

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 and Essential Elements
Overview of updated CAP process
Data submission for updated CAP in SY 25
Overview of plan for 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?

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

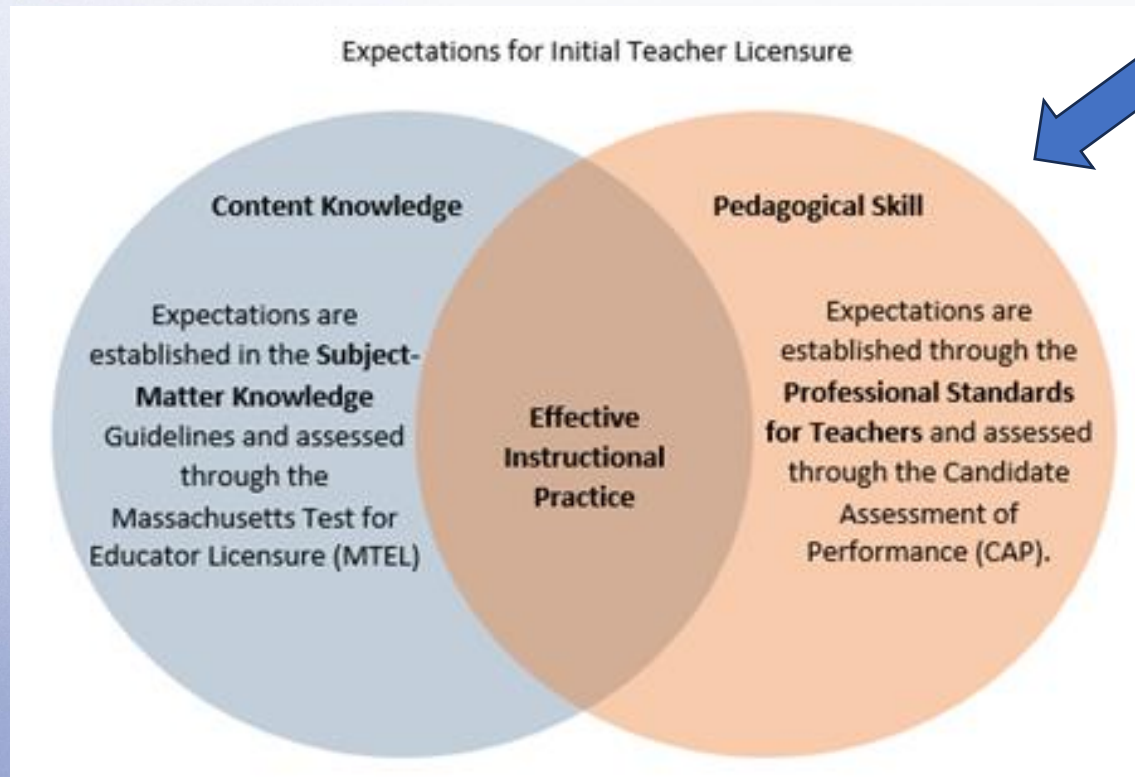
Why were changes needed?



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)
- After using CAP for several years, DESE had gotten helpful feedback to improve it

Professional Standards for Teachers (PSTs)



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

Used to guide educator preparation programs' coursework, field-based experiences, and performance assessments that build teacher candidates' instructional skills.

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

Updates

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 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.

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.

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.

Updates to the CAP Process

Updated Evidence Collection

Each Essential Element is demonstrated by at least **two** categories of evidence

Each type of evidence is used at least once to demonstrate an Essential Element

	Observations	Measure of Student Learning	Student Feedback	Professional Practice Goal	Candidate Artifacts
I-A-1 Subject Matter Knowledge	Required				
I-C-2 Adjustments to Practice					
II-A-1 High Expectations and Support	Required				
II-A-3 Inclusive Instruction					
II-B-2 Safe Learning Environment	Required				
III-C-1 Collaboration on Student Learning and Well-Being					
IV-A-1 Reflective Practice					

Virtual Observations

DESE will collect data on impact and may adjust our policy in 2027-2028 or later based on that data

Programs that intend to conduct any announced observations virtually⁵ must submit a statement of assurance to DESE that includes (1) a sample recording of a typical virtual observation, and (2) a description of how virtual observations will meet the following parameters:

- The teacher candidate is audible (as appropriate) and visible throughout the observation;
- Students are audible (as appropriate) and visible when participating in full-class activities;
- Students working independently or in groups are visible during relevant portion(s) of the observation;
- Student work from individual or group activities is visible during relevant portion(s) of the observation; and
- The recording reflects the full observation; no components of instruction are cut or edited (except as necessary to remove students without permission to be recorded).

Neither of the two required unannounced observations may be conducted virtually. If, at any time during the practicum, a member of the triad (supervising practitioner, program supervisor, or candidate) requests an in-person observation to better support the candidate, that request must be accommodated.

Updated Forms – CAP Form

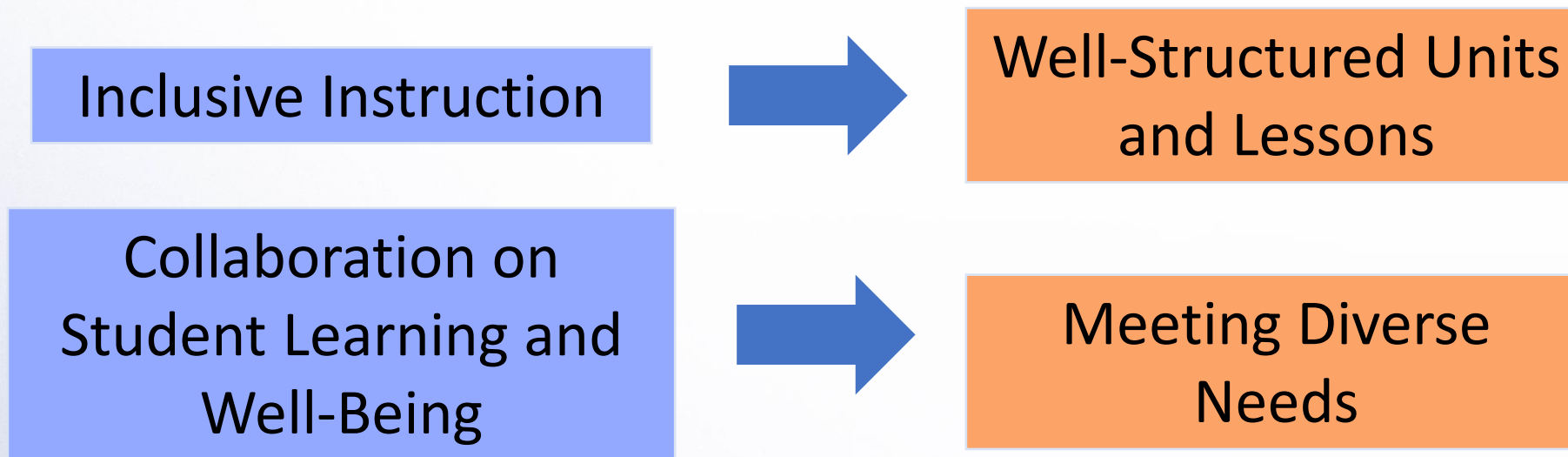
Name and Role of SO Representative completing this checklist:		
The Supervising Practitioner:	Yes	No
<ul style="list-style-type: none"> Has received a summative evaluation rating of proficient or higher in their most recent evaluation. 		
<ul style="list-style-type: none"> Models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices. 		
<ul style="list-style-type: none"> Effectively and equitably supports candidates from all races, ethnicities, identity groups, and backgrounds. 		
<ul style="list-style-type: none"> Commits to meeting the program’s expectations of the role. 		
<i>If no to any of the above:</i>		
<ul style="list-style-type: none"> The program attests that it has made attempts to find a supervising practitioner who fulfills all requirements of the role and is unable to do so. 		
<ul style="list-style-type: none"> The program commits to directly supporting the candidate with additional resources or guidance to address the gap(s). 		
Describe additional resources or guidance provided to support candidate to address gap(s) in supervising practitioner’s alignment with the above requirements:		

Updated Forms – Observation Form

- Required focus elements vs. Optional elements
- Modality of observation
- Active evidence collection box
- Actionable feedback/specific strategies or recommendations

Data Submission for Updated CAP in 2024-2025

- Only for candidates piloting the updated CAP during the 2024-2025 academic year (CAP Online Platform AND data submission spreadsheets)



- In CAP Online Platform, for any previously required text fields in online platform (in bold), enter "N/A"

Implementation Support

Support Type	Date
Info Sessions	<ul style="list-style-type: none"> October 7th: Program Supervisors October 17th: SPs and PK12 Partners October 25th: Ed Prep Faculty (focus on PST updates)
QRGs and Handbook	October 2024
Family and Community Engagement Drop-In Session	December 5, 2024
CAP and PST Intro Videos	November 2024
Mini Community of Practice	November – June 2025
Communities of Practice	January – April 2025
Drop-In Sessions	March – April 2025
Library of Examples for Essential Elements/Evidence Types	June 2025
Supervising Practitioner Training	TBD

Expectations

- Submit implementation plan by October 18, 2024
- Full implementation by 2025-2026 school year
- Preparation for full implementation in 2024-2025 school year

Clarifying Questions?