

NEPF/PSEL CROSSWALK: THE NEVADA EDUCATOR PERFORMANCE FRAMEWORK FOR SCHOOL ADMINISTRATORS AND THE PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

INTRODUCTION

The role of a school administrator encompasses so much more than managing daily school activities. Today's school administrators must also focus on "instructional leadership, the cultivation of diversity in schools, and the assurance of equal access to equitable opportunities leading to the highest levels of learning and achievement for all students" (American Institutes for Research, 2016). The Professional Standards for Educational Leaders (PSEL), released in October 2015, replaced the Interstate Leaders Licensure Consortium (ISLLC) standards and were designed to reflect the evolving context of public education as well as recent research studying the influence and impact of school principals on teaching and learning. Many states have begun the process of comparing their current educational leadership standards (the Nevada Educator Performance Framework for School Administrators) to ensure alignment of the state standards and the PSEL.

PURPOSE

This crosswalk is one of many resources that can help state, district, and school leaders recognize the alignment of current state educational leadership standards (the NEPF) with the PSEL. This comparison enables educational leaders to review how these leadership standards can foster common understanding of what educational leaders must know and be able to do to improve teaching, learning, and student achievement as well as help improve aspects of the principal pipeline, including preparation, licensure, recruitment and hiring, mentoring and induction, evaluation, and professional development.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<ul style="list-style-type: none"> • Standard 1 (a): Develop an educational mission for the school to promote the academic success and well-being of each student. • Standard 1 (d): Strategically develop, implement, and evaluate actions to achieve the vision for the school. • Standard 1 (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. • Standard 3 (f): Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. • Standard 9 (a): Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. • Standard 9 (l): Manage governance processes and internal and external politics toward achieving the school’s mission and vision. • Standard 10 (b): Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. • Standard 10 (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.
<p>Indicator 2: Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<ul style="list-style-type: none"> • Standard 4 (g): Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. • Standard 7 (d): Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 3: Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<ul style="list-style-type: none"> • Standard 4 (c): Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. • Standard 4 (e): Promote the effective use of technology in the service of teaching and learning (to support distance, blended, hybrid learning). • Standard 6 (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.
<p>Indicator 4: Administrator systematically supports teachers’ short-term and long-term planning for student learning through a variety of means.</p>	<ul style="list-style-type: none"> • Standard 10 (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. • Standard 10 (e): Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<ul style="list-style-type: none"> • Standard 4 (d): Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. • Standard 10 (a): Seek to make school more effective for each student, teachers and staff, families, and the community.
<p>Indicator 2: Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<ul style="list-style-type: none"> • Standard 6 (b): Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. • Standard 6 (d): Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. • Standard 7 (f): Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
<p>Indicator 3: Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<ul style="list-style-type: none"> • Standard 4 (f): Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. • Standard 10 (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.
<p>Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio- economic status.</p>	<ul style="list-style-type: none"> • Standard 1 (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. • Standard 3 (b): Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for all members of the school’s community.</p>	<ul style="list-style-type: none"> • Standard 2 (c): Place children at the center of education and accept responsibility for each student’s academic success and well-being. • Standard 2 (d): Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. • Standard 5 (a): Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. • Standard 5 (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. • Standard 5 (d): Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. • Standard 5 (f): Infuse the school’s learning environment with the cultures and languages of the school’s community. • Standard 6 (h): Promote the personal and professional health, well-being, and work-life balance of faculty and staff. • Standard 8 (a): Are approachable, accessible, and welcoming to families and members of the community.
<p>Indicator 2: Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.</p>	<ul style="list-style-type: none"> • Standard 7 (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. • Standard 7 (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. • Standard 7 (g): Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 3: Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<ul style="list-style-type: none"> • Standard 7 (a): Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. • Standard 7 (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.
<p>Indicator 4: Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals.</p>	<ul style="list-style-type: none"> • Standard 7 (h): Encourage faculty-initiated improvement of programs and practices. • Standard 9 (g): Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF INSTRUCTIONAL LEADERSHIP STANDARD 4: CREATING AND SUSTAINING STRUCTURES	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Standard 4 (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.
<p>Indicator 2: Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Standard 4 (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. • Standard 10 (h): Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
<p>Indicator 3: Administrator allocates resources effectively, including organizing time, to support learning goals.</p>	<ul style="list-style-type: none"> • Standard 5 (c): Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. • Standard 9 (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. • Standard 9 (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. • Standard 9 (d): Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. • Standard 9 (e): Protect teachers’ and other staff members’ work and learning from disruption. • Standard 9 (f): Employ technology to improve the quality and efficiency of operations and management.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF PROFESSIONAL RESPONSIBILITIES STANDARD 1: MANAGES HUMAN CAPITAL	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.</p>	<ul style="list-style-type: none"> • Standard 6 (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.
<p>Indicator 2: The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<ul style="list-style-type: none"> • Standard 6 (a): Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
<p>Indicator 3: The administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<ul style="list-style-type: none"> • Standard 6 (f): Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. • Standard 6 (g): Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. • Standard 10 (j): Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
<p>Indicator 4: The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>	<ul style="list-style-type: none"> • Standard 6 (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.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF PROFESSIONAL RESPONSIBILITIES STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: The administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.</p>	<ul style="list-style-type: none"> • Standard 6 (i): Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
<p>Indicator 2: The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<ul style="list-style-type: none"> • Standard 10 (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.
<p>Indicator 3: The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	<ul style="list-style-type: none"> • Standard 1 (g): Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF PROFESSIONAL RESPONSIBILITIES STANDARD 3: PROFESSIONAL OBLIGATIONS	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<ul style="list-style-type: none"> • Standard 2 (e): Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. • Standard 2 (f): Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. • Standard 3 (a): Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context. • Standard 3 (c): Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. • Standard 3 (d): Develop student policies and address student misconduct in a positive, fair, and unbiased manner. • Standard 3 (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. • Standard 3 (g): Act with cultural competence and responsiveness in their interactions, decision making, and practice. • Standard 3 (h): Address matters of equity and cultural responsiveness in all aspects of leadership. • Standard 5 (e): Cultivate and reinforce student engagement in school and positive student conduct. • Standard 8 (h): Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. • Standard 8 (i): Advocate publicly for the needs and priorities of students, families, and the community. • Standard 9 (k): Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
<p>Indicator 2: The administrator models integrity in all interactions with colleagues, staff, students, family, and the community.</p>	<ul style="list-style-type: none"> • Standard 2 (b): Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

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	<ul style="list-style-type: none"> • Standard 9 (i): Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. • Standard 9 (j): Develop and manage productive relationships with the central office and school board.
<p>Indicator 3: The administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.</p>	<ul style="list-style-type: none"> • Standard 2 (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. • Standard 10 (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.
<p>Indicator 4: The administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> • Standard 9 (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.

NEPF/PSEL CROSSWALK FOR SCHOOL LEADERS

NEPF PROFESSIONAL RESPONSIBILITIES STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)
<p>Indicator 1: The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p>	<ul style="list-style-type: none"> • Standard 8 (b): Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. • Standard 8 (c): Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. • Standard 8 (j): Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
<p>Indicator 2: The administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<ul style="list-style-type: none"> • Standard 1 (b): In collaboration with members of the school and the community and using relevant data, develop and promote a for the school on the vision successful learning and development of each child and on instructional and organizational practices that promote such success. • Standard 1 (f): Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. • Standard 8 (d): Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. • Standard 8 (f): Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
<p>Indicator 3: The administrator connects students and families to community health, human, and social services as appropriate.</p>	<ul style="list-style-type: none"> • Standard 8 (e): Create means for the school community to partner with families to support student learning in and out of school. • Standard 8 (g): Develop and provide the school as a resource for families and the community.