

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)						
<b>Standard 2 – Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</i>	1	2	3	4	5	6	Goal
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 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)						
<b>Standard 3 – Equity and Cultural Responsiveness</b> <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>	1	2	3	4	5	6	Goal
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.		<b>Culture</b> c (3, 4) <b>Instructional Program</b> a (3, 4) <b>Sustainability</b> a (3, 4) <b>Strategic Planning</b> a (3, 4)		<b>Strategic Planning</b> a (2, 3, 4) <b>Culture</b> a (3, 4)	<b>Sustainability</b> a (3, 4)	<b>Culture</b> a (3, 4)	
b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.		<b>Sustainability</b> a (3, 4) <b>Strategic Planning</b> a (3, 4)		<b>Strategic Planning</b> a (2, 3, 4) <b>Culture</b> a (3, 4)			
c) Ensure that		<b>Culture</b>	<b>Instructional</b>	<b>Strategic</b>		<b>Culture</b>	

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

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

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

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

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

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<b>Standard 6</b> <b>– Professional Capacity of School 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>Sustainability</b> a (3, 4)	<b>Culture</b> b (3, 4) <b>Instructional Program</b> b (3, 4) <b>Capacity Building</b> a (3, 4)	<b>Capacity Building</b> b (3, 4) <b>Instructional Program</b> a (3, 4)			<b>Sustainability</b> b (3, 4)	<ul style="list-style-type: none"> <li>• <b>Uncovering Goals</b></li> <li>• <b>Strategic Planning</b></li> <li>• <b>Taking Action</b></li> <li>• <b>Evaluating Attainment</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>Sustainability</b> a (3, 4)					<b>Sustainability</b> b (3, 4)	
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth,		<b>Culture</b> a (3, 4) b (3, 4) <b>Instructional Program</b> b (3, 4) <b>Capacity Building</b> a (3, 4)	<b>Capacity Building</b> b (3, 4)				

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.	<b><i>Culture</i></b> a (3, 4) c (3, 4) <b><i>Sustainability</i></b> a (3, 4)	<b><i>Instructional Program</i></b> b (3, 4) <b><i>Capacity Building</i></b> a (3, 4)	<b><i>Instructional Program</i></b> a (3, 4)		<b><i>Sustainability</i></b> a (3, 4)		<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>
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored		<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) <b><i>Instructional Program</i></b> a (3, 4)				

d systems of supervisi on and evaluati on to support the develop ment of teachers ' and staff member s' knowled ge, skills, and practice.							
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.	<b>Culture</b> a (3, 4) <b>Sustainabili ty</b> a (3, 4)	<b>Culture</b> b (3, 4) <b>Instruction al Program</b> b (3, 4) c (3, 4) <b>Capacity Building</b> a (3, 4)	<b>Capacity Building</b> b (3, 4) <b>Instructiona l Program</b> a (3, 4)		<b>Culture</b> a (3, 4) b (3, 4) c (3, 4)		
g) Develop the capacity , opportu nities,	<b>Culture</b> a (3, 4)	<b>Culture</b> a (3, 4) c (3, 4) <b>Capacity Building</b> a (3, 4)	<b>Capacity Building</b> b (3, 4)				

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

life balance.							
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	1	2	3	4	5	6	Goals
<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.	<b>Culture</b> a (3, 4)		<b>Capacity Building</b> b (3, 4)	<b>Sustainability</b> a (3, 4)	<b>Sustainability</b> a (3, 4) <b>Culture</b> a (3, 4) b (3, 4)		
b) Create and sustain positive, collaborative, and productive relationships		<b>Culture</b> b (3, 4)	<b>Capacity Building</b> b (3, 4)	<b>Culture</b> a (3, 4) <b>Sustainability</b> a (3, 4)	<b>Sustainability</b> a (3, 4) <b>Culture</b> a (3, 4) b (3, 4) c (3, 4)	<b>Sustainability</b> 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>Culture</b> b (3, 4) <b>Instructional Program</b> c (4) <b>Sustainability</b> a (4)	<b>Capacity Building</b> b (3, 4)	<b>Sustainability</b> a (3, 4)	<b>Sustainability</b> a (3, 4) <b>Culture</b> a (3, 4) b (3, 4) c (3, 4)	<b>Sustainability</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>Culture</b> b (3, 4)		<b>Culture</b> a (3, 4) <b>Sustainability</b> a (3, 4)			
e) Create means for the school community to partner with families to support student learning in and out of			<b>Capacity Building</b> b (3, 4)	<b>Culture</b> a (3, 4) <b>Sustainability</b> a (4)	<b>Sustainability</b> a (4) <b>Culture</b> a (4) b (4)	<b>Sustainability</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.		<b>Culture</b> b (3, 4)	<b>Capacity Building</b> b (3, 4)	<b>Strategic Planning</b> a (2, 3, 4) <b>Culture</b> a (3, 4) <b>Sustainability</b> a (4)			
g) Develop and provide the school as a resource for families and the community.				<b>Culture</b> a (3, 4) <b>Sustainability</b> 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.				<b>Culture</b> a (3, 4) <b>Sustainability</b> a (3, 4)		<b>Sustainability</b> a (3) b (3)	
i) Advocate publicly for the needs and priorities of students, families, and the community.						<b>Culture</b> a (3)	
j) Build and sustain productive		<b>Culture</b> b (3, 4)	<b>Capacity Building</b>	<b>Strategic Planning</b> a (4)		<b>Sustainability</b> a (3, 4)	<ul style="list-style-type: none"> <li>• <b>Uncovering Goals</b></li> <li>• <b>Strategic</b></li> </ul>

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