

Professional Standards for Educational Leaders (NYS version) with Indicators in Actionable Language

The PSELs (NYS Version) are expectations about the work, qualities and values of effective educational leaders. They are leadership skills and practices that recognize the diversity and need for equitable and inclusive treatment for all students.

This chart provides actionable language for each standard and element of the **PSELs** and can be used in the development of your STEPS plan to:

- Increase familiarity with the standards
- Identify which indicators align to instructional priorities that will support the goals from the LEA's needs assessment
- Determine what types of evidence would be appropriate to evaluate the selected indicators
- Allow for clear documentation of the selected indicators and provide transparency in evaluations

Leadership Standard	Performance Indicators
Standard 1: Mission, Vision, and Core Values	Develops an educational mission for the school to promote the academic success and well-being of each student.
	Strategically develops, implements, and evaluates actions to achieve the vision for the school.
	Reviews the school's mission and vision and adjusts them these statements to changing reflect changes in expectations, opportunities, needs, and situations.
	Models and pursues the school's mission, vision, and core values in all aspects of leadership.
	Articulates, advocates, and cultivates core values that define the school's culture.
	Develops and promotes a vision for the school on instructional and organizational practices that promote success.
	Emphasizes child-centered education, high expectations, support, equity, inclusiveness, social justice, openness, caring, trust, and continuous improvement.
Standard 2: Ethics and Professional Norms	Acts ethically and professionally in all aspects of school leadership.
	Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.
	Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
	Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
	Leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
	Places children at the center of education and accept responsibility for each student's academic success and well-being.
	Acts ethically and professionally in all aspects of school leadership.
	Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.
	Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

Leadership Standard	Performance Indicators
Standard 3: Equity and Culturally Responsive Practices	Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
	Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.
	Addresses matters of equity and cultural responsiveness in all aspects of leadership and acts with cultural competence and responsiveness in their interactions, decision making, and practice.
	Confronts and alters 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.
	Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
	Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.
	Promotes the preparation of students to live productively in and contributes to the diverse cultural contexts of a global society.
Standard 4: Curriculum, Instruction, and Assessment	Implements 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.
	Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, a love of learning, the identities and habits of learners, and a healthy sense of self.
	Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
	Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
	Promotes the effective use of technology in the service of teaching and learning.
	Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
	Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
Standard 5: Community of Care and Support for Students	Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
	Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community.
	Infuses the school's learning environment with the cultures and languages of the school's community.
	Promotes adult-student, student-peer, and school- community relationships that value and support academic learning and positive social and emotional development.
	Provides coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
	Cultivates and reinforces student engagement in school and positive student conduct.

Leadership Standard	Performance Indicators
Standard 6: Professional Capacity of School Personnel	Recruits, hires, supports, develops, and retains an effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
	Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
	Develops teachers' and staff members' professional knowledge, skills, and practices through differentiated opportunities guided by professional and adult learning and development.
	Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
	Delivers actionable feedback about instruction and professional practice through valid, research-based systems of supervision and evaluation.
	Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
	Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
	Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
	Tends 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	Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff.
	Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
	Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
	Establishes and sustains a professional culture of engagement with shared vision, goals, and objectives pertaining to the education of the whole child, professional work, ethical and equitable practices, communication, collaboration, efficacy, and continuous learning and improvement.
	Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
	Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.
	Encourages faculty-initiated improvement of programs and practices.
	Empowers teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student.

Leadership Standard	Performance Indicators
Standard 8: Meaningful Engagement of Families and Community	Acts approachable, accessible, and welcoming to families and members of the community.
	Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
	Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.
	Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.
	Develops and provides the school as a resource for families and the community.
	Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
	Creates means for the school community to partner with families to support student learning in and out of school.
	Advocates publicly for the needs and priorities of students, families, and the community.
	Advocates for the school and district, and for the importance of education and student needs and priorities to families and the community.
Standard 9: Operations and Management	Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
	Acts responsibly and ethically, holding themselves accountable as stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
	Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.
	Manages governance processes and internal and external politics toward achieving the school's mission and vision.
	Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
	Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
	Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
	Develops and manages productive relationships with the central office, school board, and feeder and connecting schools for enrollment management and curricular and instructional articulation.
	Employs technology to improve the quality and efficiency of operations and management.
	Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.
	Protects teachers' and other staff members' work and learning from disruption.

Leadership Standard	Performance Indicators
Standard 10: School Improvement	Seeks to make school more effective, useful, and engaging for students, teachers and staff, families, and community stakeholders.
	Adopts a coherent improvement system that addresses all aspects of school organization, programs, and services.
	Prepares the school and the community for improvement, promoting readiness, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
	Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
	Prepares the school and the community for improvement, promoting readiness, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
	Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
	Employs situationally- appropriate strategies for improvement, including transformational and incremental adaptive approaches, and attention to different phases of implementation.
	Assesses and develops 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.
	Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
	Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
	Develops 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.
	Manages 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.

You are the new school building leader at Brickman Elementary School. Brickman is located in a rural community and enrolls approximately 250 students in grades K–5. Student enrollment has remained fairly steady for more than a decade.

Your new school has a history of strong student achievement. Following the introduction of new and more rigorous state standards five years ago, students in most classes and grade levels have continued to show gains in performance on state and interim assessments. While you were preparing for your new position, you met with the superintendent, who praised the school's performance and stated her expectation that you would focus your efforts on building upon the school's prior successes. As the superintendent noted, "We are all very proud of the many accomplishments of Brickman's students and staff to date."

Brickman has a total of 13 classroom teachers, many of whom have been at the school for ten years or more. Staff turnover is relatively low, with two new teachers hired during the last five years to replace one teacher who retired and one who moved to another part of the state. Early discussions with the teachers in your building suggest strong teacher morale, along with a high level of commitment to ensuring effective, high-quality learning experiences for every child.

Recently, you reviewed student and teacher data from Brickman, as well as the results of a teacher survey administered last year.

Student Performance Indicators for Brickman Elementary School

State Assessment Results for All Students Grades 3–5 Two-Year Comparison

This table displays the percentage of students in all groups scoring at or above Level 3 ("meets proficiency standard").

Subject	School		District		State	
	2 Years Ago	Last Year	2 Years Ago	Last Year	2 Years Ago	Last Year
ELA	75%	78%	71%	73%	56%	58%
Math	82%	84%	79%	80%	64%	66%

State Assessment Results, by Grade and All Students Grades 3–5 Two-Year Comparison

This table displays the percentage of students, by group, scoring at or above Level 3 ("meets proficiency standard").

	2 Years Ago		Last Year	
	ELA	Math	ELA	Math
Grade 3	80%	87%	83%	89%
Grade 4	69%	76%	72%	77%
Grade 5	76%	84%	79%	87%
All Students Grades 3–5	75%	82%	78%	84%

Teacher Evaluation Data

Composite Evaluation Scores: All Classroom Teachers (last year)

(as assessed through multiple measures, including a state-provided growth score or other comparable measure and locally selected measure of student achievement and other measures of teacher effectiveness)

Subject Area	Total Teachers	Ineffective		Developing		Effective		Highly Effective	
		N	%	N	%	N	%	N	%
Kindergarten	3	0	0.0%	0	0.0%	2	66.7%	1	33.3%
Grade 1	2	0	0.0%	0	0.0%	2	100%	0	0.0%
Grade 2	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Grade 3	2	0	0.0%	0	0.0%	1	50.0%	1	50.0%
Grade 4	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Grade 5	2	0	0.0%	0	0.0%	2	100%	0	0.0%
Total	13	0	0.0%	2	15.4%	9	69.2%	2	15.4%

Note: Data do not include specialty-area teachers for Languages Other Than English, Gifted and Talented, Physical Education, Art, and Music.

Adjusted Mean Growth Percentile (MGP) for Grade 4 and 5 Teachers

Teacher	Grade	Adjusted MGP	Adjusted MGP Confidence Range		Growth Rating
			Lower Limit	Upper Limit	
Teacher J	4	59	55	63	Effective
Teacher K	4	40	37	44	Developing
Teacher L	5	50	44	56	Effective
Teacher M	5	65	60	69	Effective

**Excerpt of Teacher Observation Summary Data on Teacher Practice Rubric
for Teachers in Grades K–2**

Domains and Selected Components	Teacher A (kindergarten)	Teacher B (kindergarten)	Teacher C (kindergarten)	Teacher D (grade 1)	Teacher E (grade 1)	Teacher F (grade 2)	Teacher G (grade 2)
Overall Observation Rating	3	4	3	3	3	2	3
Planning and Preparation	3	4	4	3	2	2	3
Demonstrating knowledge of content	3	4	4	3	3	2	3
Demonstrating knowledge of pedagogy	3	4	3	3	3	2	3
Setting instructional outcomes	3	3	4	3	2	3	3
Designing coherent instruction	3	4	4	3	2	2	3
Designing student assessments	2	3	3	2	2	1	2
Classroom Environment	3	4	3	3	3	2	2
Establishing a culture for learning	3	4	4	3	3	1	2
Managing classroom procedures	3	4	3	2	3	2	3
Managing student behavior	2	4	3	3	3	3	2
Instruction	3	4	3	3	3	2	3
Communicating with students	3	4	3	3	3	2	3
Using questioning and discussion	3	4	3	3	2	3	3
Engaging students in learning	3	4	3	3	3	2	3
Using assessment in instruction	2	3	3	2	3	1	2
Demonstrating flexibility and responsiveness	2	4	3	2	2	2	3
Professional Responsibilities	2	3	3	3	4	3	3
Reflecting on teaching	2	3	3	3	4	3	3
Participating in a professional community	2	3	2	3	3	2	2

Key: 1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

**Excerpt of Teacher Observation Summary Data on Teacher Practice Rubric
for Teachers in Grades 3–5**

Domains and Selected Components	Teacher H (grade 3)	Teacher I (grade 3)	Teacher J (grade 4)	Teacher K (grade 4)	Teacher L (grade 5)	Teacher M (grade 5)
Overall Observation Rating	3	4	3	2	3	3
Planning and Preparation	3	4	2	2	3	3
Demonstrating knowledge of content	4	4	3	3	3	3
Demonstrating knowledge of pedagogy	3	4	3	2	3	3
Setting instructional outcomes	3	4	2	1	3	2
Designing coherent instruction	3	4	2	2	3	3
Designing student assessments	3	4	2	2	3	2
Classroom Environment	2	4	3	2	2	4
Establishing a culture for learning	2	4	3	2	3	4
Managing classroom procedures	2	4	2	2	3	4
Managing student behavior	3	4	3	2	2	4
Instruction	3	4	3	2	3	3
Communicating with students	3	3	3	3	3	4
Using questioning and discussion	3	4	3	2	3	3
Engaging students in learning	2	3	3	2	3	3
Using assessment in instruction	3	4	2	1	2	3
Demonstrating flexibility and responsiveness	2	4	2	2	2	3
Professional Responsibilities	3	4	3	2	3	3
Reflecting on teaching	2	4	3	2	3	3
Participating in a professional community	3	3	2	2	2	2

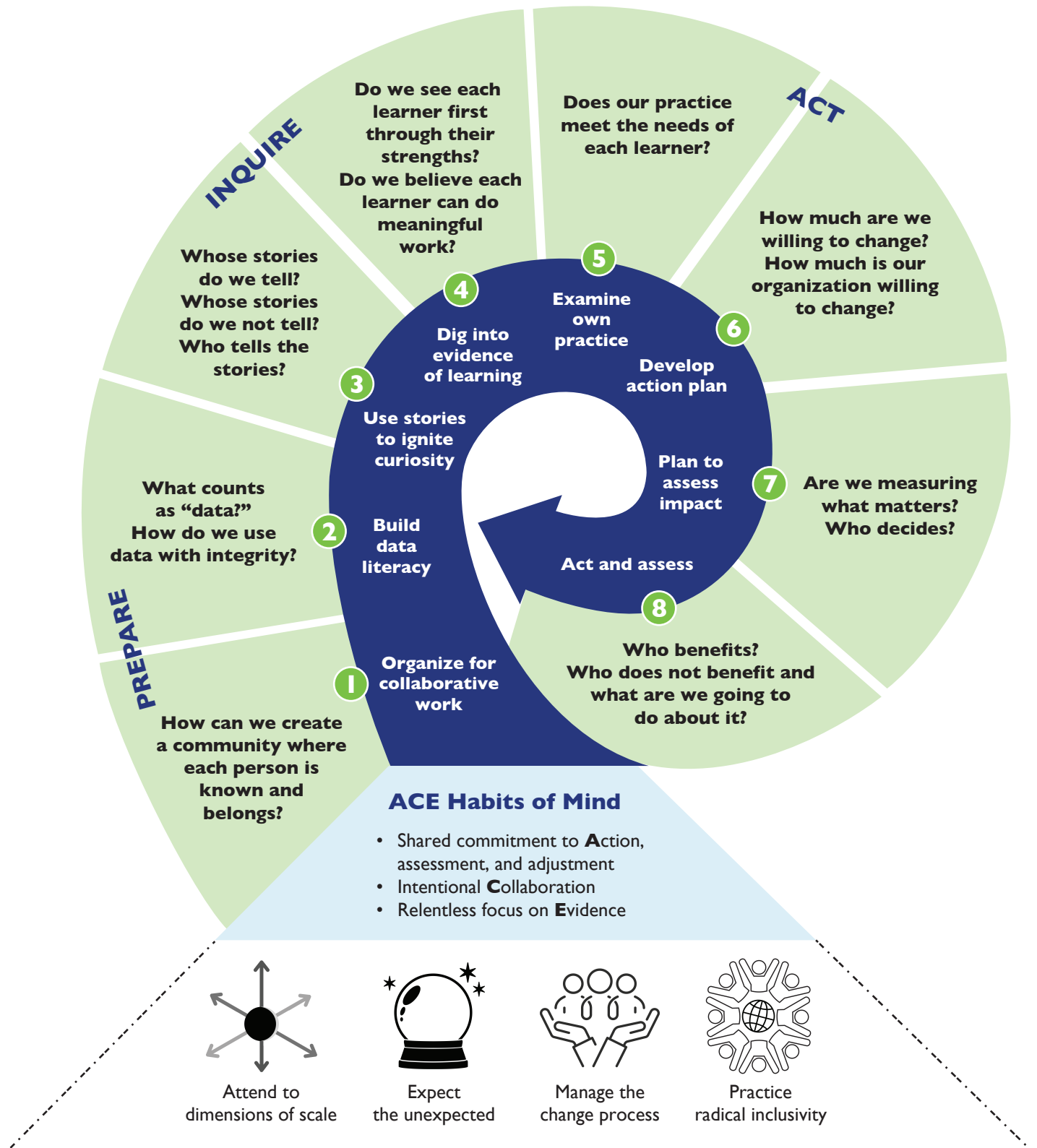
Key: 1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

Excerpt from Teacher Survey Results (last year)
(100% responded)

	Percent Agreeing or Strongly Agreeing
I enjoy working at this school.	92%
School leadership is responsive to my needs.	77%
Performance expectations for teachers are clear.	85%
I receive encouragement and support from school leadership.	85%
School leadership recognizes my efforts and contributions.	85%
I have the resources and support to provide a highly effective learning environment for my students.	72%
My schedule allows for reasonable planning time.	67%
I have adequate opportunities for professional growth.	77%
I possess the knowledge and skills to analyze student achievement data to inform my instructional decisions.	61%
I possess the knowledge and skills to achieve instructional goals for all my students.	69%
I routinely differentiate instruction to meet varied student needs.	54%
I actively work with other faculty in my grade level.	48%
I actively work with faculty outside of my grade level.	41%
I routinely analyze formative assessment data.	56%
I routinely analyze formative assessment data with other teachers to inform my instruction.	48%

The Datawise Framework

<https://datawise.gse.harvard.edu>



Copyright © President and Fellows of Harvard College. Harvard Education Press. All rights reserved.

Source: Integrating the System Wise Approach into the Data Wise Framework. System Wise: Continuous educational improvement at scale, p. 21, by A. Parrott-Sheffer, C. Williams, D. Rease Jr., & K. P. Boudett. 2024, Education Press.