FPL Standard 4 – Indicator B	FPL Standard 4 – Indicator B	FPL Standard 4 – Indicator B	FPL Standard 4 – Indicator B
<p>4.B Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</p>	<p><u>4.F.6</u> - Engages faculty in effective collaborative professional learning throughout the school year. <u>4.F.2</u> - Provides time for effective individual professional learning throughout the school year. <u>4.A.4</u> - Generates a focus on professional learning in the school that is clearly linked to the school improvement plan. <u>4.F.5</u> - Provides time for effective collaborative professional learning throughout the school year. <u>4.A.3</u> - Generates a focus on student learning in the school that is clearly linked to the school improvement plan. <u>4.D.4</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional improvement.</p>	<p><u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives. <u>4.A.2</u> - Generates a focus on professional learning in the school that is clearly linked to the system-wide strategic objectives. <u>4.A.3</u> - Generates a focus on student learning in the school that is clearly linked to the school improvement plan. <u>4.A.4</u> - Generates a focus on professional learning in the school that is clearly linked to the school improvement plan. <u>4.F.6</u> - Engages faculty in effective collaborative professional learning throughout the school year. <u>4.F.5</u> - Provides time for effective collaborative professional learning throughout the school year. (weak correlation)</p>	<p><u>4.F.6</u> - Engages faculty in effective collaborative professional learning throughout the school year. <u>4.F.3</u> - Engages faculty in effective individual professional learning throughout the school year. <u>4.F.5</u> - Provides time for effective collaborative professional learning throughout the school year. <u>4.F.4</u> - Provides resources for effective collaborative professional learning throughout the school year. <u>4.F.1</u> - Provides resources for effective individual professional learning throughout the school year. <u>4.F.2</u> - Provides time for effective individual professional learning throughout the school year.</p>
FPL Standard 4 - Indicator C	FPL Standard 4 - Indicator C	FPL Standard 4 - Indicator C	FPL Standard 4 - Indicator C
<p>4.C Employs a faculty with the instructional proficiencies needed for the school population served;</p>	<p><u>4.F.4</u> - Provides resources for effective collaborative professional learning throughout the school year. <u>4.F.3</u> - Engages faculty in effective individual professional learning throughout the school year. <u>4.D.8</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for the use of instructional technology. <u>4.D.1</u> - Identifies faculty instructional proficiency needs, including standards-based content for instructional planning. <u>4.D.2</u> - Identifies faculty instructional proficiency needs, including research-based pedagogy for instructional planning.</p>	<p><u>4.F.2</u> - Provides time for effective individual professional learning throughout the school year. <u>4.F.4</u> - Provides resources for effective collaborative professional learning throughout the school year. <u>4.F.1</u> - Provides resources for effective individual professional learning throughout the school year. <u>4.E.2</u> - Implements professional learning that enables faculty to deliver differentiated instruction. <u>4.C.1</u> - Employs a faculty with the instructional proficiencies needed for the school population served. (weak correlation)</p>	<p><u>4.B.3</u> - Provides timely feedback to faculty on the effectiveness of instruction. <u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives. <u>4.B.1</u> - Evaluates faculty on the effectiveness of instruction. <u>4.B.2</u> - Monitors faculty on the effectiveness of instruction</p>

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<p>FPL Standard 4 - Indicator D 4.D Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;</p>	<p>FPL Standard 4 - Indicator D</p> <p><u>4.B.1</u> - Evaluates faculty on the effectiveness of instruction.</p> <p><u>4.B.3</u> - Provides timely feedback to faculty on the effectiveness of instruction.<u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives.</p> <p><u>4.B.2</u> - Monitors faculty on the effectiveness of instruction</p> <p><u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives.</p>	<p>FPL Standard 4 - Indicator D</p> <p><u>4.B.1</u> - Evaluates faculty on the effectiveness of instruction.</p> <p><u>4.B.2</u> - Monitors faculty on the effectiveness of instruction</p> <p><u>4.B.3</u> - Provides timely feedback to faculty on the effectiveness of instruction.<u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives.</p> <p><u>4.F.3</u> - Engages faculty in effective individual professional learning throughout the school year.</p>	<p>FPL Standard 4 - Indicator D</p> <p><u>4.A.1</u> - Generates a focus on student learning in the school that is clearly linked to the system-wide strategic objectives.</p> <p><u>4.A.2</u> - Generates a focus on professional learning in the school that is clearly linked to the system-wide strategic objectives.</p>
<p>FPL Standard 4 - Indicator E 4.E Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and</p>	<p>FPL Standard 4 - Indicator E</p> <p><u>4.A.2</u> - Generates a focus on professional learning in the school that is clearly linked to the system-wide strategic objectives.</p> <p><u>4.E.2</u> - Implements professional learning that enables faculty to deliver differentiated instruction.</p>		<p>FPL Standard 4 - Indicator E</p> <p><u>4.E.2</u> - Implements professional learning that enables faculty to deliver differentiated instruction.</p> <p><u>4.A.3</u> - Generates a focus on student learning in the school that is clearly linked to the school improvement plan. (negative correlation)</p>
<p>FPL Standard 4 - Indicator F 4.F Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>	<p>FPL Standard 4 - Indicator F</p> <p><u>4.E.1</u> - Implements professional learning that enables faculty to deliver culturally relevant instruction.</p>		

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<p>Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</p>			
<p>FPL Standard 5 - Indicator A 5.A Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</p>	<p>FPL Standard 5 - Indicator A</p> <p><u>5.C.8</u> - Promotes classroom practices that value differences among students.</p> <p><u>5.C.7</u> - Promotes school practices that value differences among students.</p> <p><u>5.B.2</u> - Uses diversity as an asset in the development of procedures that motivate all students.</p> <p><u>5.B.10</u> - Uses diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.4</u> - Uses diversity as an asset in the implementation of procedures that motivate all students.</p> <p><u>5.B.14</u> - Uses diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.C.5</u> - Promotes school practices that validate differences among students.</p> <p><u>5.B.16</u> - Uses diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.12</u> - Uses diversity as an asset in the implementation of procedures that improve student learning.</p> <p><u>5.C.6</u> - Promotes classroom practices that validate differences among students.</p> <p><u>5.C.1</u> - Promotes school practices that validate similarities among students.</p> <p><u>5.C.2</u> - Promotes classroom practices that validate similarities among students.</p> <p><u>5.C.4</u> - Promotes classroom practices that value similarities among students.</p> <p><u>5.B.8</u> - Uses diversity as an asset in the implementation of practices that motivate all students.</p> <p><u>5.C.3</u> - Promotes school practices that value similarities among students.</p> <p><u>5.B.6</u> - Uses diversity as an asset in the development of practices that motivate all students.</p> <p><u>5.F.13</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.9</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.10</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.14</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p>	<p>FPL Standard 5 - Indicator A</p> <p><u>5.F.5</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.6</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.10</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.13</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.3</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.4</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.7</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.2</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.14</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.8</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.9</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.1</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.11</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.12</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.16</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.15</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p>	<p>FPL Standard 5 - Indicator A</p> <p><u>5.A.1</u> - Maintains a safe student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.2</u> - Maintains a respectful student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.3</u> - Maintains an inclusive student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.6</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.5</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.4</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.D.1</u> - Provides recurring monitoring on the quality of the learning environment.</p> <p><u>5.A.7</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.D.2</u> - Provides recurring feedback on the quality of the learning environment.</p> <p><u>5.A.9</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.A.8</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.E.1</u> - Initiates continuous improvement processes focused on the students' opportunities for success.</p> <p><u>5.E.3</u> - Initiates continuous improvement processes focused on the students' opportunities for well-being.</p> <p><u>5.E.2</u> - Supports continuous improvement processes focused on the students' opportunities for success.</p> <p><u>5.E.4</u> - Supports continuous improvement processes focused on the students' opportunities for well-being.</p> <p><u>5.F.15</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.11</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p>
<p>FPL Standard 5 - Indicator B</p>	<p>FPL Standard 5 - Indicator B</p>	<p>FPL Standard 5 - Indicator B</p>	<p>FPL Standard 5 - Indicator B</p>

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>5.B Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</p>	<p><u>5.F.12</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.16</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.11</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.3</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.15</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.4</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.7</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.8</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.A.9</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.A.7</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.A.8</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p>	<p><u>5.C.4</u> - Promotes classroom practices that value similarities among students.</p> <p><u>5.C.2</u> - Promotes classroom practices that validate similarities among students.</p> <p><u>5.C.5</u> - Promotes school practices that validate differences among students.</p> <p><u>5.C.3</u> - Promotes school practices that value similarities among students.</p> <p><u>5.C.7</u> - Promotes school practices that value differences among students.</p> <p><u>5.C.6</u> - Promotes classroom practices that validate differences among students.</p> <p><u>5.C.8</u> - Promotes classroom practices that value differences among students.</p> <p><u>5.C.1</u> - Promotes school practices that validate similarities among students.</p> <p><u>5.E.1</u> - Initiates continuous improvement processes focused on the students' opportunities for success.</p> <p><u>5.E.4</u> - Supports continuous improvement processes focused on the students' opportunities for well-being.</p> <p><u>5.E.2</u> - Supports continuous improvement processes focused on the students' opportunities for success.</p> <p><u>5.E.3</u> - Initiates continuous improvement processes focused on the students' opportunities for well-being.</p>	<p><u>5.B.8</u> - Uses diversity as an asset in the implementation of practices that motivate all students.</p> <p><u>5.B.4</u> - Uses diversity as an asset in the implementation of procedures that motivate all students.</p> <p><u>5.B.14</u> - Uses diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.B.16</u> - Uses diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.6</u> - Uses diversity as an asset in the development of practices that motivate all students.</p> <p><u>5.B.2</u> - Uses diversity as an asset in the development of procedures that motivate all students.</p> <p><u>5.B.10</u> - Uses diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.12</u> - Uses diversity as an asset in the implementation of procedures that improve student learning.</p> <p><u>5.C.6</u> - Promotes classroom practices that validate differences among students.</p> <p><u>5.C.5</u> - Promotes school practices that validate differences among students.</p> <p><u>5.F.8</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.12</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.16</u> - Engages faculty in understanding developmental issues related to student learning by addressing strategies to eliminate achievement gaps.</p>
<p>FPL Standard 5 - Indicator C 5.C Promotes school and classroom practices that validate and value similarities and differences among students;</p>	<p>FPL Standard 5 - Indicator C <u>5.B.15</u> - Recognizes diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.5</u> - Recognizes diversity as an asset in the development of practices that motivate all students.</p> <p><u>5.B.3</u> - Recognizes diversity as an asset in the implementation of procedures that motivate all students.</p> <p><u>5.B.9</u> - Recognizes diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.11</u> - Recognizes diversity as an asset in the implementation of procedures that improve student learning.</p> <p><u>5.B.13</u> - Recognizes diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.B.7</u> - Recognizes diversity as an asset in the implementation of practices that motivate all students.</p> <p><u>5.B.1</u> - Recognizes diversity as an asset in the development of procedures that motivate all students.</p>	<p>FPL Standard 5 - Indicator C <u>5.B.16</u> - Uses diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.14</u> - Uses diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.B.10</u> - Uses diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.12</u> - Uses diversity as an asset in the implementation of procedures that improve student learning.</p> <p><u>5.B.15</u> - Recognizes diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.11</u> - Recognizes diversity as an asset in the implementation of procedures that improve student learning.</p> <p><u>5.B.13</u> - Recognizes diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.B.4</u> - Uses diversity as an asset in the implementation of procedures that motivate all students.</p> <p><u>5.B.9</u> - Recognizes diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.6</u> - Uses diversity as an asset in the development of practices that motivate all students.</p> <p><u>5.B.8</u> - Uses diversity as an asset in the implementation of practices that motivate all students.</p>	<p>FPL Standard 5 - Indicator C <u>5.F.1</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.5</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.6</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.2</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.10</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.9</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to eliminate achievement gaps.</p> <p><u>5.F.13</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.14</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to eliminate achievement gaps.</p> <p><u>5.F.3</u> - Engages faculty in recognizing developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.C.7</u> - Promotes school practices that value differences among students.</p> <p><u>5.C.8</u> - Promotes classroom practices that value differences among students.</p>

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
FPL Standard 5 - Indicator E	FPL Standard 5 - Indicator E	FPL Standard 5 - Indicator D	FPL Standard 5 - Indicator D
5.D Provides recurring monitoring and feedback on the quality of the learning environment;	<p><u>5.D.2</u> - Provides recurring feedback on the quality of the learning environment.</p> <p><u>5.D.1</u> - Provides recurring monitoring on the quality of the learning environment.</p> <p><u>5.A.1</u> - Maintains a safe student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.2</u> - Maintains a respectful student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.3</u> - Maintains an inclusive student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.6</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.5</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.4</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.E.2</u> - Supports continuous improvement processes focused on the students' opportunities for success.</p>	<p><u>5.A.4</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.2</u> - Maintains a respectful student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.A.5</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.3</u> - Maintains an inclusive student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.B.1</u> - Recognizes diversity as an asset in the development of procedures that motivate all students.</p> <p><u>5.A.6</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a democratic society.</p> <p><u>5.A.1</u> - Maintains a safe student-centered learning environment that is focused on equitable opportunities for learning.</p> <p><u>5.B.7</u> - Recognizes diversity as an asset in the implementation of practices that motivate all students.</p> <p><u>5.B.3</u> - Recognizes diversity as an asset in the implementation of procedures that motivate all students. (weak correlation)</p> <p><u>5.B.5</u> - Recognizes diversity as an asset in the development of practices that motivate all students. (weak correlation)</p>	<p><u>5.F.4</u> - Engages faculty in understanding developmental issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.7</u> - Engages faculty in recognizing developmental issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.B.9</u> - Recognizes diversity as an asset in the development of procedures that improve student learning.</p> <p><u>5.B.5</u> - Recognizes diversity as an asset in the development of practices that motivate all students.</p> <p><u>5.B.15</u> - Recognizes diversity as an asset in the implementation of practices that improve student learning.</p> <p><u>5.B.13</u> - Recognizes diversity as an asset in the development of practices that improve student learning.</p> <p><u>5.B.7</u> - Recognizes diversity as an asset in the implementation of practices that motivate all students.</p> <p><u>5.B.1</u> - Recognizes diversity as an asset in the development of procedures that motivate all students.</p> <p><u>5.B.3</u> - Recognizes diversity as an asset in the implementation of procedures that motivate all students.</p> <p><u>5.B.11</u> - Recognizes diversity as an asset in the implementation of procedures that improve student learning.</p>
FPL Standard 5 - Indicator E	FPL Standard 5 - Indicator E	FPL Standard 5 - Indicator E	FPL Standard 5 - Indicator E
5.E Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	<p><u>5.F.5</u> - Engages faculty in recognizing cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.6</u> - Engages faculty in understanding cultural issues related to student learning by addressing strategies to minimize achievement gaps.</p> <p><u>5.F.1</u> - Engages faculty in recognizing cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p> <p><u>5.F.2</u> - Engages faculty in understanding cultural issues related to student learning by identifying strategies to minimize achievement gaps.</p>	<p><u>5.A.7</u> - Maintains a safe student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.A.9</u> - Maintains an inclusive student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p> <p><u>5.A.8</u> - Maintains a respectful student-centered learning environment that is focused on building a foundation for a fulfilling life in a global economy.</p>	<p><u>5.C.1</u> - Promotes school practices that validate similarities among students.</p> <p><u>5.C.3</u> - Promotes school practices that value similarities among students.</p> <p><u>5.C.2</u> - Promotes classroom practices that validate similarities among students.</p> <p><u>5.C.4</u> - Promotes classroom practices that value similarities among students.</p>
FPL Standard 5 - Indicator F	FPL Standard 5 - Indicator F	FPL Standard 5 - Indicator F	
5.F Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	<p><u>5.E.3</u> - Initiates continuous improvement processes focused on the students' opportunities for well-being.</p> <p><u>5.E.1</u> - Initiates continuous improvement processes focused on the students' opportunities for success.</p>	<p><u>5.D.2</u> - Provides recurring feedback on the quality of the learning environment.</p> <p><u>5.D.1</u> - Provides recurring monitoring on the quality of the learning environment.</p>	
	FPL Standard 5 - Indicator G	FPL Standard 5 - Indicator G	
	<p><u>5.E.4</u> - Supports continuous improvement processes focused on the students' opportunities for well-being.</p>	<p><u>5.B.2</u> - Uses diversity as an asset in the development of procedures that motivate all students.</p>	

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p>			
<p>FPL Standard 6 - Indicator A 6.A Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;</p>	<p>FPL Standard 6 - Indicator A <u>6.C.6</u> - Revises as needed. <u>6.C.1</u> - Evaluates decisions for effectiveness. <u>6.C.2</u> - Evaluates decisions for equity. <u>6.C.5</u> - Implements follow-up actions. <u>6.C.3</u> - Evaluates decisions for intended outcome. <u>6.D.2</u> - Distributes leadership when appropriate. <u>6.C.4</u> - Evaluates decisions for actual outcome. <u>6.B.1</u> - Uses critical thinking techniques to define problems.</p>	<p>FPL Standard 6 - Indicator A <u>6.C.4</u> - Evaluates decisions for actual outcome. <u>6.C.3</u> - Evaluates decisions for intended outcome. <u>6.C.1</u> - Evaluates decisions for effectiveness. <u>6.C.6</u> - Revises as needed. <u>6.C.2</u> - Evaluates decisions for equity. <u>6.C.5</u> - Implements follow-up actions.</p>	<p>FPL Standard 6 - Indicator A <u>6.D.1</u> - Empowers others. <u>6.C.6</u> - Revises as needed. <u>6.E.2</u> - Uses effective technology integration to enhance efficiency throughout the school. <u>6.B.2</u> - Uses problem solving techniques to define problems. <u>6.C.5</u> - Implements follow-up actions. <u>6.C.1</u> - Evaluates decisions for effectiveness. <u>6.C.3</u> - Evaluates decisions for intended outcome. <u>6.C.4</u> - Evaluates decisions for actual outcome. <u>6.B.4</u> - Uses problem solving techniques to identify solutions. <u>6.B.1</u> - Uses critical thinking techniques to define problems. <u>6.E.1</u> - Uses effective technology integration to enhance decision making throughout the school.</p>
<p>FPL Standard 6 - Indicator B 6.B Uses critical thinking and problem solving techniques to define problems and identify solutions;</p>	<p>FPL Standard 6 - Indicator B <u>6.B.2</u> - Uses problem solving techniques to define problems. <u>6.B.4</u> - Uses problem solving techniques to identify solutions.</p>	<p>FPL Standard 6 - Indicator B <u>6.B.4</u> - Uses problem solving techniques to identify solutions. <u>6.B.2</u> - Uses problem solving techniques to define problems. <u>6.B.1</u> - Uses critical thinking techniques to define problems. <u>6.A.1</u> - Gives priority attention to decisions that impact the quality of student learning. <u>6.A.2</u> - Gives priority attention to decisions that impact the quality of teacher proficiency.</p>	<p>FPL Standard 6 - Indicator B <u>6.A.2</u> - Gives priority attention to decisions that impact the quality of teacher proficiency. <u>6.A.1</u> - Gives priority attention to decisions that impact the quality of student learning. <u>6.D.2</u> - Distributes leadership when appropriate. <u>6.C.2</u> - Evaluates decisions for equity.</p>
<p>FPL Standard 6 - Indicator C 6.C Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;</p>	<p>FPL Standard 6 - Indicator C <u>6.A.1</u> - Gives priority attention to decisions that impact the quality of student learning. <u>6.A.2</u> - Gives priority attention to decisions that impact the quality of teacher proficiency. <u>6.D.1</u> - Empowers others.</p>	<p>FPL Standard 6 - Indicator C <u>6.D.2</u> - Distributes leadership when appropriate. <u>6.D.1</u> - Empowers others.</p>	
<p>FPL Standard 6 - Indicator D 6.D Empowers others and distributes leadership when appropriate; and</p>	<p>FPL Standard 6 - Indicator D <u>6.E.2</u> - Uses effective technology integration to enhance efficiency throughout the school. <u>6.E.1</u> - Uses effective technology integration to enhance decision making throughout the school.</p>	<p>FPL Standard 6 - Indicator D <u>6.E.2</u> - Uses effective technology integration to enhance efficiency throughout the school. <u>6.E.1</u> - Uses effective technology integration to enhance decision making throughout the school.</p>	
<p>FPL Standard 6 - Indicator E 6.E Uses effective technology integration to enhance decision making and efficiency throughout the school.</p>	<p>Missing <u>6.B.3</u> - Uses critical thinking techniques to identify solutions.</p>	<p>Missing <u>6.B.3</u> - Uses critical thinking techniques to identify solutions.</p>	<p>Missing <u>6.B.3</u> - Uses critical thinking techniques to identify solutions.</p>

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.			
FPL Standard 7 - Indicator A	FPL Standard 7 - Indicator A	FPL Standard 7 - Indicator A	FPL Standard 7 - Indicator A
7.A Identifies and cultivates potential and emerging leaders;	<u>7.E.1</u> - Develops sustainable relationships between school leaders, parents, community, higher education and business leaders. <u>7.E.2</u> - Develops supportive relationships between school leaders, parents, community, higher education and business leaders. <u>7.D.1</u> - Promotes teacher-leadership functions focused on instructional proficiency. <u>7.D.2</u> - Promotes teacher-leadership functions focused on student learning. <u>7.A.4</u> - Cultivates emerging leaders. <u>7.A.2</u> - Cultivates potential leaders.	<u>7.A.3</u> - Identifies emerging leaders. <u>7.A.1</u> - Identifies potential leaders. <u>7.A.4</u> - Cultivates emerging leaders. <u>7.A.2</u> - Cultivates potential leaders. <u>7.D.2</u> - Promotes teacher-leadership functions focused on student learning. <u>7.B.2</u> - Provides evidence of trust in subordinate leaders. <u>7.D.1</u> - Promotes teacher-leadership functions focused on instructional proficiency. <u>7.B.1</u> - Provides evidence of delegation in subordinate leaders. <u>7.C.1</u> - Plans for succession management in key positions.	<u>7.B.1</u> - Provides evidence of delegation in subordinate leaders. <u>7.A.4</u> - Cultivates emerging leaders. <u>7.D.1</u> - Promotes teacher-leadership functions focused on instructional proficiency. <u>7.C.1</u> - Plans for succession management in key positions. <u>7.A.2</u> - Cultivates potential leaders. <u>7.B.2</u> - Provides evidence of trust in subordinate leaders.
FPL Standard 7 - Indicator B	FPL Standard 7 - Indicator B	FPL Standard 7 - Indicator B	FPL Standard 7 - Indicator B
7.B Provides evidence of delegation and trust in subordinate leaders;	<u>7.A.1</u> - Identifies potential leaders. <u>7.A.3</u> - Identifies emerging leaders.	<u>7.E.1</u> - Develops sustainable relationships between school leaders, parents, community, higher education and business leaders. <u>7.E.2</u> - Develops supportive relationships between school leaders, parents, community, higher education and business leaders.	<u>7.E.1</u> - Develops sustainable relationships between school leaders, parents, community, higher education and business leaders. <u>7.E.2</u> - Develops supportive relationships between school leaders, parents, community, higher education and business leaders. <u>7.A.1</u> - Identifies potential leaders. <u>7.A.3</u> - Identifies emerging leaders. <u>7.D.2</u> - Promotes teacher-leadership functions focused on student learning.
FPL Standard 7 - Indicator C	FPL Standard 7 - Indicator C		
7.C Plans for succession management in key positions;	<u>7.B.1</u> - Provides evidence of delegation in subordinate leaders. <u>7.C.1</u> - Plans for succession management in key positions. <u>7.B.2</u> - Provides evidence of trust in subordinate leaders.		
FPL Standard 7 - Indicator D			
7.D Promotes teacher-leadership functions focused on instructional proficiency and student learning; and			
FPL Standard 7 - Indicator E			
7.E Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.			

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p>			
<p>FPL Standard 8 - Indicator A 8.A Organizes time, tasks and projects effectively with clear objectives and coherent plans;</p>	<p>FPL Standard 8 - Indicator A <u>8.A.2</u> - Organizes tasks effectively with clear objectives. <u>8.A.3</u> - Organizes projects effectively with clear objectives. <u>8.A.1</u> - Organizes time effectively with clear objectives. <u>8.A.5</u> - Organizes tasks effectively with coherent plans. <u>8.A.6</u> - Organizes projects effectively with coherent plans. <u>8.B.1</u> - Establishes appropriate deadlines for him/herself. <u>8.B.2</u> - Establishes appropriate deadlines for the entire organization.</p>	<p>FPL Standard 8 - Indicator A <u>8.C.6</u> - Allocates resources to promote collegial efforts in faculty development. <u>8.C.2</u> - Delegates to promote collegial efforts in school improvement. <u>8.C.5</u> - Delegates to promote collegial efforts in faculty development. <u>8.C.4</u> - Manages schedules to promote collegial efforts in faculty development. <u>8.C.3</u> - Allocates resources to promote collegial efforts in school improvement. <u>8.C.1</u> - Manages schedules to promote collegial efforts in school improvement.</p>	<p>FPL Standard 8 - Indicator A <u>8.C.6</u> - Allocates resources to promote collegial efforts in faculty development. <u>8.C.1</u> - Manages schedules to promote collegial efforts in school improvement. <u>8.C.3</u> - Allocates resources to promote collegial efforts in school improvement. <u>8.C.2</u> - Delegates to promote collegial efforts in school improvement. <u>8.C.4</u> - Manages schedules to promote collegial efforts in faculty development. <u>8.C.5</u> - Delegates to promote collegial efforts in faculty development. <u>8.D.1</u> - Is fiscally responsible. <u>8.D.2</u> - Maximizes the impact of fiscal resources on instructional priorities.</p>
<p>FPL Standard 8 - Indicator B 8.B Establishes appropriate deadlines for him/herself and the entire organization;</p>	<p>FPL Standard 8 - Indicator B <u>8.C.1</u> - Manages schedules to promote collegial efforts in school improvement. <u>8.C.4</u> - Manages schedules to promote collegial efforts in faculty development. <u>8.C.3</u> - Allocates resources to promote collegial efforts in school improvement. <u>8.C.6</u> - Allocates resources to promote collegial efforts in faculty development. <u>8.C.2</u> - Delegates to promote collegial efforts in school improvement. <u>8.C.5</u> - Delegates to promote collegial efforts in faculty development.</p>	<p>FPL Standard 8 - Indicator B <u>8.A.2</u> - Organizes tasks effectively with clear objectives. <u>8.A.6</u> - Organizes projects effectively with coherent plans. <u>8.A.3</u> - Organizes projects effectively with clear objectives. <u>8.A.5</u> - Organizes tasks effectively with coherent plans. <u>8.A.4</u> - Organizes time effectively with coherent plans. <u>8.A.1</u> - Organizes time effectively with clear objectives. <u>8.B.1</u> - Establishes appropriate deadlines for him/herself. (weak correlation)</p>	<p>FPL Standard 8 - Indicator B <u>8.A.2</u> - Organizes tasks effectively with clear objectives. <u>8.A.3</u> - Organizes projects effectively with clear objectives. <u>8.B.1</u> - Establishes appropriate deadlines for him/herself. <u>8.A.1</u> - Organizes time effectively with clear objectives. <u>8.B.2</u> - Establishes appropriate deadlines for the entire organization. <u>8.A.4</u> - Organizes time effectively with coherent plans. <u>8.A.5</u> - Organizes tasks effectively with coherent plans. <u>8.A.6</u> - Organizes projects effectively with coherent plans.</p>
<p>FPL Standard 8 - Indicator C 8.C Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and</p>	<p>FPL Standard 8 - Indicator C <u>8.D.2</u> - Maximizes the impact of fiscal resources on instructional priorities. <u>8.D.1</u> - Is fiscally responsible.</p>	<p>FPL Standard 8 - Indicator C <u>8.D.2</u> - Maximizes the impact of fiscal resources on instructional priorities. <u>8.D.1</u> - Is fiscally responsible. <u>8.B.2</u> - Establishes appropriate deadlines for the entire organization.</p>	
<p>FPL Standard 8 - Indicator D 8.D Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</p>	<p>FPL Standard 8 - Indicator D <u>8.A.4</u> - Organizes time effectively with coherent plans.</p>		

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</p>			
<p>FPL Standard 9 - Indicator A</p>	<p>FPL Standard 9 - Indicator A</p>	<p>FPL Standard 9 - Indicator A</p>	<p>FPL Standard 9 - Indicator A</p>
<p>9.A Actively listens to and learns from students, staff, parents, and community stakeholders; Recognizes individuals for effective performance;</p>	<p><u>9.B.2</u> - Communicates student expectations to parents.</p> <p><u>9.B.5</u> - Communicates student performance information to parents.</p> <p><u>9.F.6</u> - Ensures faculty receives timely information about all other state administrative decisions.</p> <p><u>9.F.5</u> - Ensures faculty receives timely information about all other state administrative requirements.</p> <p><u>9.C.1</u> - Maintains high visibility at school.</p> <p><u>9.F.7</u> - Ensures faculty receives timely information about all other federal administrative requirements.</p> <p><u>9.F.8</u> - Ensures faculty receives timely information about all other federal administrative decisions.</p> <p><u>9.F.3</u> - Ensures faculty receives timely information about all other local administrative requirements.</p> <p><u>9.A.7</u> - Actively learns from parents.</p> <p><u>9.A.8</u> - Actively learns from community stakeholders.</p> <p><u>9.A.4</u> - Actively listens to community stakeholders.</p> <p><u>9.B.4</u> - Communicates student performance information to students.</p> <p><u>9.F.4</u> - Ensures faculty receives timely information about all other local administrative decisions.</p> <p><u>9.F.1</u> - Ensures faculty receives timely information about student learning requirements.</p> <p><u>9.F.2</u> - Ensures faculty receives timely information about academic standards.</p> <p><u>9.D.4</u> - Creates opportunities within the school to engage community stakeholders in constructive conversations about important school issues.</p> <p><u>9.D.3</u> - Creates opportunities within the school to engage parents in constructive conversations about important school issues.</p> <p><u>9.B.3</u> - Communicates student expectations to community.</p> <p><u>9.B.6</u> - Communicates student performance information to community.</p> <p><u>9.B.1</u> - Communicates student expectations to students.</p> <p><u>9.A.1</u> - Actively listens to students.</p> <p><u>9.A.5</u> - Actively learns from students.</p> <p><u>9.A.3</u> - Actively listens to parents.</p> <p><u>9.D.1</u> - Creates opportunities within the school to engage students in constructive conversations about important school issues.</p> <p><u>9.D.2</u> - Creates opportunities within the school to engage faculty in constructive conversations about important school issues.</p> <p><u>9.A.2</u> - Actively listens to staff.</p> <p><u>9.A.6</u> - Actively learns from staff.</p> <p><u>9.C.2</u> - Maintains high visibility in the community</p>	<p><u>9.A.6</u> - Actively learns from staff.</p> <p><u>9.A.5</u> - Actively learns from students.</p> <p><u>9.A.1</u> - Actively listens to students.</p> <p><u>9.A.3</u> - Actively listens to parents.</p> <p><u>9.A.2</u> - Actively listens to staff.</p> <p><u>9.A.7</u> - Actively learns from parents.</p> <p><u>9.B.1</u> - Communicates student expectations to students.</p> <p><u>9.C.1</u> - Maintains high visibility at school.</p> <p><u>9.A.4</u> - Actively listens to community stakeholders.</p> <p><u>9.A.8</u> - Actively learns from community stakeholders.</p> <p><u>9.A.9</u> - Recognizes individuals for effective performance. (weak correlation)</p>	<p><u>9.F.7</u> - Ensures faculty receives timely information about all other federal administrative requirements.</p> <p><u>9.F.5</u> - Ensures faculty receives timely information about all other state administrative requirements.</p> <p><u>9.F.8</u> - Ensures faculty receives timely information about all other federal administrative decisions.</p> <p><u>9.F.6</u> - Ensures faculty receives timely information about all other state administrative decisions.</p> <p><u>9.F.3</u> - Ensures faculty receives timely information about all other local administrative requirements.</p> <p><u>9.F.2</u> - Ensures faculty receives timely information about academic standards.</p> <p><u>9.F.4</u> - Ensures faculty receives timely information about all other local administrative decisions.</p> <p><u>9.F.1</u> - Ensures faculty receives timely information about student learning requirements.</p> <p><u>9.D.2</u> - Creates opportunities within the school to engage faculty in constructive conversations about important school issues.</p> <p><u>9.D.4</u> - Creates opportunities within the school to engage community stakeholders in constructive conversations about important school issues.</p> <p><u>9.D.3</u> - Creates opportunities within the school to engage parents in constructive conversations about important school issues.</p> <p><u>9.B.6</u> - Communicates student performance information to community.</p> <p><u>9.B.3</u> - Communicates student expectations to community.</p> <p><u>9.C.2</u> - Maintains high visibility in the community</p>

Original Standard	Interns Cohort A: Post Assessment New Standard Groupings	Residents Cohort B: Post Assessment New Standard Groupings	Mentors Cohort A: Post Assessment New Standard Groupings
<p>FPL Standard 9 - Indicator B 9.B Communicates student expectations and performance information to students, parents, and community;</p>	<p><u>9.E.2</u> - Utilizes appropriate technologies for collaboration. <u>9.E.1</u> - Utilizes appropriate technologies for communication. <u>9.A.9</u> - Recognizes individuals for effective performance.</p>	<p>FPL Standard 9 - Indicator B <u>9.F.6</u> - Ensures faculty receives timely information about all other state administrative decisions. <u>9.F.5</u> - Ensures faculty receives timely information about all other state administrative requirements. <u>9.F.8</u> - Ensures faculty receives timely information about all other federal administrative decisions. <u>9.F.7</u> - Ensures faculty receives timely information about all other federal administrative requirements. <u>9.F.4</u> - Ensures faculty receives timely information about all other local administrative decisions. <u>9.F.1</u> - Ensures faculty receives timely information about student learning requirements. <u>9.F.2</u> - Ensures faculty receives timely information about academic standards. <u>9.F.3</u> - Ensures faculty receives timely information about all other local administrative requirements.</p>	<p>FPL Standard 9 - Indicator B <u>9.A.2</u> - Actively listens to staff. <u>9.A.3</u> - Actively listens to parents. <u>9.A.6</u> - Actively learns from staff. <u>9.A.4</u> - Actively listens to community stakeholders. <u>9.A.7</u> - Actively learns from parents. <u>9.A.8</u> - Actively learns from community stakeholders. <u>9.A.1</u> - Actively listens to students. <u>9.A.5</u> - Actively learns from students.</p>
<p>FPL Standard 9 - Indicator C 9.C Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;</p>	<p>FPL Standard 9 - Indicator C <u>9.C.2</u> - Maintains high visibility in the community <u>9.D.4</u> - Creates opportunities within the school to engage community stakeholders in constructive conversations about important school issues. <u>9.D.1</u> - Creates opportunities within the school to engage students in constructive conversations about important school issues. <u>9.D.3</u> - Creates opportunities within the school to engage parents in constructive conversations about important school issues. <u>9.D.2</u> - Creates opportunities within the school to engage faculty in constructive conversations about important school issues.</p>	<p>FPL Standard 9 - Indicator C <u>9.C.2</u> - Maintains high visibility in the community <u>9.D.4</u> - Creates opportunities within the school to engage community stakeholders in constructive conversations about important school issues. <u>9.D.1</u> - Creates opportunities within the school to engage students in constructive conversations about important school issues. <u>9.D.3</u> - Creates opportunities within the school to engage parents in constructive conversations about important school issues. <u>9.D.2</u> - Creates opportunities within the school to engage faculty in constructive conversations about important school issues.</p>	<p>FPL Standard 9 - Indicator C <u>9.B.1</u> - Communicates student expectations to students. <u>9.D.1</u> - Creates opportunities within the school to engage students in constructive conversations about important school issues. <u>9.B.4</u> - Communicates student performance information to students. <u>9.E.1</u> - Utilizes appropriate technologies for communication. <u>9.E.2</u> - Utilizes appropriate technologies for collaboration. <u>9.C.1</u> - Maintains high visibility at school.</p>
<p>FPL Standard 9 - Indicator D 9.D Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</p>	<p>FPL Standard 9 - Indicator D <u>9.B.2</u> - Communicates student expectations to parents. <u>9.B.5</u> - Communicates student performance information to parents. <u>9.B.4</u> - Communicates student performance information to students. <u>9.B.3</u> - Communicates student expectations to community. <u>9.B.6</u> - Communicates student performance information to community.</p>	<p>FPL Standard 9 - Indicator D <u>9.B.2</u> - Communicates student expectations to parents. <u>9.B.5</u> - Communicates student performance information to parents. <u>9.B.4</u> - Communicates student performance information to students. <u>9.B.3</u> - Communicates student expectations to community. <u>9.B.6</u> - Communicates student performance information to community.</p>	<p>FPL Standard 9 - Indicator D <u>9.B.5</u> - Communicates student performance information to parents. <u>9.B.2</u> - Communicates student expectations to parents.</p>
<p>FPL Standard 9 - Indicator E 9.E Utilizes appropriate technologies for communication and collaboration; and</p>	<p>FPL Standard 9 - Indicator E <u>9.E.1</u> - Utilizes appropriate technologies for communication. <u>9.E.2</u> - Utilizes appropriate technologies for collaboration.</p>	<p>FPL Standard 9 - Indicator E <u>9.E.1</u> - Utilizes appropriate technologies for communication. <u>9.E.2</u> - Utilizes appropriate technologies for collaboration.</p>	<p>FPL Standard 9 - Indicator E <u>9.A.9</u> - Recognizes individuals for effective performance.</p>
<p>FPL Standard 9 - Indicator F 9.F Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.</p>	<p>Missing <u>9.C.3</u> - Regularly engages stakeholders in the work of the school.</p>	<p>Missing <u>9.C.3</u> - Regularly engages stakeholders in the work of the school.</p>	<p>Missing <u>9.C.3</u> - Regularly engages stakeholders in the work of the school.</p>