Guidelines for the Professional Standards for Teachers

June 2024

Contents

Introduction

Dear Educators,

The Department of Elementary and Secondary Education (DESE), educator preparation programs, and PK-12 schools and districts each strive to ensure that all students in Massachusetts have access to diverse and effective educators. While this focus has contributed to continued achievement for students overall, disparities in PK-12 student experiences and outcomes persist, in particular for Black, Hispanic and Latino, Asian, Indigenous, and/or Multiracial learners.

Effective educators in Massachusetts are those who use evidence-based practices to create affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support ([DESE Educational Vision, 2023](#)). The *Guidelines for the Professional Standards for Teachers* articulate the expectation that all aspiring teachers be prepared to use evidence-based practices that will well serve all students in Massachusetts, particularly those from systemically marginalized groups and communities, such that they will have equitable opportunities to excel in all content areas across all grades.

These Guidelines were shaped and informed by contributions from over 200 educator preparation personnel, preparation candidates and recent completers, district and school leaders, educators, and PK-12 students and families from across the Commonwealth. We have deep gratitude for these stakeholders' feedback. We also appreciate the members of the Professional Standards for Teachers and Candidate Assessment of Performance Working Group who collaborated closely with DESE to update these Guidelines. Their contributions underscore a collective commitment to preparing teachers in evidence-based practices, including anti-racist and culturally and linguistically sustaining practices, to meet the needs of all students.

We commit to continuing to work with these and other stakeholders to improve the experiences and outcomes of the PK-12 students, current educators, and future educators of Massachusetts.

In partnership,

The Office of Educator Effectiveness
Massachusetts Department of Elementary and Secondary Education

Acknowledgements

Professional Standards for Teachers and Candidate Assessment of Performance Working Group

Revisions to the *Guidelines for the Professional Standards for Teachers* were supported by the following educator preparation leaders and faculty, program supervisors, supervising practitioners, hiring principals, and PK-12 administrators and classroom teachers. Each was selected for their commitment to anti-racist teaching practices as well as their recent, nuanced, and varied experiences with the Professional Standards for Teachers.

Valerie Annear, Director of Educator Preparation and Licensure, Springfield College
Ellen Ballock, Dean School of Education, Gordon College
Carminia Lissette Castillo, Director of Professional Learning, BlackPrint Education Consulting
Carmelo Chiello, Director of Educator Preparation, University of Massachusetts Amherst
Linda Davis-Delano, Former Director of Educator Preparation and Licensure, Springfield College
Lisa Doherty, Deputy Director of Programs, Teach Western Mass
Marian Dyer, Interim Assistant Superintendent, Billerica Public Schools
Katherine Jensen, Kindergarten Teacher, Hopkinton Public Schools
Audra Marini, Mathematics Teacher, Worcester Public Schools
Rashaun Martin, Managing Director of Retention, Cultivation & Diversity Programs, Boston Public Schools
Tamy-Fee Meneide, Founding Director College and Career Pathways, Neighborhood House Charter School
Marisa Olivo, Director of Teacher Pipeline Programs, Boston Public Schools
Raphael Rogers, Professor of Practice, Clark University
Juan Manuel Rosendoza, Managing Director Leadership Development, Teach For America
De'Shawn Washington, Fourth Grade Teacher, Lexington Public Schools
Ruth Whalen Crockett, Director New Teachers Collaborative, Francis W. Parker Charter Essential School

Revisions to the Guidelines were directly informed by updates to the *Model Classroom Teacher Model Rubric,* which reflects input from educators, students, and families across Massachusetts on anti-racist, inclusive, and equitable practices (see Appendix H for the list of individuals who contributed to this work).

Context

History of the Professional Standards for Teachers

The Massachusetts Board of Elementary and Secondary Education (BESE) and the Department of Elementary and Secondary Education (DESE) have made educator effectiveness a priority to ensure that all students in every school and classroom have access to effective educators.

Since 2014, the Professional Standards for Teachers (PSTs) have aligned expectations for pre-service teacher candidates with the [Standards of Effective Teaching Practice](#) for in-service teachers employed in Massachusetts' school districts. This direct alignment supports consistent, high expectations for educator preparation, induction and mentoring, professional development, and evaluation throughout the Commonwealth.

The PSTs define the pedagogical and professional knowledge and skills required of all teachers who complete Massachusetts-based educator preparation programs. They inform which practices are emphasized and evaluated in coursework and field-based experiences, including expectations for the Candidate Assessment of Performance (CAP), which all teacher candidates are required to complete to be endorsed for Initial licensure.

Redefining Effective Practice

DESE's Educational Vision

In 2023, DESE embarked on a new [Educational Vision,](#) which captures DESE's commitment to ensure that all students in Massachusetts will:

- **Attain academic knowledge and skills**: achieve in a comprehensive and diverse range of subjects and apply their competencies in relevant, real-world contexts;
- **Understand and value self**: know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions;
- **Understand and value others**: understand differences and multiple perspectives, empathize with others, and build connections with peers and adults; and
- **Engage with the world**: understand and think critically about local, national, and world events and societal systems; and create positive change through civic action;

So that they can:

- **Be curious and creative**: find joy in learning and pursue their interests; use innovative thinking to approach opportunities and solve challenges, including those previously unseen;
- **Shape their path**: determine and be well-prepared to thrive in life, college, and/or career;
- **Feel connected**: see themselves as valuable and involved members of their communities, and be aware of their independence and interdependence; and
- **Be empowered**: play a role in advocating for equity, justice, and liberty in their communities and beyond.

Furthering this vision requires centering evidence-based practices that enable beginning educators to effectively serve *all* students. Statewide [data show](#) ongoing disparities in experiences and

outcomes for Black, Hispanic and Latino, Asian, Indigenous, and/or Multiracial students, as well as multilingual learners and students with disabilities.[1] This is especially true for students with intersecting underserved identities.[2] In order to change this reality, all educators must be supported to develop and consistently use evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.

All Students: Each and every student, inclusive of, but not limited to, students of all races, ethnicities, cultures, languages, socioeconomic statuses, sexual orientations, gender identities, and abilities, with particular focus on those who have been systematically marginalized or underserved, such as those students who identify as Black, Hispanic or Latino, Asian, Indigenous, and/or Multiracial.

Anti-Racist Practices: Demonstrate that all racial groups are equals in their differences and resist and dismantle inequities due to individual and systemic racism to advance racial equity. The use of these practices fosters the development of an anti-racist school/classroom culture.

Culturally and Linguistically Sustaining Practices: Affirm and value students' prior experiences and support them to sustain their cultures and linguistic resources to make learning more relevant and effective; promote academic achievement, cultural competence, and sociopolitical awareness; and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners, expand cultural competence and socio-political consciousness, and provide explicit instruction in the functions of language. (Supporting Culturally and Linguistically Sustaining Practices)

Evidence-Based Practices: Have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. Evidence-based practices include, but are not limited to, culturally and linguistically sustaining practices and use of high-quality curricular materials. DESE believes that the strongest evidence-based instructional practices have evidence of efficacy across diverse populations of students, including students from historically underserved groups and communities.

See Appendix G for definitions of additional terms used throughout the Guidelines.

Updates to the Standards of Effective Practice

The Standards of Effective Practice establish a statewide definition of effective teaching and leadership for in-service PK-12 educators and guide professional learning and evaluation throughout the state. The standards and indicators are translated into rubrics that describe practice at different performance levels. Since their release in 2011, DESE has engaged with a wide range of stakeholders

---

[1] Massachusetts Educational Equity Partnership. (2018).

[2] Hosp, John L. (n.d.); Jiménez-Castellanos, O., & García, E. (2017).

to support ongoing refinement and continuous improvement. In 2024, DESE will release updated elements for the Standards of Effective Practice that center evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.

In support of these updates, DESE facilitated roundtables with students and families from a variety of backgrounds and communities in 2021-2022 to discuss the characteristics and practices of great teachers. DESE then collaborated with educators on the Principal and Teacher Advisory Cabinets to embed these culturally and linguistically sustaining practices within the elements in the Standards of Effective Teaching Practice. The recommendations were shared with a cross-DESE advisory group and an external advisory group of expert practitioners for additional feedback.

The resulting updated elements in the Standards of Effective Teaching Practice and corresponding Model Rubric for Classroom Teachers are being piloted in PK-12 school districts during the 2023-2024 school year. After final revisions, DESE will release the new model rubric for classroom teachers in 2024-2025.

Updates to the Professional Standards for Teachers

To ensure continued consistency between expectations for pre-service and in-service teachers, the PSTs have been revised to align with the updated elements in the Standards of Effective Practice.

Level	Overview of Revisions to the PSTs
Standards	The four standards were not changed, per 603 CMR 7.08(02).
Indicators	In **Standard II**, four indicators are no longer included separately as they are now fully embedded into others: ● II-C Cultural Proficiency is reflected throughout the PSTs because it is considered integral to all indicators. ● II-D Expectations is a core component of I-A Curriculum and Planning and II-A Instruction. ● II-E Social and Emotional Learning is now reflected in II-A Curriculum and Planning and II-B Learning Environment. ● II-F Classroom Management is represented in II-B Learning Environment. In **Standard IV**, indicators are grouped together where they represent similar or complementary practices: ● IV-A Reflection and IV-B Professional Growth are now IV-A Reflective Practice and Professional Growth. ● IV-C Collaboration, IV-D Decision-making, and IV-E Shared Responsibility are now IV-B Shared Responsibility, Collaboration, and Decision-Making. The SEI indicators are now integrated throughout as core components of culturally and linguistically sustaining practice (See Appendix B: Crosswalk to the SEI Indicators). In addition to expectations for SEI course(s), these

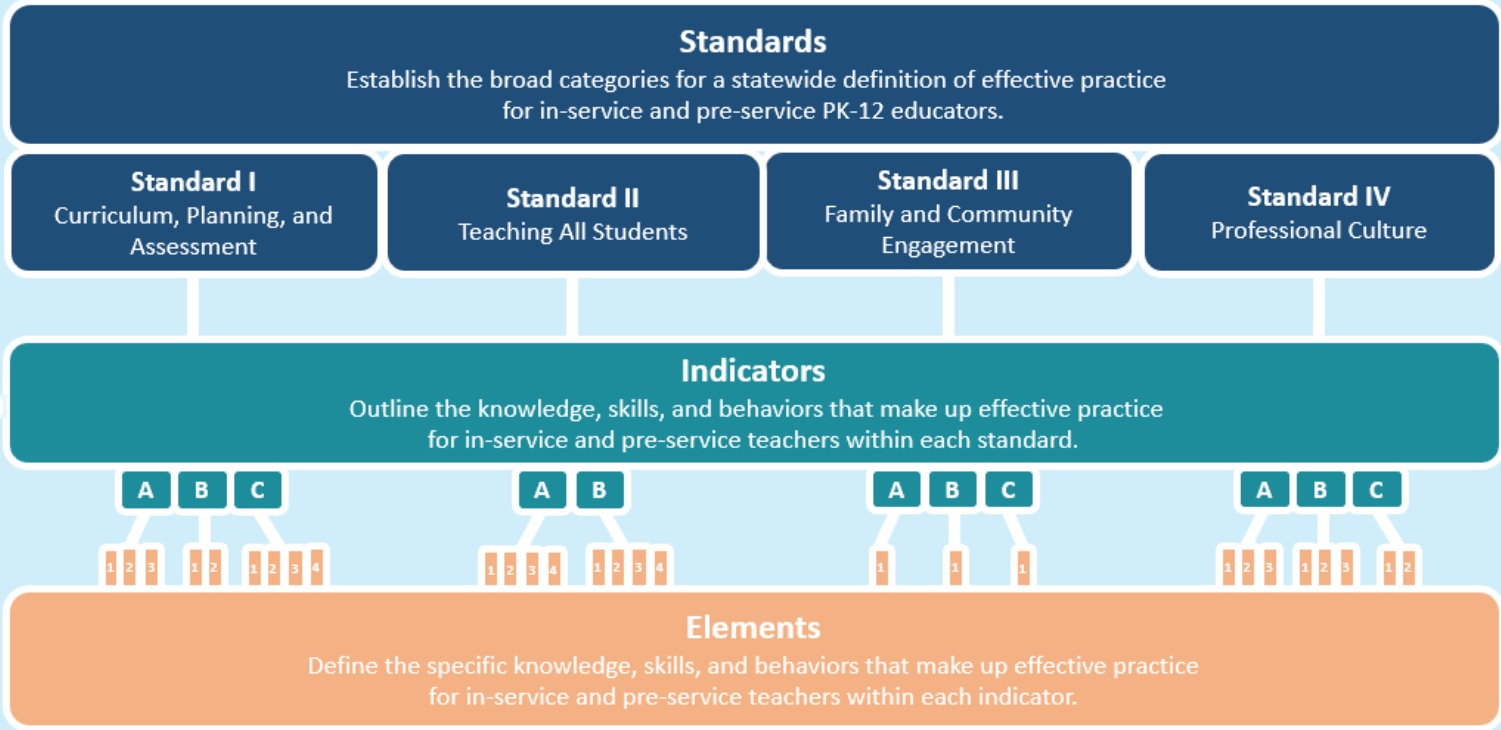|	practices should also be woven into other coursework to fulfill the requirements the PSTs.
Elements	New element descriptions have been written to explicitly integrate culturally and linguistically sustaining practices in alignment with updates to the Standards of Effective Practice. Given the detailed descriptor for each element, practice levels are now differentiated at the element, rather than indicator, level.

Audience

The *Guidelines for the Professional Standards for Teachers* are designed to be used by three main audiences: educator preparation programs, field supervisors (i.e., program supervisors and supervising practitioners), and teacher candidates. The table below describes how each intended audience may use the information included in this document.

Audience	Goals for Use
Educator preparation program leaders and faculty	The PSTs articulate the pedagogical and professional skills that all candidates should be introduced to, practice, or be able to demonstrate by the conclusion of their preparation program. Program leadership and faculty are responsible for supporting the development of these skills and assessing each candidate to evaluate their readiness for full responsibility in the licensure role. The PST Guidelines are designed to: ● inform overall program design including course offerings and fieldwork; ● inform syllabus and assessment design; ● support high-quality instruction and feedback for candidates; and ● promote alignment of expectations for effective practice as candidates prepare for employment in a Massachusetts public school. Revisions to the PSTs may require updates to program design, curricular content, readings, assessments, and field-based experiences to strengthen candidates' commitment to and use of evidence-based practices, including anti-racist and culturally and linguistically sustaining practices. These program revisions will benefit from significant collaboration among faculty to ensure alignment within and across programs.
Field supervisors	Like leadership and faculty, field supervisors (i.e. program supervisors and supervising practitioners) are responsible for supporting candidates' development of these pedagogical and professional skills and assessing their readiness for full responsibility in the licensure role. The Guidelines are designed to:

	- guide field supervisors as they facilitate field-based experiences that will give candidates exposure, experience, and practice across indicators; and - strengthen the feedback and support candidates receive during field-based experiences. Revisions to the PSTs will require shifts in placements, observations, feedback, and evaluation throughout candidates' field-based experiences. This work will be strengthened through intentional collaboration between the preparation program, PK-12 partners, and field supervisors to ensure alignment between instruction and field supervision.
Teacher candidates	The PSTs provide candidates with an overview of the skills necessary to be an effective classroom teacher in Massachusetts. This document is designed to: - support candidates to take ownership for their own learning by outlining the elements they should understand, practice, and demonstrate upon program completion; - empower candidates to be directive about the support they need to achieve their own goals and those outlined in the PSTs; and - ensure candidates are well-prepared to work as teachers in Massachusetts public schools.

Organization and Structure of the Professional Standards for Teachers

The Model Rubric for Classroom Teachers (in-service) and Professional Standards for Teachers (pre-service) share a common definition of effective teaching. This definition is outlined by the standards, indicators, and elements.

Standards
Establish the broad categories for a statewide definition of effective practice for in-service and pre-service PK-12 educators.

Standard I	Standard II	Standard III	Standard IV
Curriculum, Planning, and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture

Indicators
Outline the knowledge, skills, and behaviors that make up effective practice for in-service and pre-service teachers within each standard.

A B C   A B   A B C   A B C

1 2 3 1 2 1 2 3 4   1 2 3 4 1 2 3 4   1   1   1   1 2 3 1 2 3 1 2

Elements
Define the specific knowledge, skills, and behaviors that make up effective practice for in-service and pre-service teachers within each indicator.

The Model Classroom Teacher Rubric differentiates performance levels for **each indicator** based on variations in quality, scope, and consistency. Continued growth and reflection are expected across all levels of performance.

The Professional Standards for Teachers differentiates required **levels of mastery for each element** (introduce, practice, or demonstrate) that must be reached to complete an Initial teacher program and be endorsed for licensure.

Standards, Indicators, and Elements

The PSTs organize the standards, indicators, and elements into a matrix. The PSTs are divided into four sections, each focused on one standard of effective practice. Within each standard, indicators provide a high-level outline of the practice; elements define the specific knowledge, skills, and behaviors required. Each element includes a differentiated the level of mastery that candidates must develop to be endorsed for licensure.

The four standards are labeled with Roman numerals. These articulate the broad categories of practice necessary for educators to disrupt patterns of inequity and well-serve Massachusetts' richly diverse student bodies.

The indicators are labeled with a capital letter. These outline the knowledge, skills, and behaviors that make up effective practice within each standard.

The elements are labeled with Arabic numerals. Each indicator includes one to four elements, which define the specific knowledge, skills, and behaviors that make up effective practice within the indicator.

Professional Standards for Teachers and Practice Levels

Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

I-A Curriculum and Planning	Introduce	Practice	Demonstrate
1. **Subject Matter Knowledge:** Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts. • Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.			X CAP Essential Element

The **differentiated practice level** is indicated with an "X" in a gray box.

Differentiated Practice Levels

While DESE strongly believes that effective educators demonstrate all skills outlined in the PSTs, teachers will deepen and advance these skills throughout the course of their careers. Considering this, these Guidelines differentiate the levels of mastery that candidates must develop for each element by the time they complete their Initial teacher preparation program and are endorsed for licensure.

To determine the levels of practice for the updated PST elements, DESE gathered survey feedback from nearly 200 representatives from educator preparation programs and PK-12 districts across Massachusetts. DESE also convened a working group of educator preparation program leaders and faculty, program supervisors, supervising practitioners, recent completers, and other PK-12 representatives to inform the updated PST practice levels. Updates were also informed by ongoing research on teacher quality and impact in Massachusetts[3] and the research base showing the importance and developmental trajectory of specific evidence-based skills that foster culturally and linguistically sustaining practices in beginning teachers.

The chart below defines each level of practice and what it means for teacher candidates during their preparation. Each level of practice builds on the level(s) preceding it:

Level	Expectation for Candidates	Examples
Introduce	Candidates **exhibit a foundational understanding** of key concepts and skills through coursework and/or in early field-based experiences.	Readings, observations, assignments, or assessments that expose candidates to the theoretical and practical aspects of the element
Practice	Candidates are introduced to and then **actively engage in opportunities to apply** the concepts and skills they have learned. They have opportunities to practice these skills, be observed by instructors or field supervisors, and obtain feedback.	Opportunities in coursework and/or field-based experiences: Simulations, rehearsals, role plays; one-on-one, small group, or whole group instruction in field placements; planning and data meetings; engagement with the school community
Demonstrate	Candidates practice and are ultimately able to **demonstrate proficiency** in the concepts and skills they have acquired. They are able to apply their knowledge and skills in various situations, including in	*These should build on prior opportunities to practice and receive feedback*: One-on-one, small group, or whole group instruction in field

---

[3] See the Continuous Improvement page on DESE's Educator Preparation website for additional information.

	field-based experiences. Their application of the concepts and skills meets established standards. **They are able to demonstrate the concepts and skills without the need for significant guidance or support, though they may still be developing the scope and consistency expected for the Essential Elements.**	placements; planning and data meetings; engagement with school community
Essential Elements	A subset of elements at the "demonstrate" level have been identified as the Essential Elements. These are the practices and skills assessed through the Candidate Assessment of Performance (CAP). Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs (See Appendix C). Candidates must meet the established readiness thresholds for quality, scope, and consistency for each Essential Element to be deemed "ready to teach" during their practicum (see 2024 Guidelines for the Candidate Assessment of Performance).	Building on opportunities to practice and demonstrate these elements in coursework and field-based experiences, the Essential Elements should be demonstrated in appropriate settings during a candidate's practicum experience.

These levels do not suggest a hierarchy for the elements, but rather a trajectory of learning and development. Candidates should experience thoughtful exposure to all elements and have appropriate opportunities to practice or demonstrate those that have been determined as most critical for success in meeting the needs of all students as beginning teachers, particularly those from systemically marginalized groups and communities.

Professional Standards for Teachers At-a-Glance

Standard I: Curriculum, Planning, Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning 　1.　Subject Matter Knowledge 　2.　Knowledge of Students 　3.　Curriculum Literacy **B. Assessment** 　1.　Purposeful Assessment 　2.　Accessible Assessment **C. Analysis** 　1.　Analysis and Conclusions 　2.　Adjustments to Practice 　3.　Sharing Progress with Students and Families 　4.　Sharing Progress with Colleagues	**A. Instruction** 　1.　High Expectations and Support 　2.　Engaging Instruction 　3.　Inclusive Instruction **B. Learning Environment** 　1.　Positive Relationships 　2.　Safe Learning Environment 　3.　Collaborative Learning Environment 　4.　Student Ownership of Learning 　5.　Critical Thinking	**A. Communication** 　1.　Communication with Families **B. Engagement** 　1.　Family Engagement **C. Collaboration** 　1.　Collaboration on Student Learning and Well-being	**A. Reflective Practice and Professional Growth** 　1.　Reflective Practice 　2.　Goal Setting 　3.　Professional Learning and Growth **B. Shared Responsibility, Collaboration, and Decision-Making** 　1.　Shared Responsibility 　2.　Professional Collaboration 　3.　Decision-Making **C. Professional Responsibilities** 　1.　Judgment 　2.　Professional Responsibilities

Professional Standards for Teachers and Practice Levels

Standard I: Curriculum, Planning, and Assessment

Promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

I-A Curriculum and Planning	Introduce	Practice	Demonstrate
1. **Subject Matter Knowledge**: Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in authentic contexts. • Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.			X CAP Essential Element
2. **Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.			X

	Introduce	Practice	Demonstrate
3. **Curriculum Literacy**: Skillfully uses curricular materials by: ● Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context. ● Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. ● Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks. See *Appendix F* for additional information about DESE's definition of curriculum literacy.			X
I-B Assessment	**Introduce**	**Practice**	**Demonstrate**
1. **Purposeful Assessment**: Uses a variety of formal and informal assessments for specific instructional purposes, including to: ● Understand each student's strengths and areas for growth. ● Measure and monitor students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals. ● Actively inform instructional decisions.			X

<table>
<tr><td>2. Accessible Assessment: Implements assessments that are accessible to all students by:
● Providing multiple ways and opportunities for students to demonstrate their learning.
● Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences.
● Ensuring that assessment tasks, methods, and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias.</td><td></td><td>X</td><td></td></tr>
</table>

I-C Analysis	Introduce	Practice	Demonstrate
1. **Analysis and Conclusions:** Analyzes disaggregated data from a wide range of assessments to: ● Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. ● Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.			X
2. **Adjustments to Practice:** Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.			X CAP Essential Element
3. **Sharing Progress with Students and Families:** Collaborates with students and their families, in an accessible format and language, to: ● Communicate specific, timely, and asset-based feedback on student progress towards grade-level or proficiency standards. ● Identify ways to build on students' strengths and support further growth.		X	

4. **Sharing Progress with Colleagues:** Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to: ● Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students' strengths and support further growth. ● Seek feedback about instructional or assessment practices that will support student learning.	X	

Standard II: Teaching All Students

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

II-A Instruction	Introduce	Practice	Demonstrate
1. **High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. ● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks.			X CAP Essential Element

	Introduce	Practice	Demonstrate
2. **Engaging Instruction:** Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by: ● Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts. ● Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning ● Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion. ● Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.			X
3. **Inclusive Instruction**: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.			X CAP Essential Element
II-B Learning Environment	**Introduce**	**Practice**	**Demonstrate**
1. **Positive Relationships**: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.			X

2. **Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.			X CAP Essential Element
3. **Collaborative Learning Environment:** Develops students' relationship and communication skills by: ● Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language. ● Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.			X
4. **Student Ownership of Learning:** Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community.		X	
5. **Critical Thinking:** Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).		X	

Standard III: Family and Community Engagement

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A Communication with Families	Introduce	Practice	Demonstrate
1. **Communication With Families:** Establishes regular, two-way communication with families that: • Is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats. • Shares timely information about student learning and performance.		X	
III-B Family Engagement	**Introduce**	**Practice**	**Demonstrate**
1. **Family Engagement:** Engages with families in a way that is equitable and collaborative by: • Building positive relationships with families characterized by mutual trust and respect. • Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community. • Clearly and accessibly communicating information about family engagement opportunities.		X	

III-C Collaboration	Introduce	Practice	Demonstrate
1. **Collaboration on Student Learning and Well-Being:** Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.			X CAP Essential Element

Standard IV: Professional Culture

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

IV-A Reflection and Professional Growth	Introduce	Practice	Demonstrate
1. **Reflective Practice:** Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.			X CAP Essential Element
2. **Goal Setting:** Sets professional practice and student learning goals that: ● Are challenging, standards-aligned and measurable. ● Are based on thorough self-assessment, analysis of student learning data, and feedback from students and families. ● Promote more inclusive and equitable learning experiences and outcomes for all students.		X	

	Introduce	Practice	Demonstrate
3. **Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.	X		
IV-B Shared Responsibility, Collaboration, and Decision-Making	**Introduce**	**Practice**	**Demonstrate**
1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.	X		
2. **Professional Collaboration:** Collaborates and communicates with colleagues, including colleagues in special education, English learner education, and general education, paraeducators, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports.		X	
3. **Decision-Making:** Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive, and digitally appropriate instruction for all students.	X		
IV-C Professional Responsibilities	**Introduce**	**Practice**	**Demonstrate**
1. **Judgment:** Adheres to the school or district's existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools.			X

2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including: 　● Performing duties of the role in accordance with school and district guidelines. 　● Connecting students to needed academic and social-emotional supports as available. 　● Engaging with all colleagues with respect and civility. 　● Adhering to district attendance policies.			X

Considerations for Educator Preparation Programs

Implications for Coursework, Fieldwork, and Assessment Design

The PSTs and practice levels have implications for educator preparation program leaders and faculty as they design program components to ensure that all candidates who are endorsed for licensure are ready as beginning teachers to well-serve all students, particularly those from systemically marginalized groups and communities.

For educator preparation program leaders, the PSTs and practice levels should inform overall program design. Leaders should use the PSTs to determine course offerings that ensure candidates have appropriate exposure to, practice with, and opportunities to demonstrate competency in the elements. Through advising and course offerings, programs should emphasize that these PSTs are the same expectations for effective practice that candidates will experience as a teacher in a Massachusetts school.

For educator preparation program faculty, the PSTs should guide course design and decisions about the depth and breadth of content. Faculty should consider the specific levels of practice – introduce, practice, and demonstrate – and build courses to meet these requirements. The PSTs should also drive the development of assessments that provide targeted feedback and help candidates to develop their teaching practice across the elements (See the Pre-Practicum Guidelines and DESE Model Gateway Tasks).

Finally, for all educator preparation program leaders, faculty, advising and field-based experiences staff, and field supervisors, the PSTs should support and collaboration to ensure that coursework and field-based experiences cover each element meaningfully to prepare beginning teachers to well-serve all PK-12 students, particularly those from groups and communities that have been systematically marginalized.

Intersecting DESE Policies and Resources

The PSTs represent one component of a broader set of policies, requirements, and resources that impact educator preparation and development in Massachusetts. It is critical that each educator preparation program's approach to these expectations is a cohesive effort, rather than a series of discrete decisions. Below are descriptions of several important policies, requirements, and resources that relate to the PSTs.

Policy or Resource	Overview	Connection to the PSTs
Educational Vision	In 2023, DESE embarked on a new Educational Vision which describes ambitious, long-term aspirations for elementary and secondary public education in Massachusetts. All of	The PSTs serve as one key mechanism to ensure that all students in every school and classroom have access to effective educators.

Policy or Resource	Overview	Connection to the PSTs
	DESE's work with PK-12 schools and districts and SOs is intended to build towards this vision in order to ensure that all students in Massachusetts attain academic knowledge and skills, understand and value self, understand and value others, and engage with the world so they can be curious and creative, shape their path, feel connected, and be empowered.	
Standards of Effective Practice	The Standards of Effective Practice for both teachers and administrators establish a statewide understanding of effective teaching and leadership practice.

In 2024, DESE released updated elements in the Standards of Effective Teaching and the corresponding updated model rubric that centers culturally and linguistically sustaining practices throughout. The elements promote the growth and development of educators, place student learning at the center of conversations about improving practice, and serve as a tool to recognize excellence in the profession.

An updated Model Rubric for School-Level Administrators was released in fall 2023. | The PSTs used in teacher preparation are the same expectations outlined in the Standards of Effective Teaching for in-service teachers. This alignment ensures that educators are prepared in accordance with the same expectations on which they will be supported and evaluated once employed. |
| Massachusetts Curriculum Frameworks | The Massachusetts Curriculum Frameworks provide teachers, students and families with clear and shared expectations for what all students should know and be able to do at the end of each year. They represent a promise of equitable education for all students. They | Through their demonstration of the PSTs, beginning teachers will be prepared to well-support all students to achieve the expectations described in the Curriculum Frameworks. |

Policy or Resource	Overview	Connection to the PSTs
	formalize the expectation that all students in the Commonwealth have access to the same academic content, regardless of their zip code, background, or abilities.	
Subject-Matter Knowledge Guidelines (SMKs)	As is outlined in regulations ([603 CMR 7.06)](), the SMKs govern the content requirements for licensure in Massachusetts. For all licensure fields that correspond with one or more Massachusetts Curriculum Frameworks, the SMK Guidelines point to the Frameworks to define content requirements.	In the same way that the PSTs outline expectations for candidates' pedagogical knowledge and skills, the SMKs detail the requirements for fluent content knowledge. Together, PSTs and SMKs are the foundation on which all preparation programs should be designed. As preparation providers revise programs, they should consider the requirements in both the PSTs and SMKs.
Candidate Assessment of Performance (CAP)	All Initial teacher licensure candidates in Massachusetts are required to successfully complete the Candidate Assessment of Performance (CAP) and be deemed "Ready to Teach" prior to endorsement for licensure. CAP assesses the overall readiness of teacher candidates. Through CAP, educator preparation programs ensure that teacher candidates have the skills and knowledge necessary to be effective beginning teachers.	CAP is aligned with the expectations and process in the [Massachusetts Educator Evaluation Framework](), with some modifications for the context of preparation. CAP focuses on a subset of Essential Elements, which are those that are most critical for novice teachers to demonstrate in order to well-serve all PK-12 students, particularly those from systemically marginalized groups or communities. The *Guidelines for the Candidate Assessment of Performance* were also updated in 2024 in alignment with updates to the elements in the Standards of Effective Practice and PSTs.
Guidelines for Educator Preparation	The *Guidelines for Educator Preparation Program Approval* detail the expectations for Massachusetts approved educator preparation	As the PSTs detail DESE's definition of "effective educator" for preparation programs, they are woven throughout all program

Policy or Resource	Overview	Connection to the PSTs
Program Approval	programs, including program approval criteria and processes. The Guidelines were updated in 2023 to set an expectation for deeper examination of evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.	approval criteria. In the Instruction domain, the Guidelines explicitly specify that, to prepare effective teachers, educator preparation programs must be designed to ensure all completers demonstrate evidence-based pedagogical skills as articulated in the PSTs.
Guidelines for the Preparation of Administrative Leaders	The *Guidelines for the Preparation of Administrative Leaders* are designed to support educator preparation programs in preparing candidates for administrator licenses. The Professional Standards and Indicators for Administrative Leadership (PSIs) were updated in 2021 to embed evidence-based practices, including the Anti-Racist Leadership Competencies, throughout the expectations.	Updates to the PSTs and PSIs both center evidence-based practices, including anti-racist and culturally and linguistically sustaining practices. These aligned shifts ensure continued coherence in expectations for teachers and administrators from preparation into PK-12 schools and districts.
Curriculum Matters: Instructional Materials and Professional Development	The Curriculum Matters initiative works to ensure that *all* students, particularly students from systemically marginalized groups and communities, have opportunities to excel at grade-level work (or beyond) through equitable access to high-quality instructional materials (HQIM) and effective teachers and leaders. Effective teachers and leaders are curriculum literate.	Within the I-A Curriculum and Planning indicator, element 3 outlines the expectation that teachers skillfully use curricular materials by determining strengths and weaknesses of materials, adapting them as necessary, identifying necessary supplemental resources and/or tiered supports, and utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time.
Induction and Mentoring	Induction and mentoring programs are required for beginning teachers (those new to the profession) and incoming	DESE encourages PK-12 schools and districts to build an intentional throughline between pre-service

Policy or Resource	Overview	Connection to the PSTs
	teachers (those new to the district and/or role). They provide a structure to support new educators within the context of their school or district, enabling them to more fully integrate into the school community. Through these programs, new teachers learn from experienced and effective teacher leaders; schools increase the possibility of retaining strong, well-trained educators; and most importantly, student learning can be improved.	educator preparation programs and in-service professional development and support. Districts should consider the practice levels of the elements in determining the focus of Induction and Mentoring supports. Collaborative partnerships with preparation programs will strengthen the cohesion across all phases of teachers' development.

Appendix A: Regulations Governing the Professional Standards for Teachers

603 CMR 7.00

Educator Licensure and Preparation Program Approval Regulations

Most recently amended by the Board of Elementary and Secondary Education: June 27, 2023

7.08 Professional Standards for Teachers

(1) **Application**. The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These standards and indicators referred to in 603 CMR 7.08 (2) and (3) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and indicators referred to in 603 CMR 7.08 (2) and (3) by passing a Performance Assessment for Initial License using Department guidelines.

(2) **Professional Standards for Teachers**.

(a) **Curriculum, Planning, and Assessment:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(b) **Teaching All Students:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(c) **Family and Community Engagement:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(d) **Professional Culture:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(3) **Indicators**. The Department shall publish guidelines with detailed indicators for each standard set forth in 603 CMR 7.08(2). The guidelines shall include at least the following indicators:

(a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(b) Uses effective strategies and techniques for making content accessible to English learners.

(c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English learners at various levels of English language proficiency and literacy.

(d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

Regulatory Authority:

M.G.L. c. 69, § 1B; c. 69, §§ 1J and 1K, as amended by St. 2010; c. 12, § 3; c. 71, § 38G, as amended by St. 2022, c. 154, § 10; c. 71, 38G ½; c. 71A, § 10; c. 76, § 19.

Appendix B: Crosswalk to SEI Indicators

The SEI Indicators have been incorporated into the 2024 PST Guidelines as outlined below. Blue text has been incorporated in the updated PST language to indicate specific alignment with the SEI language.

SEI Indicator	Aligned PST Elements
a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges**.**	**I-A-2: Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to exercise social-emotional skills (e.g., self-management and making responsible decisions) and progress towards grade-level standards. **I-A-3: Curriculum Literacy**: Skillfully uses curricular materials by: ● Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context. ● Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. ● Utilizing a coherent instructional approach that builds student learning towards grade-level standards or individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.
b) Uses effective strategies and techniques for making content accessible to English language learners.	**II-A-3: Inclusive Instruction**: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans),

		English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.
c)	Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	**I-A-1: Subject Matter Knowledge**: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in authentic contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
d)	Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.	**II-A-1: High Expectations and Support:** Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.

	● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks. **II-B-1: Positive Relationships**: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community. **II-B-2: Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.

	II-B-3: Collaborative Learning Environment: Develops students' relationship and communication skills by:
	• Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language. • Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.
e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.	III-A-1: Communication with Families: Establishes regular, two-way communication with families that: • Is culturally and linguistically sustaining, aligned with family preferences, in language(s) that families understand, and in approachable language and formats. • Shares timely information about student learning and performance. III-B-1: Family Engagement: Engages with families in a way that is equitable and collaborative by: • Building positive relationships with families characterized by mutual trust and respect. • Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community. • Clearly and accessibly communicating information about family engagement opportunities. III-C-1: Collaboration on Student Learning and Well-Being: Partners with families to support students' learning and well-being by:

	- Leveraging families' cultural and linguistic knowledge and expertise as assets. - Engaging with families about what students are learning in the classroom and expectations for student success. - Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school

Appendix C: Crosswalk Between Essential Elements and Demonstrate Elements

The Essential Elements are the practices and skills assessed through CAP. Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs, as outlined in the table below.

Essential Element	Aligned Demonstrate Elements
I-A-1 Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts. • Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	• I-A-2 Knowledge of Students • I-A-3 Curriculum Literacy • I-B-1 Purposeful Assessment • II-A-2 Engaging Instruction
I-C-2 Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	• I-B-1 Purposeful Assessment • I-C-1 Analysis and Conclusions
II-A-1 High Expectations and Support: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks.	• I-A-2 Knowledge of Students • I-B-1 Purposeful Assessment • II-B-3 Collaborative Learning Environment

II-A-3 Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.	● I-A-2 Knowledge of Students ● I-A-3 Curriculum Literacy ● I-B-1 Purposeful Assessment ● I-C-1 Analysis and Conclusions
II-B-2 Safe Learning Environment: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	● I-A-2 Knowledge of Students ● II-B-1 Positive Relationships ● II-B-3 Collaborative Learning Environment
III-C-1 Collaboration on Student Learning and Well-Being: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	● I-A-2 Knowledge of Students ● II-B-1 Positive Relationships

IV-A-1 Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	● I-A-2 Knowledge of Students ● I-B-1 Purposeful Assessment ● I-C-1 Analysis and Conclusions ● II-A-2 Engaging Instruction ● II-B-3 Collaborative Learning Environment ● II-B-1 Positive Relationships
These elements are general expectations throughout the practicum; they do not tie to specific Essential Elements. These elements should be consistently demonstrated by candidates in their field-based experiences.	● IV-C-1 Judgment ● IV-C-2 Professional Responsibilities

Appendix D: Guidance for Teacher Candidates

The Professional Standards for Teacher (PSTs) are aligned to the [Standards of Effective Practice](#) to ensure that you are prepared for your first year in the classroom. This alignment means that there will be consistency between the skills you learn and develop in your preparation program and the expectations once you are employed. You will continue to grow and develop in these practices throughout your career as an educator. Your program instructors, advisors, and field supervisors will use the PSTs to ensure you have the requisite knowledge and experiences to be an effective beginning teacher for all students, particularly those from systemically marginalized groups and communities.

The PSTs should accomplish three main objectives:

1. Provide clarity about what to expect from your educator preparation program;
2. Help you to take ownership over your own learning by outlining the PSTs you must understand, practice, and demonstrate upon program completion; and
3. Empower you to be directive about the support you need to achieve your own goals and those outlined in the PSTs.

As a teacher candidate, you can expect different levels of exposure and practice for the various elements outlined in the PSTs. In the PSTs, each element is marked as Introduce, Practice, or Demonstrate:

Level	Expectation for Candidates	Examples
Introduce	Candidates **exhibit a foundational understanding** of key concepts and skills through coursework and/or in early field-based experiences.	Readings, observations, assignments, or assessments that expose candidates to the theoretical and practical aspects of the element
Practice	Candidates are introduced to and then **actively engage in opportunities to apply** the concepts and skills they have learned. They have opportunities to practice these skills, be observed by instructors or field supervisors, and obtain feedback.	Opportunities in coursework and/or field-based experiences: Simulations, rehearsals, role plays; one-on-one, small group, or whole group instruction in field placements; planning and data meetings; engagement with the school community
Demonstrate	Candidates practice and are ultimately able to **demonstrate proficiency** in the concepts and skills they have acquired. They are able to apply their knowledge and skills in various situations, including in field-based experiences. Their application of the concepts and skills meets established standards. **They are able to**	*These should build on prior opportunities to practice and receive feedback*: One-on-one, small group, or whole group instruction in field placements; planning and data meetings;

	demonstrate the concepts and skills without the need for significant guidance or support, though they may still be developing the scope and consistency expected for the Essential Elements.	engagement with school community
Essential Elements	A subset of elements at the "demonstrate" level have been identified as the Essential Elements. These are the practices and skills assessed through the Candidate Assessment of Performance (CAP). Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs (See Appendix C). Candidates must meet the established readiness thresholds for quality, scope, and consistency for each Essential Element to be deemed "ready to teach" during their practicum (see 2024 Guidelines for the Candidate Assessment of Performance).	Building on opportunities to practice and demonstrate these elements in coursework and field-based experiences, the Essential Elements should be demonstrated in appropriate settings during a candidate's practicum experience.

Additional resources and information about the PSTs can be found in the *Guidelines for the Professional Standards for Teachers* available at https://www.doe.mass.edu/edprep/resources/guidelines-advisories/.

Appendix E: Guidance for Field Supervisors

The Professional Standards for Teachers (PSTs) are aligned to the [Standards of Effective Practice](#) to ensure that beginning teachers are prepared for their first year in the classroom. This alignment means that there will be consistency between the skills candidates learn and develop in their preparation program and the expectations once they are employed.

The PSTs inform the instruction, feedback, and support candidates receive throughout their preparation program, including during field-based experiences. Each PST is assigned a level of practice that candidates must develop during their preparation program. These should serve as a guide for field supervisors to design and facilitate practicum experiences that will prepare candidates to become effective beginning teachers for all students, particularly those from systemically marginalized groups and communities.

Supervisors should also use the PSTs to provide high-quality feedback to candidates. The PSTs may guide coaching conversations and be utilized as a point of reflection for candidates as they set improvement goals and monitor their own progress. In the practicum, program supervisors and supervising practitioners are jointly responsible for utilizing the Candidate Assessment of Performance (CAP) to support candidate's growth in the Essential Elements and evaluate their readiness for the licensure role.

A description of each level of practice is included below:

Level	Expectation for Candidates	Examples
Introduce	Candidates **exhibit a foundational understanding** of key concepts and skills through coursework and/or in early field-based experiences.	Readings, observations, assignments, or assessments that expose candidates to the theoretical and practical aspects of the element
Practice	Candidates are introduced to and then **actively engage in opportunities to apply** the concepts and skills they have learned. They have opportunities to practice these skills, be observed by instructors or field supervisors, and obtain feedback.	Opportunities in coursework and/or field-based experiences: Simulations, rehearsals, role plays; one-on-one, small group, or whole group instruction in field placements; planning and data meetings; engagement with the school community
Demonstrate	Candidates practice and are ultimately able to **demonstrate proficiency** in the concepts and skills they have acquired. They are able to apply their knowledge and skills in various situations, including in field-based experiences. Their application of the concepts and skills meets established standards. **They are able to**	*These should build on prior opportunities to practice and receive feedback*: One-on-one, small group, or whole group instruction in field placements; planning and data meetings;

	demonstrate the concepts and skills without the need for significant guidance or support, though they may still be developing the scope and consistency expected for the Essential Elements.	engagement with school community
Essential Elements	A subset of elements at the "demonstrate" level have been identified as the Essential Elements. These are the practices and skills assessed through the Candidate Assessment of Performance (CAP). Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs (See Appendix C). Candidates must meet the established readiness thresholds for quality, scope, and consistency for each Essential Element to be deemed "ready to teach" during their practicum (see 2024 Guidelines for the Candidate Assessment of Performance).	Building on opportunities to practice and demonstrate these elements in coursework and field-based experiences, the Essential Elements should be demonstrated in appropriate settings during a candidate's practicum experience.

Additional resources and information about the PSTs can be found in the *Guidelines for the Professional Standards for Teachers* available at https://www.doe.mass.edu/edprep/resources/guidelines-advisories/.

Appendix F: Curriculum Literacy

A growing body of research indicates that curricular materials make a difference in student outcomes and can have a significant impact on ensuring educational equity. High-quality, better-aligned curriculum can prompt improvement in student outcomes that are:

- Comparable to over half a year of additional learning (see Teaching Higher)

- About 1.5 times the difference between an average teacher and one at the 75th percentile (see Choosing Blindly)

- Greater than the difference between a new teacher and one with three years of experience (see Never Judge a Book by Its Cover)

- Reflective of more equitable access to rigorous schoolwork, high expectations, and effective instruction (See The Opportunity Myth)

Educator candidates must be prepared with knowledge and skills to evaluate and skillfully use curricular materials with evidence-based practices, including anti-racist and culturally and linguistically sustaining practices, to ensure equitable outcomes and promote academic achievement, cultural competence, and sociopolitical awareness for every student. All educator candidates should have coursework and field-based experiences that prepare them to be curriculum literate. For candidates in Administrative Leadership programs, these experiences may focus on how to provide educators with the knowledge, skills, support, and conditions to develop curriculum literacy.

Curriculum literacy is the ability to:

1. Understand that the integration and connections among content expectations, aligned curricular materials, and student engagement are at the core of high-quality, equitable instruction;

2. Discern high-quality curricular materials from low quality curricular materials; and

3. Skillfully use materials through evidence-based practices that are inclusive and culturally and linguistically sustaining to ensure the enacted curriculum supports and engages all students to reach their full potential.

Curriculum literacy requires educators and educator preparation programs to shift from exclusively **creating curriculum** from scratch, to include **effectively evaluating curriculum and strategies for skillfully implementing curriculum**. The following definitions anchor DESE's use of **curriculum literacy**:

- **Curricular materials** are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also referred to as adopted curriculum or written curriculum.

- A **curriculum** is a sequence of student learning experiences that teachers facilitate using curricular materials as a foundation (not a script!); also referred to as enacted curriculum or taught curriculum.

PST Guidelines

DESE strongly encourages sponsoring organizations to design coursework and experiences to build familiarity with the components of high-quality curricula, including those used by partner and/or top hiring districts. Regardless of the materials being used in the school/district where a completer is ultimately employed, curriculum literacy is necessary for all educators in critically and effectively navigating the breadth of options available.

All educators, including administrators, coaches, educator candidates, novice educators, and veteran teachers should understand the following competencies as a means to be curriculum literate:

1. **Understand that the integration and connections** among content expectations, aligned curricular materials, and student engagement are at the core of high-quality equitable instruction.

   o Be fluent with the [state standards](#) and [learning progressions](#) within their content area

   o Be fluent with evidence-based approaches to teaching the content (pedagogical content knowledge)

   o Understand the relationship between equity and challenging tasks outlined in reports such as [The Opportunity Myth](#)

   o Understand how materials support knowledge-building and important content-specific instructional practices (such as explicit teaching of phonemic awareness in early literacy)

   o Understand the consequences of the lack of high-quality materials, such as low-quality tasks and low expectations for students

   o Be fluent in the features of high-quality materials, such as:

      ▪ High-quality lessons that support culturally sustaining practices and include rich texts with diverse perspectives and stories, and

      ▪ Providing guidance for supporting multilingual learners, students with disabilities, students working above grade level, and students not yet meeting learning targets

2. **Discern high-quality curricular materials** from low-quality curricular materials in order to advocate for high-quality curricular materials.

   o Understand how to use credible curricular reviews, where available, including those from [CUrriculum RAtings by TEachers (CURATE),](#) [EdReports](#), and [STEM Learning Design,](#) as resources for identifying high-quality curricular materials

   o Understand how to use tools such as the [CURATE rubrics](#) for content areas where there are comprehensive curriculum or the [IMET (Instructional Materials Evaluation Tool)](#) and [EQuIP](#) tool in content areas that are not being rated by curricular reviews

- o Understand how to use tools such as the [Culturally Responsive Curriculum Scorecard](#) to evaluate the extent to which the curricular materials are culturally responsive and relevant

- o Understand how a curriculum builds student understanding of the content over time by recognizing how lesson goals, scope, sequence, and tasks fit together to support that understanding

- o Understand how curricular materials represent, reflect, affirm, and support many student identities such as, but not limited to race, ethnicity, language, religion, family structures, ability, gender, and sexual orientation

3. **Skillfully use materials** through evidence-based practices that are inclusive and culturally and linguistically sustaining, to ensure the enacted curriculum supports and engages students to reach their full potential.

   a. Grounding in the materials' instructional approach

      i. Understand the instructional approach of the specific set of curricular materials

      ii. Understand how the specific curricular materials build student understanding of the content over time through the lessons and units

      iii. Understand the specific strengths and weaknesses of the materials, and ways that the materials should be supported to address any weaknesses

   b. Navigating the materials

      i. Understand how to navigate specific curricular materials and resources, including the teacher's guide and high-quality resources outside of the curriculum, to plan for a lesson

      ii. Understand the features of each unit and/or lesson and how it fits with other aspects of the curriculum (e.g., lesson, section, unit)

      iii. Be able to use the curricular materials effectively to plan a lesson by examining the lesson objectives, tasks, and expectations for student work and determine the preparation or learning teachers need to do to implement the lesson effectively

   c. Enacting curriculum

      i. Be able to implement materials effectively and skillfully (what to keep, what to emphasize, what to add, what to adjust, etc.) without undermining the coherence or rigor of the materials and addressing time constraints, specific student learning needs, etc.

      ii. Understand how to identify supplemental resources and practices needed to address specific student needs

    iii.   Be able to use Tier 2 and Tier 3 instruction to support students not yet reaching learning goals

    iv.   Be able to use scaffolding to support students in accessing the curriculum – and removing scaffolds at the appropriate time

    v.   Be able to use the content and pedagogical knowledge necessary to make instructional decisions based on inclusive and culturally sustaining teaching practices

    vi.   Be able to draw upon students' cultural and linguistic backgrounds to enhance curricular materials and inform instructional decision making

d.   Adjusting practice

    i.   Be able to analyze data from a wide range of sources, including formal and informal assessments and feedback from colleagues, students, and families

    ii.   Be able to use data to adjust practice and implement differentiated supports

    iii.   Be able to engage with families in constructive, asset-based conversations around students' learning and progress and partner with them to understand, monitor, and improve student learning

    iv.   Be able to identify areas where an educator would benefit from additional professional development or coaching to more effectively use curricular materials

Appendix G: Glossary of Terms

Academic achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real-world contexts.

All students: *Each and every student*, inclusive of, but not limited to, students of all races, ethnicities, cultures, languages, socioeconomic statuses, sexual orientations, gender identities, and abilities, with particular focus on those who have been systematically marginalized or underserved, such as those students who identify as Black, Hispanic or Latino, Asian, Indigenous, and/or Multiracial.

Anti-racist practices: Practices that demonstrate that all racial groups are equals in their differences and resist and dismantle inequities due to individual and systemic racism to advance racial equity. The use of these practices fosters the development of an anti-racist school/classroom culture.

Anti-racist educator: An educator who believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. All educators should strive to be anti-racist, including those in predominantly white classrooms/schools/districts.

Asset-based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures, and experiences versus deficit-based approaches that view differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.

Candidate: A person who is currently enrolled in an educator preparation program.

Candidate Assessment of Performance (CAP): A performance assessment used to gauge a teacher candidate's readiness in relation to the Professional Standards for Teachers (PSTs). CAP parallels the Massachusetts Educator Evaluation system. Successful completion of CAP is required to complete all initial teacher preparation programs.

Completer: A person who has successfully finished an educator preparation program, including alumnus or graduate of such program.

Culturally responsive: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower all students. (Supporting Culturally and Linguistically Sustaining Practices)

Culturally relevant: Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. (Supporting Culturally and Linguistically Sustaining Practices).

Culturally and linguistically sustaining: Affirm and value students' prior experiences and support them to sustain their cultures and linguistic resources to make learning more relevant and effective; promote academic achievement, cultural competence, and sociopolitical awareness; and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners, expand cultural competence and socio-political consciousness, and provide explicit instruction in the functions of language. (Supporting Culturally and Linguistically Sustaining Practices).

Curricular materials: Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. (Curriculum Matters).

Curriculum: A sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. (Curriculum Matters).

Digital literacy: The ability to use digital technology, communication tools, or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments (Digital Literacy and Computer Science Framework).

Equity: Exists when identity (including but not limited to race, ethnicity, gender, language, disability and ability) can no longer be used to predict social, economic, or educational outcomes. Enacting steps towards equity means making available opportunities and supports to eliminate bias and structural barriers at every level of the education system and society.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. (U.S. Department of Education). Evidence-based practices include, but are not limited to, culturally and linguistically sustaining practices and use of high-quality curricular materials.

Field-based experiences: Experiences in PK-12 schools and classrooms, including observation of classrooms, pre-practicum, practicum/practicum equivalent, internship, or apprenticeship, that are integral components of any program for the preparation of educators.

Field supervisors: Program supervisor and supervising practitioner (see specific definitions below)

Inclusive practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a

role in impacting decision-making, practices, and policies.

Linguistically responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation ([The Massachusetts Blueprint for English Learner Success](#)).

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the supervising practitioner and program supervisor and evaluated through a performance assessment for the Initial license.

Program of study: The coursework, seminars, workshops, webinars, field experiences, and other program components that are required for the completion of an approved program.

Program supervisor: The supervisor from the educator preparation programs, under whose immediate supervision the candidate for licensure practices during a practicum. The program supervisor is responsible for overseeing the student teaching experience, observing and providing feedback to the candidate alongside the supervising practitioner, and coordinating the performance assessment.

Sociopolitical awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Sponsoring organization: Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved educator preparation programs. During the program approval process, evidence collection and evaluation will focus on the specific unit within the organization that oversees educator preparation programs (e.g., Education Department, School of Education). Approved sponsoring organizations have the ability to endorse candidates for Massachusetts licensure.

Student: A pupil enrolled in a PK-12 school.

Supervising practitioner: A PK-12 educator under whose immediate supervision the candidate for licensure practices during practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Systemically marginalized groups: Groups and communities that experience discrimination and exclusion on a systemic level because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, ethnicity, culture, language, socioeconomic status, sexual orientation, gender identity, and ability.

Appendix H: Additional Acknowledgements

Revisions to the *Guidelines for the Professional Standards for Teachers* were directly informed by updates to the *Classroom Teacher Model Rubric,* which reflects input from the following educators, students, and families across Massachusetts on anti-racist, inclusive, and equitable practices.

2021-2022 Principal and Teacher Advisory Cabinet

Dr. Jorge Allen, Director of English Learner Programs, Wellesley Public Schools
Damian Aufiero, History Teacher, Boston Public Schools
Lakia Baymon, Principal, Springfield Public Schools
Rebecca Bell, Fifth Grade Teacher, Arlington Public Schools
Maya Birks, Special Education Teacher, Holyoke Public Schools
Michelle Charles, ESL Teacher, Woburn Public Schools
Dr. E. Orlando Darlington, Spanish Teacher, Stoneham Public Schools
Monique DeBarros, Director of Student Support Services, Boston Preparatory Charter School
Purnima DeMorais, Interim Principal, Tewksbury Public Schools
Ricardo Dobles, Principal, Waltham Public Schools
Christopher Dodge, Principal, Orange Public Schools
Kate Dormeus, Head of School, Excel Academy Charter Schools
Timothy Eagan, Grade 6-12 World Languages Department Head, Wellesley Public Schools
Julie Feeney, Spanish World Language Teacher, Worcester Public Schools
Marta García, Teacher of Multilingual Students, Salem Public Schools
Stephen Guerriero, Social Studies Teacher, Needham Public Schools
Lisa Hanifan, First Grade Teacher, Malden Public Schools
Amy Heffernan, Wellness Teacher, Scituate Public Schools
Reuben Howard, Instructional Coach, Boston Public Schools
Frederick Hurst, Associate Principal, Springfield Public Schools
Gabrielle Jackson, Resident Principal, Springfield Empowerment Zone
Sarah Marie Jette, Fourth Grade Teacher, Arlington Public Schools
Jessica Johnson, Math Instructional Leadership Specialist, Springfield Public Schools
Dr. Tasha Jones, Dean of Curriculum and Instruction, Springfield Public Schools
Peter Lantaigne, Assistant Principal, Pathfinder Regional Vocational Technical High School
Ruby Maestas, Principal, Carver Public Schools
Steven Martin, Interim Principal, Woburn Public Schools
Sarah McLaughlin, Principal, Lawrence Public Schools
Vivian McNeeley, ELL Teacher, Andover Public Schools
Antonelli Mejia, Assistant Principal, Boston Public Schools
Tamy-Fee Meneide, Director of College and Career Pathways, Neighborhood House Charter School
Jayashree Pillai, Math Teacher, Natick Public Schools
Desiree Robinson, Mathematics Instructional Leadership Specialist, Springfield Public Schools
Caitlan Sheehan, Director of Diversity, Equity, and Inclusion, Duxbury Public Schools
Gavin Smith, Principal, Boston Public Schools
Dr. Paula Starnes, ELA and Special Education Teacher, Springfield Public Schools
María Valarezo, Early Childhood Special Education and ESL Teacher, Boston Public Schools
Dr. Sonya White Hope, Music Teacher, Boston Public Schools
Dr. Jedediyah Williams, Mathematics and Computer Science Teacher, Nantucket Public Schools
Gerald Yung, Principal, Cambridge Public Schools

Family Roundtable Participants

Donna Alvarez, Brockton Public Schools
Adrienne Berry, Orange Public Schools
Darryl Bullock, Arlington Public Schools
Dr. Angela Burke, Brockton Public Schools
Linda Calkins, Springfield Public Schools
Eugenia Corbo, Boston Public Schools
Geraldine Dagraca, Brockton Public Schools
Mallory L. Ellis, Orange Public Schools
Jennifer Gabriel, Springfield Public Schools
Michèle Harris, Brockton Public Schools
Patricia Hernandez, Springfield Public Schools
Mercedes Hernandez-Rondon, Lawrence Public Schools
Cathy Lange-Mazanec, Springfield Public Schools
Tatiana Lara Melendez, Leominster Public Schools
Stephany Lazzaro, Brockton Public Schools
Maria Gomes, Brockton Public Schools
Blanca Marroquin, Boston Public Schools
Xiomaily Medina, Brockton Public Schools
Meredith Nelson, Scituate Public Schools
Jorge Nuñez, Brockton Public Schools
Lisa Olivar, Brockton Public Schools
Felismina Palma, Brockton Public Schools
Ryan A. Racette, Carver Public Schools
Brenda Ramsey, Boston Public Schools
Limary Rivera, Springfield Public Schools
Ysmael Rondon, Lawrence Public Schools
Kathleen Saltis, Hampshire Public Schools
Nikki Sanders Smead, Scituate Public Schools
James T. Samuel, Springfield Public Schools
Ellen Subramaniam, Wellesley Public Schools
New Bedford Public Schools Family Members

Student Roundtable Participants

Amherst-Pelham Regional High School, Amherst-Pelham Regional Public Schools
Andover High School, Andover Public Schools
Lawrence High School, Lawrence Public Schools
Springfield Honors Academy, Springfield Public Schools

Massachusetts Department of Elementary and Secondary Education Staff

Claire Abbott, Director of Educator Effectiveness, Center for Instructional Support
Siobhan Allen, Educator Effectiveness Specialist, Center for Instructional Support
Kenzie Chin, Educator Preparation Coordinator, Center for Instructional Support
Andréa Coté, Assistant Director of Educational Technology
Shannon Clancy, Educator Effectiveness Coordinator, Center for Instructional Support
MarthaDaigle, Family Engagement Coordinator, Office of Special Education Planning and Policy
Anne DeMallie, Director of STEM, Center for Instructional Support

Shay Edmond, Senior Associate Commissioner, Center for Strategic Initiatives
Russell Fenton, Adult & Community Learning Services Team Leader, Center for Educational Options
Darcy Fernandes, Senior Associate Commissioner, Center for Strategic Initiatives
Susan Fischer, Access and Equity Associate, Statewide System of Support
Erin Hashimoto-Martell, Associate Commissioner, Center for Instructional Support
Esther Jeong, Coordinator of Accountability Monitoring, Center for Educational Options
Grace Kingsbery, Educator Effectiveness Associate, Center for Instructional Support
Sohee Kwon, Educator Effectiveness Specialist, Center for Instructional Support
Elizabeth Losee, Director Educator Effectiveness Policy, Center for Instructional Support
Elana McDermott, Research and Policy Analyst, Office of Planning and Research
Holly-Anne Neal, Special Education Improvement Supervisor, Office of Special Education Planning Policy
Eveliny Pina, Educator Effectiveness Specialist, Center for Instructional Support
Woodly Pierre-Louis, Assistant Director of Instructional Policy, Center for Instructional Support
Michelle Ryan, Associate Commissioner, Kaleidoscope Collective for Learning
Sadye Sagov, Educator Effectiveness Specialist, Center for Instructional Support
David Valade, Language Acquisition Support Lead, Office of Language Acquisition
Craig Waterman, Assistant Director of Instructional Policy, Center for Instructional Support
Lisa Weinstein, College, Career & Technical Education Liaison, Center for Educational Options
Anna Zannetos, Educator Effectiveness Specialist, Center for Instructional Support
Lindsay Zorich, Assistant Director of Educator Preparation, Center for Instructional Support

Appendix I: Works Cited

Hosp, John L. "[Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education](#)." Representation of Diverse Students in Special Education | RTI Action Network, RTI Action Network.

Jiménez-Castellanos, O., & García, E. (2017). [Intersection of Language, Class, Ethnicity, and Policy: Toward Disrupting Inequality for English Language Learners](#). Review of Research in Education, 41(1), 428–452.

The Massachusetts Education Equity Partnership. (2018) Number One for Some. [https://number1forsome.org/wp-content/uploads/sites/4/2018/09/Number-1-for-Some-9.25- 18.pdf](https://number1forsome.org/wp-content/uploads/sites/4/2018/09/Number-1-for-Some-9.25-18.pdf)