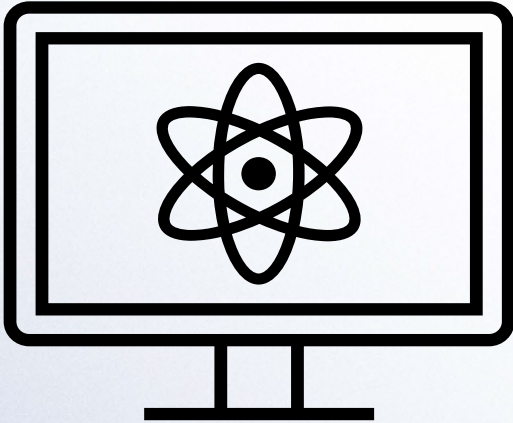


Professional Standards for Teachers and Candidate Assessment of Performance 2024

Info Session

October 2024

Virtual Meeting Expectations



- Mute mics, turn off cameras
- Q&A will be addressed at the end
- Keep questions appropriate for the topic at hand
- Be respectful of your colleagues' (including your DESE colleagues'!) work

Professional Standards for Teachers and Candidate Assessment of Performance 2024

Info Session

October 2024



Objective

- Learn about the updates to the Professional Standards for Teachers and Candidate Assessment of Performance in order to support implementation during the 2025-2026 academic year.

Agenda

Topics
What are the PSTs and CAP?
Overview of Updates to the PSTs
PST Spotlights
Overview of Updates to the Essential Elements
Additional Implementation Supports
Q&A

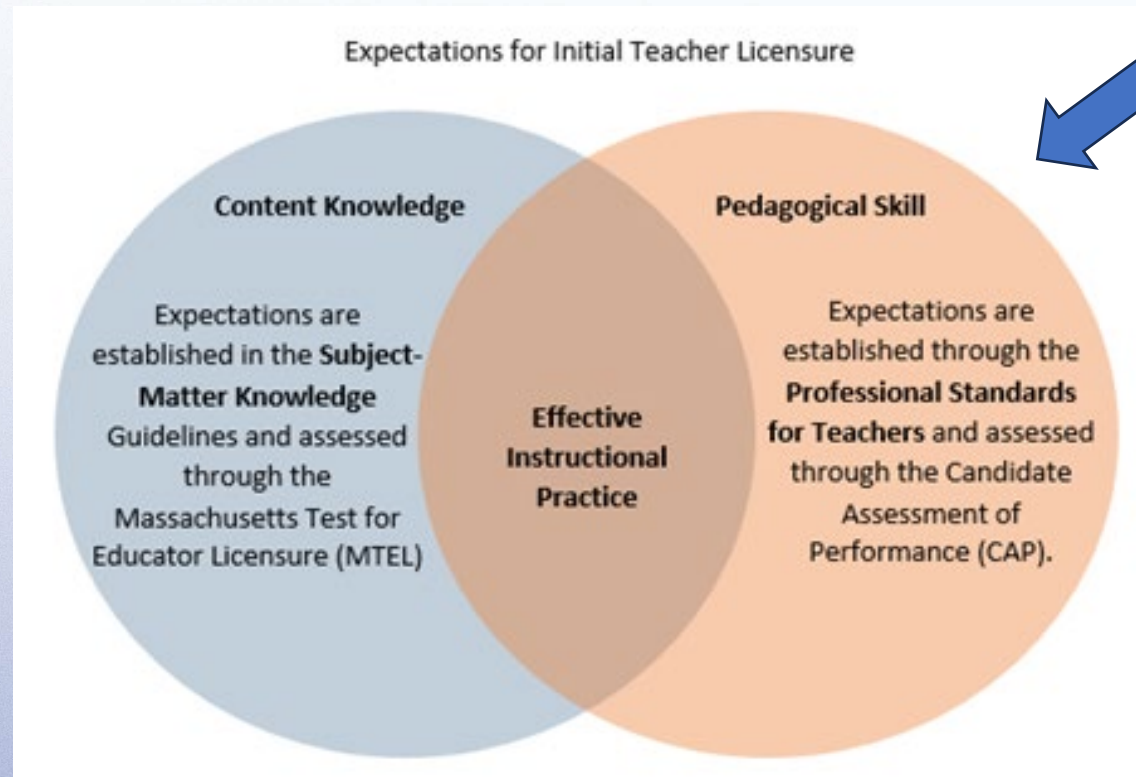
Our Beliefs



- We believe all students can thrive.
- We believe all students deserve access to effective educators.
- We believe through strong preparation all educators can be effective on day one.
- We believe all educators must support each and every student in their care.
- We believe students are best supported when families, communities, and educators work together.
- We believe DESE, sponsoring organizations, and PK-12 schools and districts will need to take action to disrupt inequities.
- We believe DESE, sponsoring organizations, and PK-12 schools and districts will need to partner to build an education system that lives up to these beliefs

What are PSTs and CAP?

Professional Standards for Teachers (PSTs)



Outline the required pedagogical knowledge and skills for teacher licensure in MA.

PSTs are grouped by Standards, Indicators, and Elements.

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.

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.

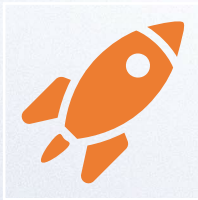
The **indicators** are labeled with a capital letter. These outline the knowledge, skills, and behaviors that make up effective practice within each standard.

I-A Curriculum and Planning	Introduce	Practice	Demonstrate
<p>1. Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by:</p> <ul style="list-style-type: none"> 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 **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.

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

What is CAP?



Based on a subset of the PSTs called the Essential Elements



Mechanism for high-quality feedback



Assessment of candidate readiness



Bridge from preparation to practice

The Essential Elements were selected because they are:

- Necessary to be effective on day one for all students, particularly for those students from groups and communities that have been systematically marginalized
- Feasible for candidates to demonstrate given varying placement contexts
- Able to serve as an umbrella for skills outlined in other elements, particularly in cases where other elements are prerequisite skills to those outlined in the Essential Element

Redefining Effective Practice

Preparation

- Guidelines for Administrator Preparation
- **Guidelines for Ed Prep Program Approval**
- Performance Assessment for Leaders (PAL)
- **Professional Standards for Teachers (PSTs)**
- **Candidate Assessment of Practice (CAP)**

Induction and Mentoring

- Principal Induction and Mentoring Handbook
- Differentiated Induction and Mentoring Community of Practice & Related Tools

Continuous Improvement

- Model Rubrics for Educator Evaluation
- Implementation Resources

EDUCATIONAL VISION

Standards of Effective Practice

Why were changes needed?



In addition:

- Following the release of the Guidelines for Program Approval in 2023, many requests to align our expectations for pedagogical skills to the criteria (evidence-based, including culturally and linguistically sustaining practices)
- Alignment with DESE's Educational Vision
- After using CAP for several years, DESE had gotten helpful feedback to improve it

Goals for PST and CAP Updates

- Align PSTs and CAP with the updated Standards of Effective Practice
- Identify differentiated levels of practice that align with:
 - input from the field
 - research on the development of culturally and linguistically sustaining practices in novice educators
- Ensure that CAP is meaningful across settings. Balance CAP **requirements** against **flexibilities** to allow for meaningful implementation.
- Support SOs to prepare candidates to be ready to well-serve all students, especially those from systemically marginalized groups and communities, as novice educators

Updates to the PSTs

Revisions to the PSTs

- Evidence-based, culturally and linguistically sustaining practices supporting deeper learning for all students are integrated throughout
- Practice levels differentiated by element, not Indicator
- Updated definitions for Introduce, Practice, and Demonstrate to better clarify both the connections across levels of practice and the distinct expectations for elements at each level.

Differentiated Practice Levels

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

Differentiated Practice Levels

Level	Expectation for Candidates	Examples
Demonstrate	<p>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 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.</p>	<p><i>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; engagement with school community</i></p>

Differentiated Practice Levels

Level	Expectation for Candidates	Examples
Essential Elements	<p>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).</p>	<p>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.</p>

Revisions to the PSTs

Level	Revision
Standards	The four standards were not changed, per 603 CMR 7.08(02).

Revisions to the PSTs

Level	Revision
Indicators	<p>In Standard II, four indicators are no longer included separately as they are now fully embedded into others:</p> <ul style="list-style-type: none">• 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. <p>In Standard IV, indicators are grouped together where they represent similar or complementary practices:</p> <ul style="list-style-type: none">• 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.

Revisions to the PSTs

Level	Revision
Indicators	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.

Revisions to the PSTs

Level	Revision
Elements	<p>New element descriptions have been written to explicitly integrate culturally and linguistically sustaining practices in alignment with updates to the Standards of Effective Practice.</p> <p>Given the detailed descriptor for each element, practice levels are now differentiated at the element, rather than indicator, level.</p>

How do the PSTs affect coursework?

- Faculty members should use PSTs to:
 - Guide course design, decisions about depth and breadth of content
 - Drive assessments and feedback
- Consider specific practice levels in building and revising courses
- Consider how coursework covers *part* of the requirements for PSTs, in addition to fieldwork – the program in its totality should address all PSTs

PST Spotlights

Curriculum Literacy

- 1-A-3 Curriculum Literacy (Demonstrate): 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.

Program Approval Criterion: INS 4

The program(s) of study ensures that all candidates develop the curriculum literacy skills needed to be effective educators through opportunities to critically analyze the quality of, understand the instructional approaches in, and skillfully use curricular materials (as articulated in Appendix G).

Potential “Look-Fors” in Formal Review

- How are curricular materials selected for candidates to be exposed to in coursework?
- What practice do candidates have analyzing materials to understand their quality and instructional approach, and develop the skills to implement materials effectively and in a culturally responsive manner?
- How are candidates assessed in their ability to analyze and use curricular materials?

What is Curriculum Literacy?

Curriculum literacy requires educators and educator preparation programs to shift from **creating curriculum** to **effectively evaluating and implementing curriculum**.

- **Understand that the integration and connections** among content expectations, aligned curricular materials, and student engagement are at the core of high-quality equitable instruction.
- **Discern high-quality curricular materials** from low-quality curricular materials in order to advocate for high-quality curricular materials
- **Skillfully use materials** through evidence-based, inclusive, and culturally responsive practices, to ensure the enacted curriculum supports and engages students to reach their full potential

Regardless of where a completer is employed, they must be curriculum literate to understand the materials they are provided or, if they are not provided materials, to know the components of high-quality curricula and resources to find high-quality materials.

High-quality instructional materials should be used in field-based experiences. If they are not, the SO should determine how to build skills with high-quality instructional materials outside of the field placement.

What is Curriculum Literacy?

- Curriculum Literacy IS:

- Understanding content expectations
- Knowing how to read aligned curricular materials
- Knowing how to discern high-quality curricular materials
- Knowing your students and skillfully using curricular materials to make them accessible to students
- Internalizing content and instructional approach
- Holding high expectations for all students

- Curriculum Literacy is NOT

- Reading from a script
- NEVER creating your own lessons or units
- Following the set curriculum without making adjustments as you go

The Multi-Pronged Approach to Advancing HQIM

Networks & Resources

- CURATE
- Implement MA Guide
- Professional Learning Partnership Guide
- Selection & Evaluation Networks

Development of Open-Source HQIM

- OpenSciEd
- Investigating History
- Appleseeds



Grant Programs to Support Shifts to HQIM

- CS Engage
- GLEAM
- Accelerating Literacy
- Accelerating Math
- HQIM Implementation Grant

Professional Learning Opportunities

- CS Engage Summer Institutes
- OAPL
- OAPL Science
- Mass Literacy Course
- Equity in Early Literacy series

Frequently Asked Questions About Curriculum Literacy Expectations

- **Who determines whether curricular materials are high quality?**
 - Ultimately, it is up to each Sponsoring Organization (SO) to determine their approach for distinguishing HQIM, though we strongly suggest using CURATE rubrics when available.
- **Are we required to use specific curricular materials?**
 - **No.** We will seek to understand how materials were selected and being used in coursework; we will not require your organization to use any specific materials.
- **What do we do if our partners/field-based experience placements use low-quality curricular materials?**
 - The SO's responsibility is to prepare candidates with the curriculum literacy competencies. This can happen through coursework and, wherever possible, field-based experiences.

Practice Levels Application

- **I-B-1 Purposeful Assessment (Demonstrate):** 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.

Possible Application:

After multiple opportunities in coursework, candidates might be assessed on their ability to use purposeful assessments. For example, a final course assessment might include simulated formal and informal student data, prompts to ask how the assessments would inform candidates' understanding of student needs and what they would do next.

Practice Levels Application

- **I-B-2 Accessible Assessment (Practice):** 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.

Possible application:

Activity in coursework could be to analyze an existing student assessment and create ways that the same knowledge could be demonstrated in multiple ways that might draw from students' cultural and linguistic knowledge.

Activity could include discussing ways that bias can emerge in assessments and how to mitigate against that.

Practice Levels Application

- **I-C-3 Sharing Progress with Students and Families (Practice):** 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.

Possible Application: In coursework, candidates can explore ways to share student assessment data with families, learn about and practice translating information and making it accessible to families.

Updates to the Essential Elements

Updated Essential Elements

I-A-1 Subject Matter Knowledge

Old Essential Element:

Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.

New Essential Element:

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 relevant and real-world 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.

Updated Essential Elements

I-C-2 Adjustments to Practice

Old Essential Element:

Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.

New Essential Element:

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**.

Updated Essential Elements

II-A-1 High Expectations and Support

Old Essential Element:

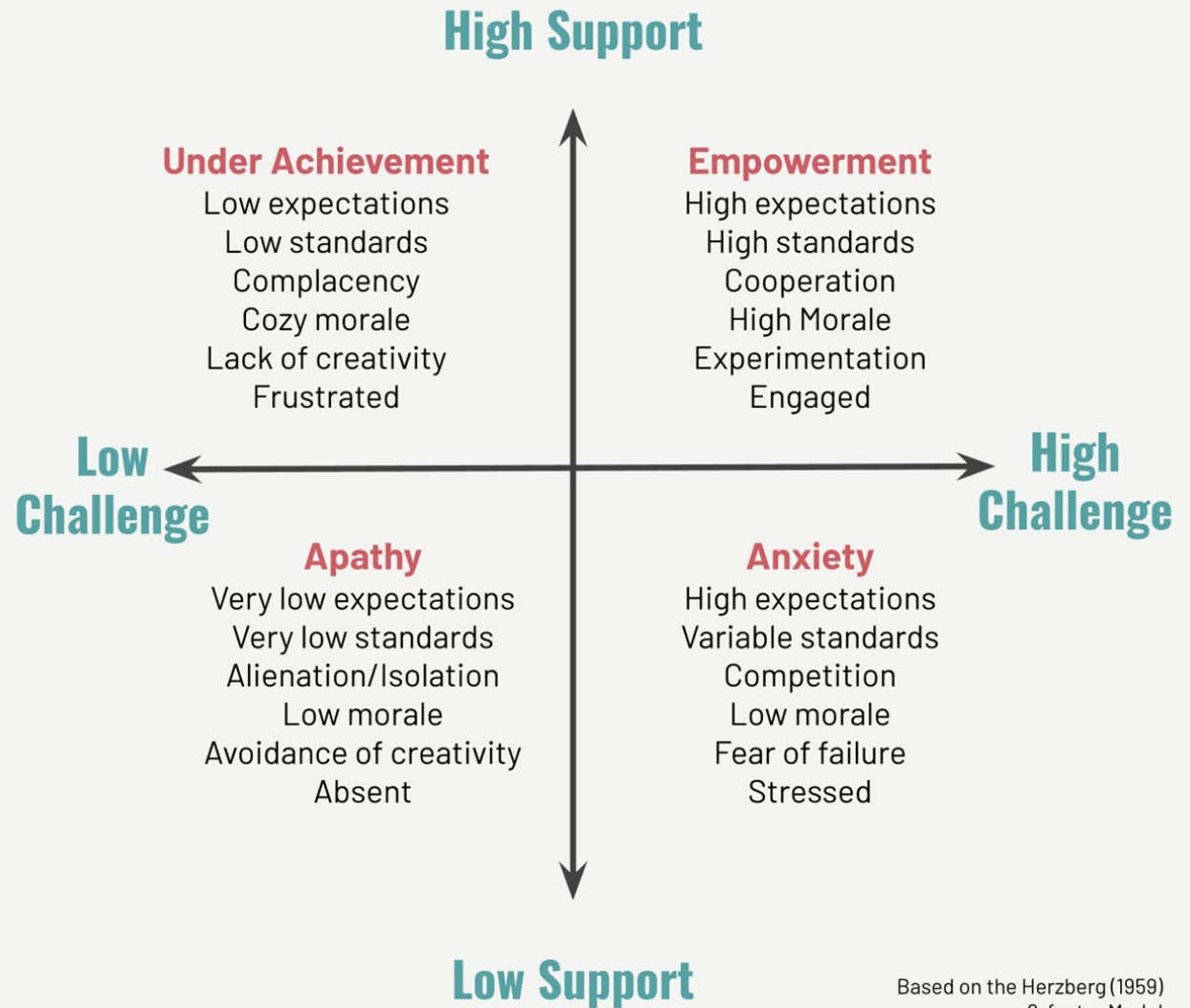
Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

New Essential Element:

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.

“Caring”
=
Empowering
Students



Based on the Herzberg (1959)
2-factor Model

Updated Essential Elements

II-A-1 High Expectations and Support

Old Essential Element:

Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

New Essential Element:

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.

Updated Essential Elements

Old Essential Element:

II-A-3 Meeting Diverse Needs:

Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

New Essential Element

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.**

Updated Essential Elements

II-B-2 Safe Learning Environment

Old Essential Element:

Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.

New Essential Element:

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 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.

Updated Essential Elements

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.

Drop-in session with NAFSCE:
December 5, 10-11am

Updated Essential Elements

IV-A-1 Reflective Practice

Old Essential Element:

Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

New Essential Element:

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.

Implementation Support

Support Type	Date
Family and Community Engagement Drop-In Session	December 5, 2024
Library of Examples for Essential Elements/Evidence Types	June 2025

Expectations

- Full implementation by 2025-2026 school year
- Preparation for full implementation in 2024-2025 school year

Clarifying Questions?