

Green Match btw PSEL & NELP
 Red NELP standards not aligned to PSEL
 Yellow MCEAP Recommends what to do

DRAFT CROSSWALK AMONG PSEL AND NELP AND FEEDBACK FROM MCEAP

Note: The NELP standards are cross walked against the PSEL standards.

Professional Standards for Educational Leaders (PSEL)	National Educational Leadership Preparation (NELP) Standards	OTHER NELP STANDARDS THAT DO NOT ALIGN TO PSEL	Metropolitan Council for Educational Administration Programs (MCEAP) Feedback on NELP Standards
Standards and Indicators	Standards and Elements		
Standard 1: Mission, Vision, and Core Values	Standard 1: Mission, Vision, and Core Values		
<i>Effective Leaders:</i>	<i>Program completers:</i>		
a) <u>Develop an educational mission for the school to promote the academic success and well-being of each student.</u>	1.1 Understand and demonstrate the capability to <u>develop</u> , advocate for, and implement a collaboratively developed and data-informed <u>mission</u> and <u>vision for the school</u> .	1.3 (Support System) Understand and demonstrate the capability to build, maintain, and evaluate a coherent system of social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.	Element 1.1 drop data informed and move collaboratively developed to be part o the first line to collaboratively develop, advocate for... Element 1.3 belongs with standard 7. Revise it to drop the word discipline and define services. Needs a new element 3 that focus on using data for direction setting, monitoring and evaluation.
b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.		1.4 (Improvement) Understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable data-based school improvement process to achieve the mission of the school.	Element 1.4 should be broadened to address the change process and support change. And add at the end to achieve the vision, mission, core values of the school.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	1.2 (Values) Understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.		Element 1.2 define core values using PSEL standards.
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.			
e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.			
f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.			
g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.			
Standard 2: Ethics and Professional Norms	Standard 2: Ethics and Professional Norms		Generally using the language of PSEL instead.
a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's			

resources, and all aspects of school leadership.			
b) Act according to and promote the <u>professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</u>	2.1 Understand and demonstrate the capability to enact the <u>professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement</u> in their actions, decision making and relationships with others.	2.2 Understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.	Element 2.2 capability to evaluate is awkward and does not correspond to the PSEL standards. Should be replaced by PSEL standard 2f.
c) Place children at the center of education and accept responsibility for each student's academic success and well-being.			
d) Safeguard and promote the values of <u>democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</u>	2.3 Understand and demonstrate the capability to model essential educational values of <u>democracy, community, individual freedom and responsibility, equity, social justice and diversity.</u>		Element 2.3 should replace the capacity to model essential education with promotes.
e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.			
f) Provide moral direction for the school and promote <u>ethical</u> and <u>professional behavior</u> among faculty and staff.	2.4 Understand and demonstrate the capability to model <u>ethical behavior</u> in their actions and relationships with others.		Element 2.4 should be revised to align with PSEL 2f.

Standard 3: Equity and Cultural Responsiveness	Standard 3: Equity and Cultural Leadership		Change ensure to advocates in all elements.
a) <u>Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.</u>	3.1 Understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that <u>ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.</u>		Remove element 3.1 – It is not in the standards. Replace with PSEL 3a.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.			
c) <u>Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</u>	3.2 Understand and demonstrate the capability to <u>ensure that each student has equitable access to effective teachers, learning opportunities, academic, social, and behavioral support, and other resources for success.</u>		
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.			
e) <u>Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender</u>	3.3 Understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, <u>confront, and</u>	3.4 Understand and demonstrate the capability to build and maintain school culture that ensures each student and family is treated fairly, respectfully, in a	Expand element 3.3 to address cultural responsiveness. Add religion and sexual orientation to Element 3.4.

and sexual orientation, and disability or special status.	<u>alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.</u>	responsive manner and free from biases associated with characteristics such as <u>race, culture and language, gender, disability, or special status.</u>	
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.			
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.			
h) Address matters of equity and cultural responsiveness in all aspects of leadership.			
Standard 4: Curriculum, Instruction and Assessment	Standard 4: Instructional Leadership		
<u>a) Implement coherent systems of curriculum, instruction, and assessment 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.</u>	4.1 Understand and demonstrate the capability to develop, align, and <u>implement coherent systems of curriculum, instruction, and assessment</u> that are responsive to student needs, <u>embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social and emotional well-being for each student.</u>		Element 4.1 misses the notion of learning systems that grows out of shared mission, vision, and core values.
b) Align and focus systems of			

curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.			
c) Promote <u>instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</u>	4.2 Understand and demonstrate the capability to promote challenging and engaging <u>instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.</u>		Element 4.2 misses PSEL emphasis on personalization and differentiation and the love of learning.
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.			
e) Promote the effective use of technology in the service of teaching and learning.			
f) <u>Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</u>	4.3 Understand and demonstrate the capability to <u>employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.</u>	4.4 Understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.	Element 4.3 misses the emphasis of PSEL standard 4f on assessments consistent with knowledge of child learning and development.
g) Use assessment data	4.3 Understand and		

appropriately and within technical limitations to monitor student progress and improve instruction	demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.		
Standard 5: Community of Care and Support for Students	Standard 5: Community and External Leadership		Change the title to Leadership for School and Community Engagement The standard and elements should emphasize collaboration that is meaningful, reciprocal and mutually beneficial.
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.			
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.			
c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.			

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.			
e) Cultivate and reinforce student engagement in school and positive student conduct.			
f) Infuse the school's learning environment with the cultures and languages of the school's community			
Standard 6: Professional Capacity of School Personnel	Standard 6: Operations and Management		The standards should have an element that focuses primarily on fiscal management (combining PSEL elements c and d) and another emphasis governance and relationships among schools and with the district (add PSEL elements 9i, 9j, 9l)
a) <u>Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.</u>	7.1 Understand and demonstrate the capability to develop and implement a human resource management system that <u>recruits, hires, and supports, develops, and retains effective and caring educational personnel</u> and creates leadership pathways for effective succession.		Element 7.1 Focus needs to be on professional community not managing personnel.
b) Plan for and manage staff turnover and succession,			

providing opportunities for effective induction and mentoring of new personnel.			
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.			
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.			
e) <u>Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.</u>	7.4 Understand and have the capability to <u>implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.</u>		Element 7.4 misses PSEL 7 d, e, f with a focus on mutual accountability and collegial feedback.
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.			
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members			

of the school community.			
<u>h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.</u>	<u>7.3 Understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.</u>		Element 7.3 Misses PSEL 7g emphasis on collaborative professional learning PSEL 7h faculty initiated improvement.
i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.			
Standard 7: Professional Community for Teachers and Staff	Standard 7: Human Resource Leadership		Generally the focus is more bureaucratic and top down/command control than PSEL standard 6 and it focuses too much on management, rather than leadership and top down evaluation, rather than mutual accountability, collaboration and collegial feedback.
a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.			
b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision,			

and core values of the school.			
c) <u>Establish and sustain a professional culture 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 equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</u>	7.2 Understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.		Element 7.2 misses the emphasis of PSEL 7b of empowering and entrusting teachers and creating more inclusive professional culture.
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.			
e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.			
f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.			
g) Provide opportunities for collaborative examination of			

practice, collegial feedback, and collective learning.			
h) Encourage faculty-initiated improvement of programs and practices.			
Standard 8: Meaningful Engagement of Families and Community	<i>See Standard 8 below at the end of chart</i>		
a) Are approachable, accessible, and welcoming to families and members of the community.			
b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.			
c) Engage in regular and open <u>two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</u>	5.1 Understand and demonstrate the capability to maintain <u>two-way communication with families and the community.</u>		Element 5.1 should pull in more of the language from PSEL 8c and focus on engage consistently rather than maintain.
d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.			
e) Create means for the school community to <u>partner with families to support student learning in and out of school.</u>	5.2 Understand and demonstrate the capability to <u>engage families, community, and school personnel in strengthening student learning</u>		Element 5.2 should be replaced with the language of PSEL 8e and 8f.

	in and out of school.		
f)Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.			
g)Develop and provide the school as a resource for families and the community.			
h)Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.			
<u>i)Advocate publicly for the needs and priorities of students, families, and the community.</u>	<u>5.4 Understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.</u>		Element 5.4 should include standard 8h and 8i and add at the end guided by a commitment to equity.
<u>j)Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</u>	<u>5.3 Understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.</u>		Element 5.3 should be about collaboration not partnerships which is narrower and should be replaced with the language from 8d.
Standard 9: Operations and Management			
<u>a)Institute, manage, and monitor operations and administrative systems that</u>	<u>6.1 Understand and demonstrate the capability to develop, monitor, and evaluate</u>		

promote the mission and vision of the school.	school management and operation systems to address and support each student's learning needs.		
b)Strategically manage staff resources assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	6.1 Understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.		
c)Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family engagement.	6.2 Understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, and other resources to support student learning, collective professional capability and community, and family engagement.		
d)Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.			
e)Protect teachers' and other staff members' work and learning from disruption.			
f)Employ technology to improve the quality and efficiency of operations and management.			
g)Develop and maintain data	6.3 Understand and		

<u>and communication systems to deliver actionable information for classroom and school improvement.</u>	<u>demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.</u>		
<u>h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</u>	<u>6.4 Understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.</u>		
i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.			
j) Develop and manage productive relationships with the central office and school board.			
k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.			
l) Manage governance processes and internal politics toward achieving the school's mission and vision.			
Standard 10: School Improvement			

a) Seek to make school more effective for each student, teachers and staff, families, and the community.			
b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.			
c) Prepare the school and the community for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.			
d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.			
e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.			
f) Employ situationally-appropriate strategies for improvement, including			

transformational and incremental, adaptive approaches and attention to different phases of implementation.			
f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.			
g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.			
h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.			
i) Manage uncertainty, risk, competing initiatives, and politics of change 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			

leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.			
		Standard 8: Internship and Clinical Practice	
		8.1 Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building Level Standards 1-7.	
		Candidates are provided a minimum of six months of concentrated (10-15 hrs./week) building level internship or clinical experiences that are authentic leadership activities within a building setting.	
		Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands that specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program	

		faculty; and is provided with training by the supervising institution.	
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