The components of Standard 5 challenge principals to create a school community in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member. Principals are to promote student engagement and positive conduct. They are to develop coherent systems of academic and social supports, services and accommodations, and extracurricular activities appropriate to students’ learning needs. They are to nurture adult-student, student-peer, and school-community relationships to support student academic learning and positive social and emotional development. And they are to infuse the school’s learning environment with the cultures and languages of the community.

This emphasis on care and support is visible in other standards. Care and support of teachers, other professional staff, families, and communities are central to Standards 6, 7, and 8. They are central elements of effective mission, vision, and core values in Standard 1, ethical principles and professional norms in Standard 2, and equity and cultural responsiveness in Standard 3. School operations and management in Standard 9 have important ramifications for care and support. And care and support are central to the processes and aims of school improvement in Standard 10.

**Responding to the Call**

In many ways, PSEL 2015 calls principals to make caring a hallmark of their leadership. Our model provides a framework that might help principals respond to this call. It challenges principals to consider all aspects of their leadership in terms of caring. It challenges them to reflect upon their understanding of others and their motivational orientations to support others’ growth and success. It also challenges them to develop the personal and professional capabilities of acting effectively on the behalf of others. To frame principals’ practice and professional growth accordingly will do much to promote student success in school.

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