Appendix B
Crosswalk Aligning PSEL 2015 Standards, Guidance Document, & Principal Leadership Innovation Configuration

PSEL 2015 Standards*	Excerpts From PSEL Guidance Document, *Promoting Principal Leadership for the Success of Students with Disabilities***	Innovation Configuration Document, *Principal Leadership for Inclusive and Effective Schools for Students With Disabilities***
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.	Principal leadership and students with disabilities (p. 6) Principal leadership for inclusive schools (p. 25) - Builds a shared vision for inclusive schools - Builds school-wide commitment - Builds a professional community that shares responsibility Supports high expectations for students with disabilities (p. 12)
2. Ethics & professional norms	- Adhere to ethical and professional norms and uphold the moral imperative to acknowledge inequities and promote equality. - Possess an ethical 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.	Ethics and equity (p. 8) Principal leadership for inclusive schools (p. 25)

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3. Equity & cultural responsiveness	• 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.	Ethics and equity (p. 8) Supports high expectations for students with disabilities (p. 12) Builds a professional community that shares responsibility for improving the learning of all students (p. 26)
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 supports (MTSS). • 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 in which teachers receive meaningful information about how students respond to instruction and where information is relevant to instructional improvement.	Supports high expectations for students with disabilities (p. 12) Promotes effective instructional practices (p. 15) Supports a system for progress monitoring (p. 17) Develops positive, orderly and safe learning environments (p. 14)

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5. Communities of student care and support	• Build and maintain a safe, caring, and healthy environment that meets the needs of all 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.	Develops positive, orderly, and safe learning environments (p. 14) Principal leadership for inclusive schools (p. 24) Builds a shared vision for inclusive schools (p. 25) Builds a school-wide commitment to inclusive schools (p. 25) Builds a professional community that shares responsibility for improving the learning of all students (p. 29)
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 staff. • Identify strategies to motivate staff and encourage, recognize, and facilitate leadership opportunities for teachers and staff who effectively educate students with disabilities.	Organizes working conditions for instructional effectiveness and retention (p. 19) Principal leadership for inclusive schools (p. 24) Provides opportunities for professional learning and teacher feedback (p. 21) Builds a professional community that shares responsibility for improving the learning of all students (p. 26) Shares responsibility for leadership (p. 29) Redesigns schools for inclusive education (p. 28)

PSEL 2015 Standards*	Excerpts From PSEL Guidance Document, *Promoting Principal Leadership for the Success of Students with Disabilities***	Innovation Configuration Document, *Principal Leadership for Inclusive and Effective Schools for 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 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 (PD), practice, and support to staff.	Supports high expectations for students with disabilities (p. 12) Create a collaborative culture for teachers' work (p. 21) Builds a professional community that shares responsibility for improving the learning of all students (p. 26) Shares responsibility for leadership (p. 29)
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.	Parent leadership and support (p. 31) Engages parents to enhance students' opportunities for learning (p. 33) Engages parents in shared decision making as inclusive schools are developed and sustained (p. 34)

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9. Operations & management	• Manage budgets and develop strong relationships with central offices 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 the 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.	Supports a system for progress monitoring (p. 17) Organizes working conditions for instructional effectiveness and retention (p. 19) Redesigns schools for inclusive education (p. 28) Creates a collaborative culture for teachers' work (p. 21)
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 take part in implementing effective programs and practices for students with disabilities. • Address teacher capacity needs to identify, implement, and evaluate evidence-based interventions and ensure that necessary conditions for teaching and learning exist to prepare students with disabilities for success in college, career, and life. • Ensure that the needs of students are intentionally addressed in the school's broader improvement plans.	Principal leadership for inclusive schools (p. 24) Promotes effective instructional practices (p. 16) Supports a system for progress monitoring (p. 17) Builds a professional community that shares responsibility for improving the learning of all students (p. 26) Create a collaborative culture for teachers' work (p. 26) Redesigns schools for inclusive education (p. 28)

*National Policy Board for Educational Administration (2015). *Professional standards for educational leaders* (PSEL 2015). Reston, VA: Author. Retrieved from http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

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

*** Billingsley, B., McLeskey, J., & Crockett, J. B. (2017). *Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities* (revised; Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/