Professional Standards for Educational Leaders  
NYS Version  
Adopted by NYSED 2017

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:
   a) Develop an educational mission for the school to promote the academic success and well-being of each student.
   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.
   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.
   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.

2. Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:
   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 professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
   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 democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
3. **Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.**

Effective leaders:
- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 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.
- 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.

4. **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 all students.**

Effective leaders:
- 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.
- 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 instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 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) Employ valid assessments that are consistent with knowledge of child learning and
development and technical standards of measurement.
g) Use assessment data appropriately and within technical limitations to monitor
student progress and improve instruction.

5. Effective educational leaders cultivate an inclusive, caring, and supportive
school community that promotes the academic success and well-being of all
students.

Effective leaders:
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.

6. 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.

Effective leaders:
a) Recruit, hire, support, develop, and retain effective and caring teachers and other
professional staff and form them into an educationally effective faculty.
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) 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.
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.
h) Promote the personal and professional health, well-being, and work-life balance of
faculty and staff.
i) Tend to their own learning and effectiveness through reflection, study, and
improvement, maintaining a healthy work-life balance.

7. Effective educational leaders foster a professional community of
teachers and other professional staff to promote each student’s
academic success and well-being.

Effective leaders:
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) 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.
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.

8. 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.

Effective leaders:
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 two-way communication with families and the community
about the school, students, needs, problems, and accomplishments.
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 partner with families to support student
learning 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.
i) Advocate publicly for the needs and priorities of students, families, and the
community.
j) Build and sustain productive partnerships with public and private sectors to promote
school improvement and student learning.

9. Effective educational leaders manage school operations and resources to
promote each student’s academic success and well-being.

Effective leaders:
a) Institute, manage, and monitor operations and administrative systems that promote
the
mission and vision of the school.
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.
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 and community 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 and communication systems to deliver actionable
information
for classroom and school improvement.
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.
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 and external politics toward achieving the school’s mission and vision.

10. Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:
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, promoting readiness, an imperative 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) 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.