

# PSELs (NYS Version) + CR-S Education Framework

## Crosswalk for Integration



Professional Standards for Educational Leaders (PSELs) – New York State Version	Culturally Responsive-Sustaining (CR-S) Education Framework Principle	<b>Integration:</b> Establishes the <i>conceptual alignment</i> between each PSEL Standard and the CR-S Education Framework.	<b>Examples in Practice:</b> Provides <i>concrete, situated actions</i> that school leaders might take to embody that integration.	<b>Look-For:</b> Identifies <i>observable indicators</i> that district leaders, colleagues, or evaluators might see when integration is implemented effectively.	<b>Key Message:</b> Synthesizes the “why it matters” – the equity-driven rationale that makes the integration meaningful.
<b>1. Mission, Vision, and Core Values</b>  Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of a high-quality education and academic success and well-being of each student.	Centering equity and affirming identities in school mission and vision.	Leaders co-create a mission and vision with diverse stakeholders that reflect equity, cultural responsiveness, and the affirmation of all student identities.	Leaders host schoolwide listening sessions with families, staff, and students to revise the mission and vision, so they explicitly prioritize equity, inclusion, and cultural responsiveness.	<ul style="list-style-type: none"> <li>• Mission and vision statements visibly reference equity and inclusion.</li> <li>• Evidence of stakeholder involvement in shaping the mission (meeting notes, surveys, public forums).</li> <li>• Staff and students are able to articulate the mission in culturally responsive terms.</li> </ul>	A clear, shared vision prioritizing equity and well-being ensures all students are recognized as valued members of the community.
<b>2. Ethics and Professional Norms</b>  Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.	Modeling fairness, addressing bias, and sustaining inclusive norms.	Leaders act ethically and model fairness by addressing bias transparently and establishing professional norms that sustain equity.	Leaders establish clear procedures for reporting bias, model transparent decision-making, and provide professional learning on equity and anti-bias practices.	<ul style="list-style-type: none"> <li>• Leaders engaging in and modeling equity-focused professional learning.</li> <li>• Leadership modeling ethical behavior by addressing incidents of bias, discrimination, or exclusion swiftly and transparently.</li> <li>• Evidence of equitable discipline practices, ensuring fairness and cultural sensitivity in all student interactions.</li> </ul>	Ethical leadership, grounded in fairness and cultural awareness, fosters an equitable school environment.
<b>3. Equity and Culturally Responsive Practices</b>  Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.	Designing culturally authentic learning and fair assessments.	Leaders ensure curriculum reflects multiple perspectives, instruction is culturally responsive, and assessments honor multiple ways of knowing.	Leaders support teachers in integrating diverse voices into lessons and incorporating social-emotional learning, provide training on CR-S pedagogy, and review assessments for cultural and linguistic sensitivity.	<ul style="list-style-type: none"> <li>• Curriculum maps including diverse authors, histories, and cultural contributions.</li> <li>• Professional learning focused on CR-S instructional strategies.</li> <li>• Assessments offering multiple pathways for students to demonstrate learning.</li> </ul>	A culturally responsive curriculum by culturally competent teachers promotes academic success by integrating students’ identities and experiences into the learning process.

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<b>4. Curriculum, Instruction, and Assessment</b>  Effective educational leaders develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of <i>all</i> students.	Designing culturally authentic learning and fair assessments.	Leaders ensure curriculum reflects multiple perspectives, instruction is culturally responsive, and assessments honor multiple ways of knowing.	Leaders support teachers in integrating diverse voices into lessons and incorporating social-emotional learning, provide training on CR-S pedagogy, and review assessments for cultural and linguistic inclusivity.	<ul style="list-style-type: none"> <li>Curriculum maps including diverse authors, histories, and cultural contributions.</li> <li>Professional learning focused on CR-S instructional strategies.</li> <li>Assessments offering multiple pathways for students to demonstrate learning.</li> </ul>	A culturally responsive curriculum by culturally competent teachers promotes academic success by integrating students’ identities and experiences into the learning process.
<b>5. Inclusive, Caring, and Supportive School Community</b>  Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>all</i> students.	Creating and maintaining welcoming, affirming, and identity-sustaining environments.	Leaders create safe, supportive environments where all students’ identities are validated as assets and cultural diversity is celebrated.	Leaders create affinity groups, implement peer mentorship, and host inclusive cultural events that strengthen school climate.	<ul style="list-style-type: none"> <li>Student feedback reflecting a sense of belonging.</li> <li>Cultural and linguistic diversity visible in displays, signage, and programming.</li> <li>Policies and practices ensuring safety and inclusion for all students.</li> </ul>	Building an inclusive school community means ensuring teachers, staff, and students feel safe, supported, and culturally validated.
<b>6. Professional Capacity of School Personnel</b>  Effective educational leaders develop the professional capacity, cultural competence, and practice of school personnel to promote the love of learning, academic success, and wellbeing of <i>all</i> students.	Developing staff capacity in equity, cultural competence, and CR-S practice.	Leaders build staff capacity through continuous professional learning focused on equity, cultural responsiveness, and anti-bias practices.	Leaders provide CR-S professional development, highlight teacher leaders modeling best practices, and embed equity goals in evaluation systems.	<ul style="list-style-type: none"> <li>Teacher leaders recognized for CR-S practices.</li> <li>Evidence of equity goals in evaluation and growth plans.</li> <li>Evidence that leaders reflect on their own implicit bias, how that bias might impact expectations for student achievement or the decision-making process in the school, and the steps taken to address biases and their impact on students.</li> </ul>	Leaders must invest in building the cultural competence of school staff to ensure equitable and inclusive practices.

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<b>7. Professional Community for Teachers and Staff</b>  Effective educational leaders foster a professional community of teachers and other staff to promote each student’s academic success and well-being.	Cultivating collaborative inquiry into disparities and responsive practices.	Leaders cultivate collaborative structures where staff share responsibility for culturally responsive practice and equitable student outcomes.	Leaders form equity-focused professional learning communities facilitate peer observations, and encourage collaborative reflection on CR-S strategies.	<ul style="list-style-type: none"> <li>PLC agendas and notes documenting equity-focused work.</li> <li>Peer feedback cycles focused on culturally responsive practice.</li> <li>Evidence of staff collaborating on equity-driven initiatives.</li> </ul>	Collaboration, among staff, rooted in cultural competence, is key to supporting student success.
<b>8. Meaningful Engagement of Families and Community</b>  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.	Valuing family and community cultural knowledge as central to learning.	Leaders authentically engage families and communities, honoring cultural knowledge and co-creating partnerships that support students.	Leaders host bilingual family nights, partner with community organizations, and create opportunities for families to contribute to decision-making.	<ul style="list-style-type: none"> <li>Evidence of families’ cultural contributions integrated into school activities.</li> <li>Reciprocal, two-way communication across languages.</li> <li>Community partnerships supporting curriculum and student learning.</li> </ul>	Family and community engagement, when culturally responsive, is crucial to student success and school improvement.
<b>9. Operations and Resources</b>  Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.	Equitably distributing resources and diversifying the workforce.	Leaders equitably allocate resources, ensuring marginalized students have access to the supports and opportunities needed to thrive.	Leaders conduct reviews of staffing and budgets, prioritize underserved students in resource allocation, and build diverse recruitment pipelines.	<ul style="list-style-type: none"> <li>Leaders ensuring that resources are equitably allocated to meet the diverse needs of students.</li> <li>Resource allocation decisions that prioritize equity, addressing gaps in access to academic or social-emotional support.</li> <li>Resource allocation reviews to ensure fairness across student demographics.</li> </ul>	Leaders must equitably manage resources to ensure all students have access to necessary support and opportunities.
<b>10. Continuous Improvement</b>  Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.	Using CR-S reflection and data to guide equity-centered improvement cycles.	Leaders use data and feedback to identify inequities, monitor progress, and engage in cycles of improvement grounded in cultural responsiveness.	Leaders establish continuous improvement teams, analyze disaggregated data, and adapt practices in response to student and community feedback.	<ul style="list-style-type: none"> <li>A school culture where data is used to inform changes in policies and practices.</li> <li>Leadership reviewing student performance data to identify and address achievement gaps.</li> <li>Leaders seek out and integrate feedback from staff, students, and families into the school’s improvement process.</li> </ul>	Continuous improvement efforts must prioritize equity and inclusivity, using data to address systemic inequities.