Handout 2: Leadership CEM
Crosswalk Aligning PSEL 2015 Standards PSEL Guidance Document

PSEL 2015 Standards*	Excerpts from PSEL Guidance Document*, *Promoting Principal Leadership for the Success of Students with Disabilities***	Additional Details & Observations
1. Mission, vision, and core values	• Work collaboratively to develop a mission and vision that supports the success of students with disabilities. • Ensure a mutual commitment to this mission and vision among faculty. • Include parents and other external stakeholders in the vision process.	
2. Ethnics & professional norms	• Adhere to ethical and professional norms and uphold the moral imperative to acknowledge inequities and promote equality. • Possess an ethnical mindset to identify, interpret, and manage the ethical dilemmas in leadership for students with disabilities and address them by embodying the values of justice and care, equality and equity, and community in service of each student. • Lead with interpersonal and social-emotional competence, and develop productive relationships by communicating effectively, cultivating interpersonal awareness, and building trust.	
3. Equity & cultural responsive-ness	• Ensure the academic success and well-being of each student, including students with disabilities, through equitable access to effective teachers, culturally responsive learning opportunities and supports, and necessary resources.	

	• Hold asset-based rather than deficit-based perspectives of students and recognize relationships among disability, cultural differences, and social inequities. • Recognize, confront, and educate others about the institutional forces and historical struggles that have impeded equitable educational opportunities for students with disabilities.	
4. Curriculum, instruction, and assessment	• Communicate high academic expectations for all students, including students with disabilities; promote high-quality intellectually-challenging curricula and instruction; and provide opportunities for students with disabilities to achieve within the general education curriculum using a multi-tiered system of support. • Work collaboratively with classroom teachers to help them develop their capacity for effective instruction. • Ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to local needs. • Promote appropriate, clear, and valid monitoring and assessment systems where teachers receive meaningful information about how students respond to instruction and where information is relevant o instructional improvement.	
5. Communities of student care and support	• Build and maintain a safe, caring, and healthy environment that meets the needs of each students and encourages them to be active, responsible members of their community. • Ensure that students with disabilities have opportunities to learn with their non-disabled peers to the greatest extent appropriate. • Promote inclusive social environments that foster	

	acceptance, care, and sense of value and belonging in adult-student and student-peer relationships. • Support teachers as they create productive and inclusive environments in their classrooms and throughout the school.	
6. Professional capacity of school personnel	• Hire and retain highly effective special education and general education teachers with a school-wide vision and a set of core values that support improving achievement and outcomes for students with disabilities. • Provide multiple sources of high-quality, meaningful professional learning and development opportunities, and participate alongside their staff. • Identify strategies to motivate their staff and encourage, recognize, and facilitate leadership opportunities for teachers and staff who effectively educate students with disabilities.	
7. Professional community for teachers & staff	• Encourage teachers to set high expectations for and engage in active self-assessment and reflective learning in order to promote mutual accountability. • Maintain a just and democratic workplace that gives teachers the confidence to exercise responsible discretion and be open to criticism. • Promote collaborative cultures focused on shared responsibility for achieving the mission and vision of the school, and for the success of students with disabilities. • Communicate clear expectations for collaboration within and among established teams of teachers without micromanaging, and encourage experimentation among teams.	

	• Manage tensions and conflict while developing conditions for productivity, including effective professional development, practice, and support to staff.	
8. Meaningful engagement of families & community	• Create partnerships with families of students with disabilities and engage them purposefully and productively in the learning and development of their children in and out of school. • Engage families to provide insight about their children's specific disabilities that allows teachers to better understand their needs, make educationally sound instructional decision, and assist in interpreting and assessing student progress.	
9. Operations & management	• Manage their budgets and develop strong relationships with central offices in order to ensure the effective and efficient use of resources and that students with disabilities have access to appropriate transportation, classrooms, services, accommodations, and extracurricular activities. • Ensure that external resources are aligned with their schools' goals and support core programs and services for all students. • Assign roles and responsibilities to optimize staff capacity to address each student's learning needs, especially students with disabilities. • Develop and effectively manage school structures, operations, and administrative systems that support students with disabilities.	
10. School Improvement	• Emphasize the "why" and "how" of improvement and change; staff should be motivated and empowered to own improvement initiatives and share responsibility	

	and accountability for their success. • Provide learning opportunities for teachers and staff to equip them to participate in strategic processes of improvement, and to take part in implementing effective programs and practices for students with disabilities. • Address teacher capacity needs around the identification, implementation, and evaluation of evidence-based interventions, and ensure that necessary conditions for teaching and learning exist in order to prepare students with disabilities for success in college, career, and life. • Ensure that the particular needs of students are intentionally addressed within the school's broader plans for improvement.	

*National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author. http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

**Council of Chief State School Officers, & Collaboration for Effective Educator Evaluation, Development, and Reform. (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities.* Retrieved on April 4, 2017 from http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf