

MPPR Crosswalk to PSELS (NYS Version) for Standards 2, 3, 5, 6, and 8.

2015 Professional Standards for Educational Leaders	MPPR Domain #, <i>Dimension</i> , descriptor letter, (level)						
Standard 2 – Ethics and Professional Norms	1	2	3	4	5	6	Goal
<i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>							
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>Capacity Building</b> a (3, 4)		<b>Sustainability</b> a (3, 4) b (3, 4) c (3, 4) <b>Culture</b> a (3, 4) b (3, 4) c (3, 4)		• <b>Setting Goals</b>
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.		<b>Culture</b> a (3, 4) b (3, 4) c (3, 4) <b>Sustainability</b> a (3, 4) <b>Strategic Planning</b> a (3, 4)			<b>Sustainability</b> a (3, 4) b (3, 4) <b>Culture</b> a (3, 4)		• <b>Strategic Planning</b> • <b>Taking Action</b>
c) Place children at the center of education and accept responsibility for each student's		<b>Culture</b> b (3, 4) c (3, 4) <b>Instructional Program</b> a (3, 4)			<b>Culture</b> c (3, 4)	<b>Culture</b> a (3, 4)	• <b>Setting Goals</b> • <b>Evaluating</b> <b>Attainment</b>

academic success and well-being.	b (3, 4) c (3, 4) <b>Sustainability</b> a (3, 4) <b>Strategic Planning</b> a (3, 4)					
d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.				<b>Culture</b> b (3, 4)		<ul style="list-style-type: none"> <li>• <b>Setting Goals</b></li> <li>• <b>Strategic Planning</b></li> <li>• <b>Taking Action</b></li> </ul>
e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.				<b>Sustainability</b> b (4) c (4)		<ul style="list-style-type: none"> <li>• <b>Setting Goals</b></li> <li>• <b>Strategic Planning</b></li> <li>• <b>Taking Action</b></li> <li>• <b>Evaluating Attainment</b></li> </ul>
f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.		<b>Culture</b> a (3, 4)	<b>Culture</b> a (3, 4)	<b>Culture</b> a (3, 4)		<ul style="list-style-type: none"> <li>• <b>Setting Goals</b></li> <li>• <b>Strategic Planning</b></li> <li>• <b>Taking Action</b></li> <li>• <b>Evaluating Attainment</b></li> </ul>

2015 Professional Standards for Educational Leaders	MPPR Domain #, <i>Dimension</i> , descriptor letter, (level)						
Standard 3 – Equity and Cultural Responsiveness	1	2	3	4	5	6	Goal
<i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>							
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	<i>Culture</i> c (3, 4) <i>Instructional Program</i> a (3, 4) <i>Sustainability</i> a (3, 4) <i>Strategic Planning</i> a (3, 4)			<i>Strategic Planning</i> a (2, 3, 4) <i>Culture</i> a (3, 4)	<i>Sustainability</i> a (3, 4)	<i>Culture</i> a (3, 4)	
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	<i>Sustainability</i> a (3, 4) <i>Strategic Planning</i> a (3, 4)			<i>Strategic Planning</i> a (2, 3, 4) <i>Culture</i> a (3, 4)			
c) Ensure that	<i>Culture</i>	<i>Instructional</i>	<i>Strategic</i>		<i>Cultur</i>		

<p>each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</p>	<p>c (3, 4)  <b>Instructional Program</b>  a (3, 4)  b (3, 4)  c (3, 4)  <b>Capacity Building</b>  a (3, 4)  <b>Sustainability</b>  a (3, 4)  <b>Strategic Planning</b>  a (3, 4)</p>	<p><i>I Program</i>  a (3, 4)</p>	<p><i>c Planning</i>  a (2, 3, 4)</p>		<p><i>e</i>  a (3, 4)</p>	
<p>d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.</p>		<p><i>Culture</i>  a (3, 4)</p>				
<p>e) Confront and alter institutional biases 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.</p>	<p><i>Culture</i>  c (3, 4)  <b>Instructional Program</b>  a (3, 4)  b (3, 4)  <b>Capacity Building</b>  a (3, 4)  <b>Sustainability</b>  a (3, 4)  <b>Strategic Planning</b>  a (3, 4)</p>		<p><i>Strategic Planning</i>  a (2, 3, 4)</p>	<p><i>Culture</i>  b (3, 4)  c (3, 4)</p>	<p><i>Culture</i>  a (3, 4)</p>	<ul style="list-style-type: none"> <li>• <i>Uncovering Goals</i></li> <li>• <i>Strategic Planning</i></li> <li>• <i>Taking Action</i></li> <li>• <i>Evaluating Attainment</i></li> </ul>

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	<b><i>Culture</i></b> b (3, 4) c (3, 4) <b><i>Instructional Program</i></b> a (3, 4) <b><i>Capacity Building</i></b> a (3, 4) b (3, 4)		<b><i>Culture</i></b> a (3, 4)			
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.			<b><i>Strategic Planning</i></b> a (2, 3, 4) <b><i>Culture</i></b> a (3, 4)	<b><i>Sustainability</i></b> b (3, 4) <b><i>Culture</i></b> a (3, 4) b (3, 4) c (3, 4)		
h) Address matters of equity and cultural responsiveness in all aspects of leadership.		<b><i>Culture</i></b> a (3, 4)	<b><i>Culture</i></b> a (3, 4)	<b><i>Culture</i></b> b (3, 4) c (3, 4)		

2015 Professional Standards for Educational Leaders	MPPR Domain #, <b><i>Dimension</i></b> , descriptor letter, (level)					
<b>Standard 5 – Community of Care and Support</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school</i>	1	2	3	4	5	6 Goals

<p><i>community that promotes the academic success and well-being of all students.</i></p>					
<p>a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.</p>	<p><b><i>Culture</i></b> a (3, 4) c (3, 4) <b><i>Sustainability</i></b> a (3, 4)</p>		<p><b><i>Culture</i></b> a (3, 4)</p>	<p><b><i>Strategic Planning</i></b> a (2, 3, 4) <b><i>Culture</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> b (3, 4) c (3, 4)</p>
<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.</p>	<p><b><i>Culture</i></b> a (3, 4)</p>			<p><b><i>Strategic Planning</i></b> a (2, 3, 4) <b><i>Culture</i></b> a (3, 4)</p>	<ul style="list-style-type: none"> <li>• <b><i>Uncovering Goals</i></b></li> <li>• <b><i>Strategic Planning</i></b></li> <li>• <b><i>Taking Action</i></b></li> <li>• <b><i>Evaluating Attainment</i></b></li> </ul>
<p>c) Provide coherent systems of academic and social supports, services, extracurricula</p>		<p><b><i>Culture</i></b> b (3, 4) c (3, 4) <b><i>Instructional Program</i></b> a (3, 4) b (3, 4) <b><i>Capacity</i></b></p>		<p><b><i>Sustainability</i></b> a (3, 4)</p>	

<p>r activities, and accommodations to meet the range of learning needs of each student.</p>		<p><b><i>Building</i></b> a (3, 4)</p>				
<p>d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.</p>	<p><b><i>Culture</i></b> a (3, 4) c (3, 4) <b><i>Sustainability</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> b (4) <b><i>Instructional Program</i></b> a (4) <b><i>Capacity Building</i></b> a (4)</p>		<p><b><i>Strategic Planning</i></b> a (2, 3, 4) <b><i>Culture</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> a (3, 4) b (3, 4) c (3, 4)</p>	<ul style="list-style-type: none"> <li>• <b><i>Uncovering Goals</i></b></li> <li>• <b><i>Strategic Planning</i></b></li> <li>• <b><i>Taking Action</i></b></li> <li>• <b><i>Evaluating Attainment</i></b></li> </ul>
<p>e) Cultivate and reinforce student engagement in school and positive student conduct.</p>		<p><b><i>Culture</i></b> c (3, 4)</p>		<p><b><i>Strategic Planning</i></b> a (2, 3, 4) <b><i>Culture</i></b> a (3, 4)</p>		
<p>f) Infuse the school's learning environment with the cultures and languages of the school's community</p>	<p><b><i>Culture</i></b> a (3, 4)</p>			<p><b><i>Culture</i></b> a (3, 4)</p>		

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2015 Professional Standards for Educational Leaders	MPPR Domain #, <i>Dimension</i> , descriptor letter, (level)						
<b>Standard 6</b> – <b>Professiona</b> <b>I Capacity</b> <b>of School</b> <b>Personnel</b> <i>Effective educational leaders develop the professional capacity, cultural competence and practice of school personnel to promote the love of learning, academic success, and well-being of all students.</i>	1	2	3	4	5	6	Goals
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them	<b>Sustainabili</b> <b>ty</b> a (3, 4)	<b>Culture</b> b (3, 4) <b>Instruction</b> <b>al Program</b> b (3, 4) <b>Capacity</b> <b>Building</b> a (3, 4)	<b>Capacity</b> <b>Building</b> b (3, 4) <b>Instructiona</b> <b>l Program</b> a (3, 4)		<b>Sustainabili</b> <b>ty</b> b (3, 4)	<ul style="list-style-type: none"> <li>• <b>Uncoveri</b> <b>ng Goals</b></li> <li>• <b>Strategic</b> <b>Planning</b></li> <li>• <b>Taking</b> <b>Action</b></li> <li>• <b>Evaluatin</b> <b>g</b></li> <li>• <b>Attainme</b> <b>nt</b></li> </ul>	

into an educationally effective faculty.						
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	<b><i>Sustainability</i></b> a (3, 4)				<b><i>Sustainability</i></b> b (3, 4)	
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth,		<b><i>Culture</i></b> a (3, 4) b (3, 4) <b><i>Instructional Program</i></b> b (3, 4) <b><i>Capacity Building</i></b> a (3, 4)	<b><i>Capacity Building</i></b> b (3, 4)			

<p>guided by understanding of professional and adult learning and development.</p>						
<p>d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p>	<p><b><i>Culture</i></b> a (3, 4) c (3, 4) <b><i>Sustainability</i></b> a (3, 4)</p>	<p><b><i>Instructional Program</i></b> b (3, 4) <b><i>Capacity Building</i></b> a (3, 4)</p>	<p><b><i>Instructional Program</i></b> a (3, 4)</p>	<p><b><i>Sustainability</i></b> a (3, 4)</p>		<ul style="list-style-type: none"> <li>• <b><i>Uncovering Goals</i></b></li> <li>• <b><i>Strategic Planning</i></b></li> <li>• <b><i>Taking Action</i></b></li> <li>• <b><i>Evaluating Attainment</i></b></li> </ul>
<p>e) Deliver actionable feedback about instruction and other professional practice through valid, research - anchored</p>		<p><b><i>Instructional Program</i></b> b (3, 4) <b><i>Capacity Building</i></b> a (3, 4)</p>	<p><b><i>Capacity Building</i></b> b (3, 4) <b><i>Instructional Program</i></b> a (3, 4)</p>			

<p>d systems of supervisi on and evaluati on to support the develop ment of teachers ' and staff membe rs' knowled ge, skills, and practice.</p>						
<p>f) Emp ower and motivat e teachers and staff to the highest levels of professi onal practice and to continu ous learning and improve ment.</p>	<p><b><i>Culture</i></b> a (3, 4) <b><i>Sustainabili ty</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> b (3, 4) <b><i>Instruction al Program</i></b> b (3, 4) c (3, 4) <b><i>Capacity Building</i></b> a (3, 4)</p>	<p><b><i>Capacity Building</i></b> b (3, 4) <b><i>Instructiona l Program</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> a (3, 4) b (3, 4) c (3, 4)</p>		
<p>g) Develop the capacity ,opportu nities,</p>	<p><b><i>Culture</i></b> a (3, 4)</p>	<p><b><i>Culture</i></b> a (3, 4) c (3, 4) <b><i>Capacity Building</i></b> a (3, 4)</p>	<p><b><i>Capacity Building</i></b> b (3, 4)</p>			

<p>and support for teacher leadership and leadership from other members of the school community.</p>						
<p>h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.</p>		<p><b>Capacity Building</b> a (3,4) b (3,4)</p>	<p><b>Culture</b> a (3,4) <b>Instructional Program</b> A (4)</p>	<p><b>Sustainability</b> c (3,4) <b>Culture</b> a (3,4) b (3,4)</p>		
<p>i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-</p>		<p><b>Culture</b> b (3,4) c (3,4) <b>Instructional Program</b> b (3,4) c (3,4)</p>				

life balance.							
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2015 Professional Standards for Educational Leaders	MPPR Domain #, <i>Dimension</i> , descriptor letter, (level)						Goals
	1	2	3	4	5	6	
<b>Standard 8 – Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>							
a) Are approachable, accessible, and welcoming to families and members of the community.	<i>Culture</i> a (3, 4)		<i>Capacity</i> <i>Building</i> b (3, 4)	<i>Sustainability</i> a (3, 4)	<i>Sustainability</i> a (3, 4) <i>Culture</i> a (3, 4) b (3, 4)		
b) Create and sustain positive, collaborative, and productive relationships		<i>Culture</i> b (3, 4)	<i>Capacity</i> <i>Building</i> b (3, 4)	<i>Culture</i> a (3, 4) <i>Sustainability</i> a (3, 4)	<i>Sustainability</i> a (3, 4) <i>Culture</i> a (3, 4) b (3, 4) c (3, 4)	<i>Sustainability</i> a (4) b (4)	

with families and the community for the benefit of students.							
c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.		<b><i>Culture</i></b> b (3, 4) <b><i>Instructional Program</i></b> c (4) <b><i>Sustainability</i></b> a (4)	<b><i>Capacity Building</i></b> b (3, 4)	<b><i>Sustainability</i></b> a (3, 4)	<b><i>Sustainability</i></b> a (3, 4) <b><i>Culture</i></b> a (3, 4) b (3, 4) c (3, 4)	<b><i>Sustainability</i></b> a (4) b (4)	
d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.		<b><i>Culture</i></b> b (3, 4)		<b><i>Culture</i></b> a (3, 4) <b><i>Sustainability</i></b> a (3, 4)			
e) Create means for the school community to partner with families to support student learning in and out of			<b><i>Capacity Building</i></b> b (3, 4)	<b><i>Culture</i></b> a (3, 4) <b><i>Sustainability</i></b> a (4)	<b><i>Sustainability</i></b> a (4) <b><i>Culture</i></b> a (4) b (4)	<b><i>Sustainability</i></b> a (4) b (4)	

school.							
f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.		<i>Culture</i> b (3, 4)	<i>Capacity Building</i> b (3, 4)	<i>Strategic Planning</i> a (2, 3, 4) <i>Culture</i> a (3, 4) <i>Sustainability</i> a (4)			
g) Develop and provide the school as a resource for families and the community.				<i>Culture</i> a (3, 4) <i>Sustainability</i> a (3, 4)			
h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.				<i>Culture</i> a (3, 4) <i>Sustainability</i> a (3, 4)		<i>Sustainability</i> a (3) b (3)	
i) Advocate publicly for the needs and priorities of students, families, and the community.						<i>Culture</i> a (3)	
j) Build and sustain productive		<i>Culture</i> b (3, 4)	<i>Capacity Building</i> a (4)	<i>Strategic Planning</i> a (4)		<i>Sustainability</i> a (3, 4)	<ul style="list-style-type: none"> <li>• <i>Uncovering Goals</i></li> <li>• <i>Strategic</i></li> </ul>

<p>partnerships with public and private sectors to promote school improvement and student learning.</p>		<p><b>g</b> b (3, 4)</p>	<p><b>Culture</b> a (3, 4) <b>Sustainability</b> a (3, 4)</p>		<p>b (3, 4)</p>	<p><b>Planning</b> • <b>Taking Action</b> • <b>Evaluating</b> <b>Attainment</b></p>
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