

Crosswalk of PSEL standards and indicators and

New York state SBL assessment competencies and indicators. April 21, 2017,

Prepared by Margaret Terry Orr, Bank Street College of Education (morr@bankstreet.edu)

This indicator crosswalk is of the 2015 Professional Standards for Educational Leaders (PSEL) (<http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>) with the competencies and performance indicators of the New York State School Building Leadership (SBL) exam (http://www.nystce.nesinc.com/content/docs/NY107_108_OBJ_FINAL.pdf). The SBL competencies are listed below as competencies 1.1 and 1.2 for Part 1, and competencies 2.1, 2.2, and 2.3 for Part 2. The degree of overlap between two indicators is signified by (*), from strong (***), moderate (**), to modest (*).

The crosswalk shows that there is generally good alignment between the PSEL standards and indicators and the SBL standards and indicators. The least strongest alignment is for PSEL standards 2 and 3. The two sets differ somewhat in what leader actions are to occur, whether to focus just on teachers or all staff, and whether to focus on students’ non-academic development. The PSEL standards place more emphasis on fostering positive working relationships, facilitating change and working systemically, as well as addressing issues of diversity.

Following the first crosswalk is the reverse: the SBL assessment competencies and indicators are crosswalked with the PSEL standards and indicators to identify areas of overlap and gaps which may reflect NYS priorities or changing trends. The most common gap was in relationship to management and operations.

Standards and indicators	SBL assessment framework competency and indicators					Notes
	1.1	1.2	2.1	2.2	2.3	
Standard 1 indicators: Mission, vision and core values						
a) develop an educational <u>mission</u> for the school to promote the academic success and <u>well-being</u> of each student.	1.1.a. (***)	1.2.a. (**)				<p>The standards emphasize “mission” with the SBL emphasizes “vision”</p> <p>SBL 1.1.a. states “collaboratively” and includes “implementing” and “college/career readiness” but not “well-being”</p>

					SBL 1.2.a. focuses on a school culture committed to academic excellence and exemplary behavior (rather than PSEL’s “well-being”)
b) In <u>collaboration</u> with members of the school and the community and using <u>relevant</u> data, develop and <u>promote a vision</u> for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	1.1.a. (***) 1.1.e. (***) 1.1.j. (**)				Here the standard includes “collaboration” and “vision” like SBL 1.1.a. but uses “promote” rather than “implement” Like SBL 1.1.e., this PSEL indicator uses data (although SBL is just assessment data while this is “relevant”) Here the standard is to promote vision, while SBL 1.1.e. is to create plans. SBL 1.1. J. also includes “using data” and advocating for students, as is implied with this PSEL indicator.
c) Articulate, advocate, and cultivate <u>core values</u> that define the school’s <u>culture</u> and stress the imperative of child-centered education; <u>high expectations</u> and student support; <u>equity</u> , inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.		1.2.a. (**) 1.2.e.(**)			These indicators seem to address similar topics. PSEL focuses on “school culture” while SBL 1.2.a. focuses on an “organizational culture” and SBL 1.2.e. focuses on the learning environment. PSEL stresses “high expectations” and “equity”, while SBL 1.2.a. stresses “academic excellence and exemplary behavior” SBL 1.2.e. stresses “achieving at the highest levels” and “diversity”. The leader actions are different however. PSEL focuses on creating core values, while SBL focuses on creating an environment. PSEL has a broader set of attributes for the school culture (inclusive, caring, trust, openness,

						continuous improvement), while SBL 1.2.e. has more environmental qualities (personalized, motivating, safe, supportive) and wants the environment to foster student responsibility and accountability.
d) Strategically develop, implement, and evaluate <u>actions</u> to achieve the vision for the school.	1.1.a. (*) 1.1.b. (*) 1.1.c. (*)					SBL 1.1.a includes implementing a vision SBL 1.1.b. includes evaluating, but focuses on “plan” not “action” SBL 1.1.c. implies this same goal, but it focuses more narrowly on a “curricular and assessment program” rather than actions and “standards” rather than “vision”
e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and <u>changing needs</u> and situations of students.	1.1.i.(*)					The PSEL indicator and SBL indicator are somewhat related because they share a focus on monitoring change for students
f) Develop <u>shared understanding of and commitment</u> to mission, vision, and core values within the school and the community.		1.2.a. (*)				Both indicators focus on a shared commitment, with SBL 1.2.a. specifying the focus of this commitment, and PSEL stresses who the commitment is shared with.
g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.						

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
	1.1	1.2	2.1	2.2	2.3	
Standard 2: Ethics and professional norms						
a) Act ethically and professionally in personal conduct, relationships with others, decisionmaking, stewardship of the school's resources, and all aspects of school leadership.		1.2. h. (**)				SBL 1.2.h. focuses on "modeling" rather than "act" professional, ethical and respectful behavior, without this specificity of context.
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.		1.2.h. (*)				These two indicators are somewhat similar. The PSEL indicator emphasizes "promote" professional norms while SBL 1.2.h. says "demonstrating expectations for the same behavior from others"
c) Place children at the center of education and accept responsibility for each student's academic success and well-being.	1.1.a. (*)					SBL 1.1.a. implies that students' academic success (but not well-being) is at the center of school vision
d) <u>Safeguard and promote the values of democracy</u> , individual freedom and responsibility, equity, social justice, community, and <u>diversity</u> .		1.2.f (**)				SBL 1.2.f. includes the phrase "safeguarding the values of democracy and diversity" but it is unclear whether it is only in relation to ensuring student access. It does not include the other elements of this indicator.
e) Lead with <u>interpersonal and communication skill</u> , social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.						
f) Provide <u>moral direction</u> for the school and promote ethical and professional behavior						

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 3: Equity and cultural responsiveness	1.1	1.2	2.1	2.2	2.3	
a) Ensure that each <u>student is treated fairly</u> , respectfully, and with an understanding of each student’s culture and context.						
b) Recognize, respect, and employ each <u>student’s strengths, diversity, and culture</u> as assets for teaching and learning.						
c) Ensure that each student has <u>equitable access</u> to <u>effective teachers</u> , learning opportunities, academic and <u>social support</u> , and <u>other resources</u> necessary for success.		1.2.f. (***)				SBL 1.2.f. stress both “full” and equitable access and includes “safeguarding the values of democracy and diversity” PSEL is focused more broadly, including “effective teachers”, and “other resources”
d) Develop student policies and address <u>student misconduct</u> in a positive, fair, and unbiased manner.		1.2.g. (*)				This PSEL indicator focuses only on student misconduct policies and its fairness, while the SBL 1.2.g. indicator focuses on behavior management systems and systems for supporting students’ socio-emotional development
e) Confront and alter <u>institutional biases</u> of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.						
f) Promote the preparation of students to <u>live productively in and contribute</u> to the diverse cultural contexts of a global society.						
g) <u>Act with cultural competence</u> and responsiveness in their interactions, decision making, and practice.						
h) Address matters of <u>equity and cultural responsiveness</u> in all aspects of leadership.						

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 4: Curriculum, instruction and assessment	1.1	1.2	2.1	2.2	2.3	
a) Implement <u>coherent systems of curriculum, instruction, and assessment</u> that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.	1.1.c. (***)					Both indicators emphasize establishing coherent curriculum and assessment and both stress alignment with standards. The PSEL includes instruction. PSEL calls it a “system” while SBL 1.c. calls it a “program”. PSEL goes further to stress school values, high expectations and cultural responsiveness.
b) Align and focus <u>systems</u> of curriculum, instruction, and assessment within and across grade levels to promote <u>student academic success</u> , love of learning, the identities and habits of learners, and healthy sense of self.	1.1.c. (**)					Both indicators emphasize establishing coherent curriculum and assessment and both stress alignment with standards. The PSEL includes instruction. PSEL calls it a “system” while SBL 1.1.c. calls it a “program”. PSEL focuses the leadership action on the alignment and focus within and across grades and around several student goals, while SBL 1.3. just implies it by stressing the use of the P-12 learning standards
c) Promote <u>instructional practice</u> that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	1.1.d. (**)					<p>Both indicators focus on instruction. PSEL calls it “instructional practice” while SBL calls it “instructional program”.</p> <p>PSEL focuses only on the leader action—promote—while the SBL 1.d indicator focuses on “planning, organizing, supervising, monitoring, and supporting”</p> <p>PSEL stresses using “knowledge” while SBL stresses the use of “research- or evidence-based”</p> <p>PSEL addresses the attributes of instructional practice, while the SBL indicator does not.</p>
d) Ensure <u>instructional practice</u> that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and	1.1.f. (***)					Both indicators focus on instructional practice, with SBL 1.f. making the teachers’ use explicit. Both stress that instructional practice should address all student needs, but the PSEL also focuses on practice that is intellectually

personalized.					challenging, authentic, and recognizes student strengths.
e) Promote the effective <u>use of technology</u> in the service of teaching and learning.	1.1.g. (***)				<p>The indicators stress the use of technology for teaching and learning.</p> <p>The SBL 1.1.g. is broader, including information systems and the goals for technology use—enhance curriculum, support learning, monitor instructional effectiveness. PSEL does not.</p>
f) Employ <u>valid assessments</u> that are consistent with knowledge of child learning and development and technical standards of measurement.	1.1.c. (*) 1.1.i. (**)				<p>This PSEL indicator only generally reflects SBL 1.1.c. because both include assessment.</p> <p>This indicator is somewhat more closely aligned to SBL 1.1.i because the latter uses accountability systems to evaluate instructional impact. But the PSEL indicator is about reflecting student learning, while the SBL indicator focuses on accountability.</p>
g) Use <u>assessment data</u> appropriately and within technical limitations to monitor student progress and improve instruction	1.b. (**) 1.e. (**) 1.j. (**)				<p>Both the PSEL and SBL 1.1.b. indicators address using data to monitor student progress and improve instruction. The SBL 1.1.b. indicator ties this to “plans”, while the PSEL is more general.</p> <p>SBL 1.1.e. is more specific about the use of data. Like PSEL indicator it is to monitor student progress and improve learning, but is narrower in that the leadership action is limited to “leading collaborative efforts to use student assessment data”.</p> <p>The SBL 1.1.j. indicator also focuses on using data, but for other purposes—emerging trends and advocacy.</p>

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 5: Community of care and support for students	1.1	1.2	2.1	2.2	2.3	
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.		1.2.a. (**) 1.2. f (*)				<p>Both PSEL and SBL 1.2.a. indicators are about creating a school culture but differ strongly in their emphasis. PSEL emphasizes a safe, caring and healthy environment, while the SBL 1.2.a. indicator is focused on exemplary student behavior. Both stress academics as part of the culture, but PSEL focuses on academic needs while SBL 1.2.a. focuses on academic excellence.</p> <p>SBL 1.2.f. generally refers to the same things as PSEL indicator, by stressing that students have equitable access. But its focus is more on the values of democracy and diversity.</p>
b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.		1.2.e. (***)				<p>Both indicators creating a positive school environment that is supportive, but the two define this differently. For PSEL it is “known, accepted and valued, trusted and respected, cared for and encouraged” while for SBL 1.2.e. it is “personalized, motivating, safe and supportive”</p> <p>Both indicators stress fostering student responsibility, but SBL 1.2.e. also stresses accountability.</p>
c) Provide <u>coherent systems of academic and social supports, services, extracurricular activities, and accommodations</u> to meet the range of learning needs of each student.	1.1.c.(**)	1.2.d. (**)				<p>The PSEL and SBL 1.1.c. indicators both stress coherent academic programs, but the SBL indicators does not address social supports and meeting the range of student needs.</p> <p>The PSEL and SBL 1.2.d. indicators seem to be addressing the same thing, which is to use school resources to address student needs. PSEL indicator spells these out, while SBL 1.2.d. just suggests that these be considered in decision making and resource use.</p>

d) Promote adult-student, student-peer, and school-community <u>relationships</u> that value and support academic learning and positive social and emotional development.		1.2.e. (*)				PSEL focuses on fostering positive relationships, while SBL focuses on creating a “personalized environment”
e) Cultivate and reinforce student engagement in school and positive student conduct.		1.2.c. (**)				Both indicators stress engagement and positive student conduct, but the leader actions differ. For PSEL, leaders “cultivate and reinforce”, while for SBL leaders are “promoting an environment”
f) Infuse the school’s learning environment with the <u>cultures and languages of the school’s community</u>						

DRAFT

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 6: Professional capacity of school personnel	1.1	1.2	2.1	2.2	2.3	
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.			2.1.a.(***)			<p>Both indicators stress recruiting, developing and retaining teachers and other staff.</p> <p>PSEL indicator stresses specific teacher qualities (effective and caring)</p> <p>The two indicators differ on the goal of this: PSEL stresses that it is to form them into an educationally effective faculty, while SBL 2.1.a. stresses that is to support achievement of school goals.</p>
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.			2.1.c. (**)			<p>The two indicators overlap on the second part of the PSEL indicator—providing induction and mentoring of new teachers.</p> <p>The PSEL indicator adds planning for staff turnover and succession</p> <p>The SBL indicator stresses supporting new teacher retention and improved performance.</p>
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.			2.1.e. (**) 2.1.g. (***)			<p>These indicators overlap in the emphasis on fostering professional growth.</p> <p>The PSEL stresses all areas of professionalism (knowledge, skills and practice), varied growth opportunities and a grounding in adult learning.</p>

					<p>The SBL 2.1.e. indicator focuses on plans and supervision, and implies differentiation.</p> <p>The SBL 2.1.g. indicator also promotes professional growth, focusing on the means (workshops, team meetings, and other) and focuses generally on improving teacher effectiveness, but also includes the goal of improving student learning.</p>
d) Foster <u>continuous improvement</u> of individual and collective instructional capacity to achieve outcomes envisioned for each student.			2.1.d. (*)		<p>Both indicators focus on continuous improvement through collective effort.</p> <p>The PSEL indicator focuses on doing this around student learning, while the SBL indicator is about fostering a professional learning community.</p>
e) Deliver <u>actionable feedback</u> about instruction and other professional practice through valid, research-anchored systems of <u>supervision and evaluation</u> to support the development of teachers' and staff members' knowledge, skills, and practice.			2.1.f. (***)		<p>Both indicators stress observation and feedback to teachers.</p> <p>The two indicators differ in their emphasis, however. The PSEL indicator stresses "actionable" rather than the SBL "effective" feedback.</p> <p>The PSEL indicator stresses the nature of supervision and evaluation and its use in teacher and staff development, while the SBL indicator simply states "observing and evaluating"</p>
f) <u>Empower and motivate</u> teachers and staff to the highest levels of professional practice and to continuous learning and improvement.			2.1.d (**)		<p>Both indicators focus on fostering continuous improvement through collective capacity.</p> <p>The PSEL indicator states this generally, while the SBL indicator focuses on creating a professional learning community that is committed to this.</p>
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.			2.1.h. (***)		<p>Both indicators are about creating opportunities for teacher leadership</p>

						<p>The PSEL indicator expands this to include “other members of the school community”.</p> <p>The SBL indicator includes the development of leadership pipeline.</p>
h) Promote <u>the personal and professional health</u> , well-being, and work-life balance of faculty and staff.						
i) Tend to their <u>own learning and effectiveness</u> through reflection, study, and improvement, maintaining a healthy work-life balance.						

DRAFT

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 7 Professional community for teachers and staff	1.1	1.2	2.1	2.2	2.3	
a) Develop <u>workplace conditions</u> for teachers and other professional staff that promote effective professional development, practice, and student learning.			2.1.d. (*) 2.1.g.(**)			<p>Both PSEL and SBL 2.1.g. indicators stress creating professional learning experiences to promote professional growth (SBL 2.1.g.) and development (PSEL). Both see professional learning as important for teaching practice and student learning.</p> <p>PSEL’s leader action is “develop” while the SBL (2.1.g.) leader action is “orchestrating”</p> <p>PSEL is very general about this, while SBL (2.1.g.) specifies “high-quality coaching, workshops, team meetings and other professional learning opportunities).</p> <p>SBL 2.1.d. stresses creating a professional learning community, which could be viewed as a variant on workplace conditions that promotes professional development.</p>
b) Empower and entrust teachers and staff with <u>collective responsibility</u> for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.		1.2.a. (**)				Both indicators stress a shared commitment (SBL) or collective responsibility (PSEL) for students’ academic and behavior performance, with SBL focused on outcomes, and PSEL focused on needs, as defined by core values.
c) Establish and sustain a <u>professional culture</u> of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and			2.1.d.(***)			Both indicators stress creating a professional culture (PSEL) or professional community (SBL 2.1.d.). The characteristics of these overlap on continuous

equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.					<p>organizational learning and improvement.</p> <p>The two indicators emphasize different leadership action: PSEL expects leaders to “establish and sustain” while SBL only expects “creating”</p> <p>Each indicator outlines different attributes of the professional culture or community with PSEL stressing vision, expectations and collective efficacy, and SBL 2.1.d. stressing problem-solving, initiative, innovation and action research.</p>
d) Promote <u>mutual accountability</u> among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.		1.2. a. (*)			Both indicators imply the similar objectives—SBL looks for a shared commitment, while PSEL goes deeper into mutual accountability for student success. PSEL also stresses whole school effectiveness.
e) Develop and support open, productive, caring, and trusting <u>working relationships</u> among leaders, faculty, and staff to promote professional capacity and the improvement of practice.			2.1.d. (*)		Both indicators stress positive working relationships for improvement. PSEL stresses the general working relationship, while the SBL indicator focuses specifically on the attributes of a professional learning community.
f) Design and implement job-embedded and other opportunities for <u>professional learning</u> collaboratively with faculty and staff.			2.1.g. (**)		Both indicators stress professional learning opportunities. The PSEL emphasis is that these are created collaboratively with staff, while the SBL 2.1.g. does not.
g) Provide opportunities for <u>collaborative examination of practice</u> , collegial feedback, and collective learning.			2.1.d.(*)		SBL 2.1.d. stresses professional learning, but does not specify as specifically as PSEL that it would focus on collaborative examination of practice and collegial feedback.

h) Encourage <u>faculty-initiated improvement of programs and practices.</u>			2.1. h(*)		It could be interpreted that this PSEL indicator is promoting teacher leadership by the term “faculty-initiated” but it is not as explicit as SBL 2.1.h. which sells out ways of promoting teacher leadership.
--	--	--	-----------	--	--

DRAFT

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 8	1.1	1.2	2.1	2.2	2.3	
a) Are approachable, accessible, and <u>welcoming</u> to families and members of the community.				2.2.a (*)		The PSEL indicator addresses the beginning of a positive relationship (as stressed in SBL 2.2.a.) which is to be welcoming. The SBL indicator is more comprehensive.
b) Create and sustain positive, collaborative, and <u>productive relationships</u> with families and the community for the benefit of students.				2.2.a. (***) 2.2.c. (**)		Both PSEL and SBL 2.2.a. indicator focus on the same outcome, to create positive and productive relationships with families. They differ in the leader’s role: the SBL 2.2.a. indicator focuses on “engaging staff to..” while the PSEL indicator focuses on direct leader action to “create and sustain” The SBL indicator 2.2.a. focuses narrowly on engaging families in their children’s learning, while the PSEL is broader, focusing on both families and the community for students’ “benefit”. The SBL 2.2.c. focuses on promoting family involvement and developing partnerships and like the PSEL, for the benefit of students.
c) Engage in regular and open two-way <u>communication</u> with families and the community about the school, students, needs, problems, and accomplishments.				2.2.a.(*) 2.2.b (*) 2.2.f.(**)		Communication is implied in SBL 2.2.a. as part of having a productive relationship. Both PSEL and SBL 2.2.f. indicators focus on community, with the SBL indicator focused on creating communication “systems” using the media and public information, while the PSEL indicator focuses on the content of communication about students and the school. This is somewhat related to SBL 2.2.b. as the PSEL indicator focuses on two-way communication, which means engaging families and community to help the school. SBL 2.2.b is more explicit, stressing their support for change.
d) Maintain a <u>presence</u> in the				2.2.d. (**)		The two indicators are similarly focused on relationships with

community to understand its strengths and needs, <u>develop productive relationships</u> , and engage its resources for the school.					the community. The SBL indicator defines more specific community entities (business, higher education, and nonprofits) but narrowly around meeting school needs. The PSEL indicator includes having a community presence, understanding the community and engaging resources for the school.
e) Create means for the <u>school community</u> to partner with families to <u>support student learning</u> in and out of school.				2.2.a.(**) 2.2.c. (**)	These indicators overlap around having productive relationships with families to support student learning. The PSEL indicator focuses on “creating a means for the school community to partner” which is similar to but more focused than the SBL 2.2.a. indicator “guiding staff to establish....relationships”. The PSEL indicator overlaps with the second part of SBL 2.2.c. around partnering with families to support student learning.
f) Understand, value, and employ the <u>community’s cultural, social, intellectual, and political resources</u> to promote student learning and school improvement.				2.2.e.(*)	These two indicators center on knowing the community but for different purposes. The SBL indicator focuses on responding to diverse interests and needs; while the PSEL indicator focuses on understanding and using the community’s diversity and resources to support student learning and the school.
g) Develop and provide the <u>school as a resource</u> for families and the community.				2.2.e. (*)	These are somewhat similar because the PSEL indicator is about being a resource while the SBL indicator is about being responsive.
h) <u>Advocate for the school and district</u> , and for the importance of education and student needs and priorities to families and the community.	1.1.j. (*)				Both indicators stress advocating on behalf of students, with the SBL indicator focusing just on using data and trends to advocate, while the PSEL indicator focuses on advocacy, broadly.
i) <u>Advocate</u> publicly for the needs and priorities of students, families, and the community.					
j) Build and sustain <u>productive</u>				2.2.d.(***)	Both indicators focus on building partnerships with the public

<u>partnerships</u> with public and private sectors to promote school improvement and student learning.						and private sectors for school needs. The PSEL indicator defines this more specifically in terms of school improvement and student learning.
---	--	--	--	--	--	--

DRAFT

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
Standard 9	1.1	1.2	2.1	2.2	2.3	
a) Institute, manage, and monitor <u>operations and administrative systems</u> that promote the mission and vision of the school.					2.3.a. (*)	Both indicators focus on organizational management. The PSEL is broadly encompassing, focusing on all responsibilities relating to operations and administrative systems. The SBL 2.3.a. focuses only on “using technology tools and data systems”
b) Strategically <u>manage staff resources</u> , assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.			2.1.b. (***)			Both indicators focus on assigning and scheduling teachers to meet student needs. The PSEL is broader, including other staff and stresses the goal of optimizing professional capacity.
c) Seek, acquire, and <u>manage fiscal, physical, and other resources</u> to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.					2.3.b.(**) 2.3.c. (**) 2.3.e.(**)	<p>The PSEL and SBL 2.3.b. indicators overlap on the use of fiscal resources, with the SBL 2.3.b indicator defining use very generally and PSEL very specifically. The two indicators have the same leader action—manage—but the PSEL indicator also emphasizes acquisition.</p> <p>The PSEL and SBL 2.3.c indicators overlap on the use of fiscal resources to support school programs and student success. The two indicators differ on leader action: PSEL is more encompassing: “seek, acquire and manage” while the SBL indicator 2.3.c. indicator is just “use”. The PSEL indicator is more comprehensive than 2.3.c, by including physical resources and to support a more detailed list of objectives.</p> <p>For physical resources, the PSEL indicator overlaps with SBL 2.3.e. while focuses on the physical resources of space and time.</p>
d) Are responsible, ethical, and					2.3.d.	Both indicators address financial management, while

accountable <u>stewards of the school’s monetary and nonmonetary resources</u> , engaging in effective budgeting and accounting practices.					(***)	explaining it somewhat differently.
e) <u>Protect teachers’ and other staff members’ work</u> and learning from disruption.	1.1.h.(**)					These two indicators overlap—with the SBL indicator stressing maximizing time spent on instruction, while the PSEL indicator stresses minimizing disruption.
f) Employ <u>technology to improve the quality and efficiency of operations and management</u> .					2.3.a. (***)	These two indicators similarly address the use of technology for organizational management.
g) Develop and maintain <u>data and communication systems</u> to deliver actionable information for classroom and school improvement.					2.3.a.(**)	These two indicators overlap in the use of data to support organizational management, with the PSEL indicator focusing on making “actionable information” available and the SBL indicator focusing on data systems for organizational management and effectiveness.
h) Know, comply with, and help the school community understand <u>local, state, and federal laws, rights, policies, and regulations</u> so as to promote student success.					2.3.h. (***)	While worded differently, the two indicators stress adhering to laws, regulations and policies. PSEL indicator goes further to define leader actions as not just complying with these but helping the community understand them, in service to promoting student success.
i) Develop and manage <u>relationships with feeder and connecting schools</u> for enrollment management and curricular and instructional articulation.						
j) Develop and manage productive <u>relationships with the central office and school board</u> .						
k). Develop and administer systems for fair and <u>equitable management of conflict</u> among students, faculty and staff, leaders, families, and community.						
l) Manage <u>governance processes and internal and external politics</u> toward						

achieving the school's mission and vision.						
--	--	--	--	--	--	--

DRAFT

PSEL standards and indicators	SBL assessment framework competency and indicators					Notes
	1.1	1.2	2.1	2.2	2.3	
Standard 10						
a) Seek to <u>make school more effective</u> for each student, teachers and staff, families, and the community.	1.1.b. (*)					These two indicators are generally related because they focus on continuous improvement. The PSEL is broad in its scope while the SBL indicator is narrower around using data to improve teaching and learning
b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	1.1.b.(***) 1.1.d.(**)					The PSEL indicator is strongly related to SBL 1.1.b. indicator and generally related to SBL indicator 1.1.d. because all three emphasize engaging in continuous improvement.
c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and <u>developing the knowledge, skills, and motivation to succeed in improvement.</u>						
d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for <u>continuous school and classroom improvement.</u>	1.1.b.(***)		2.1.d.(***)			The PSEL indicator and SBL 1.1.b. both emphasize working together and using data, planning, implementing and monitoring for continuous improvement. The PSEL indicator and SBL 2.1.d. indicator also overlap on collaboration for continuous improvement.
e) Employ <u>situationally-appropriate strategies for improvement</u> , including transformational and incremental, adaptive approaches and attention to different phases of implementation.						
f) <u>Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends</u> and the findings of research for the school and its improvement.						

g) Develop <u>technically appropriate systems of data collection, management, analysis, and use</u> , connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	1.1.i. (**)				Both indicators emphasize the use of systems for monitoring and evaluation. The PSEL indicator is broader and more comprehensive.
h) Adopt a <u>systems perspective and promote coherence</u> among improvement efforts and all aspects of school organization, programs, and services.					
l) <u>Manage uncertainty, risk, competing initiatives, and politics of change</u> with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.					
j) Develop and promote <u>leadership among teachers and staff for inquiry, experimentation and innovation</u> , and initiating and implementing improvement.			2.1.h.(**)		These two indicators overlap on their emphasis to develop teacher leadership. The PSEL indicator focuses primarily on teacher leadership for innovation and improvement, while the SBL indicator focuses generally on teacher leadership.

Crosswalk of SBL assessment competencies and indicators with the PSEL standards and indicators.

SBL assessment competencies and indicators	PSEL standards and indicators									
	1	2	3	4	5	6	7	8	9	10
Part 1: COMPETENCY 0001—INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS Performance Indicators Applies knowledge of skills and strategies for:										
a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students	1.a. (***) 1.b. (***) 1.d. (*)	2.c. (*)								
b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed	1.d. (*)			4.g. (**)						10.a. (*) 10.b. (***) 10.d. (***)
c. establishing and leading a comprehensive, coherent, and challenging curricular and assessment program aligned to state and college/career readiness standards, including the New York State P–12 Common Core Learning Standards	1.d. (*)			4.a. (***) 4.b. (**) 4.f. (*)	5.c. (**)					
d. planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment				4.c. (**)						10.b. (**)
e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning	1.b. (***)			4.g. (**)						
f. ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)				4.d. (***)						
g. using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional				4.e. (***)						

effectiveness										
h. ensuring that time spent on quality instruction is maximized									9.e. (**)	
i. establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results	1.b.(*) 1.e. (*)			4.f. (**)						10.g. (**)
j. using data to anticipate emerging trends and advocate on behalf of students	1.b. (**)			4.g. (**)						

SBL assessment competencies and indicators	PSEL standards and indicators									
	1	2	3	4	5	6	7	8	9	10
Part 1: COMPETENCY 0002—SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY										
a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students	1.a.(***) 1.c. (**) 1.e. (*)				5.a. (*)		7.b. (**) 7.d. (*)			
b. ensuring that teachers set rigorous academic and behavior expectations for every student										
c. promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners					5.e.(**)					
d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use					5.c.(**)					
e. creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning	1.c. (**)				5.b. (***)					
f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity		2.d. (**)	3.c. (***)		5.a. (*)					
g. using effective and equitable behavior management systems and systems for			3.c.(*)							

supporting students' social-emotional development										
h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others		2.a. (**)								
		2.b. (*)								

DRAFT

SBL assessment competencies and indicators	PSEL standards and indicators									
	1	2	3	4	5	6	7	8	9	10
Part 2: COMPETENCY 0001—DEVELOPING HUMAN CAPITAL TO IMPROVE TEACHER AND STAFF EFFECTIVENESS AND STUDENT ACHIEVEMENT										
a. recruiting, developing, and retaining teachers and other staff to support achievement of school goals						6.a.(***)				
b. assigning and scheduling teachers and other staff to meet student needs and support school goals									9.b.(***)	
c. designing and implementing effective induction and mentoring plans to support, retain, and improve the performance of new teachers						6.b. (**)				
d. creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization						6.d. (*) 6.f. (**)	7.a.(*) 7.c. (***) 7.e. (*) 7.g. (*)			10.d. (***)
e. creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs						6.c. (**)				
f. observing and evaluating the performance of teachers and other staff functioning at different levels, and providing effective feedback						6.e. (***)				
g. orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning						6.c. (***)	7.a. (**) 7.f. (**)			
h. providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline						6.g. (***)	7.h. (*)			10.j. (**)
i. acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness										

SBL assessment competencies and indicators	PSEL standards and indicators									
	1	2	3	4	5	6	7	8	9	10
Part 2: COMPETENCY 0002—FAMILY AND COMMUNITY ENGAGEMENT										
a. guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning								8.a. (*) 8.b.(***) 8.c. (*) 8.e. (***)		
b. engaging families and the community to support planning and implementation of change								8.c. (*)		
c. promoting family involvement in children's education and developing partnerships with families that improve the school's ability to achieve goals for student success								8.b.(*) 8.e. (**)		
d. building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs								8.d. (**) 8.j. (***)		
e. responding effectively to diverse family and community interests and needs								8.f. (*) 8.g. (*)		
f. establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies								8.c. (**)		

SBL assessment competencies and indicators	PSEL standards and indicators									
	1	2	3	4	5	6	7	8	9	10
Part 2: COMPETENCY 0003—OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS										
a. using technological tools and data systems to support organizational management and increase organizational effectiveness									9.a. (*) 9.f.(***) 9.g.(**)	
b. planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities									9.c. (**)	
c.using knowledge of public school financing, sources of funding, restrictions on the uses of funding, and strategies for obtaining additional resources (e.g., grants) to support school programs and promote student success									9.c.(**)	
d. using efficient and effective procedures for accurate financial management, including recordkeeping, reporting, and internal controls, consistent with legal requirements									9.d. (***)	
e. using procedures for allocating and utilizing space and time effectively to meet educational needs and for providing a safe, secure, and healthy environment for all students and staff									9.c.(**)	
f. using procedures for building and information security, crisis planning and prevention, and emergency management in the school setting										
g. using practices to enable the school's physical plant and equipment to operate safely, efficiently, and effectively										
h. adhering to laws, regulations, and ethical standards related to student, staff, and parent/guardian rights, protections, and responsibilities; educational equity; student safety and welfare; students with disabilities, students who are English Language Learners, and other protected classes; building management; and other matters									9.h.(***)	