

# Professional Standards for Teachers and Candidate Assessment of Performance 2024

## Info Session

2024



# Objectives

- 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

<b>Topic</b>
<b>What are the PSTs and CAP?</b>
<b>Overview of updated PSTs and Essential Elements</b>
<b>Overview of updated CAP process</b>
<b>Quality, Scope, and Consistency</b>
<b>Emphasis on high-quality feedback</b>
<b>Modifications to CAP data submission for SY 25</b>
<b>Overview of plan for implementation supports</b>
<b>Q&amp;A</b>

# 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)
- Alignment with DESE's Educational Vision
- After using CAP for several years, DESE had gotten helpful feedback to improve it



## DESE's Educational Vision - Goal

As a result of their public education in Massachusetts, students 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.
- **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, pursue their interests, and use innovative thinking to approach opportunities and solve challenges, including those previously unseen.
- **Shape their path:** be well prepared to thrive in college and/or career and be positioned for lifelong learning.
- **Feel connected:** see themselves as valuable and involved members of their communities and be aware of their independence and interdependence.
- **Be empowered:** play a role in advocating for equity, justice, and liberty in their communities and beyond.



## DESE's Strategic Objectives

DESE partners with districts, schools, and programs to:

### Strategic Objective 1 - "Whole Student"

- Cultivate systems to support the **whole student** and foster **joyful, healthy, and supportive** learning environments so that all students feel **valued, connected, nourished, and ready to learn**.

### Strategic Objective 2 - "Deeper Learning"

- Promote **deeper learning** so that **all** students engage in **grade-level work** that is **real-world, relevant, and interactive**.

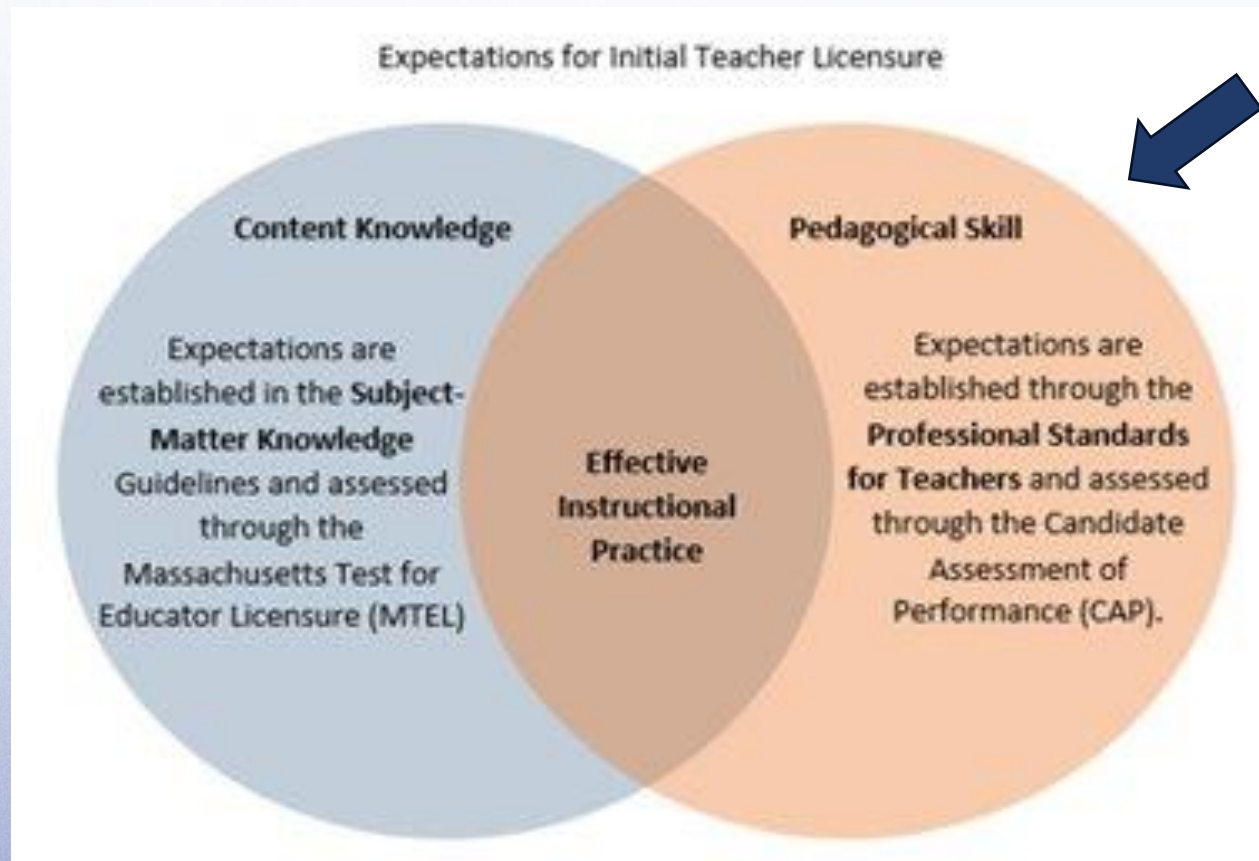
### Strategic Objective 3 - "Diverse and Effective Workforce"

- Develop and sustain a workforce that is **diverse, culturally responsive, well-prepared**, and committed to **continuous improvement**, so that all students have equitable access to **effective educators**.

# 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

# What are the 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. <b>Subject Matter Knowledge:</b> Demonstrates sound knowledge of the subject matter by:</p> <ul style="list-style-type: none"><li>Using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts.</li><li>Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.</li><li>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.</li></ul>			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?



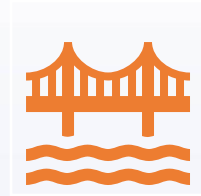
Based on a subset of the PSTs called the Essential Elements



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



# Updates



# 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.

# Differentiated Practice Levels

Level	Expectation for Candidates	Examples
<b>Introduce</b>	Candidates <b><i>exhibit a foundational understanding</i></b> 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
<b>Practice</b>	Candidates are introduced to and then <b><i>actively engage in opportunities to apply</i></b> 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
<b>Demonstrate</b>	Candidates practice and are ultimately able to <b>demonstrate proficiency</b> 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. <b>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.</b>	<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>



# Differentiated Practice Levels

Level	Expectation for Candidates	Examples
<b>Essential Elements</b>	<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 <a href="#">Appendix C</a>). 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 <a href="#">2024 Guidelines for the Candidate Assessment of Performance</a>).</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>

# 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
<b>I-A-1</b> Subject Matter Knowledge	<b>Required</b>				
<b>I-C-2</b> Adjustments to Practice					
<b>II-A-1</b> High Expectations and Support	<b>Required</b>				
<b>II-A-3</b> Inclusive Instruction					
<b>II-B-2</b> Safe Learning Environment	<b>Required</b>				
<b>III-C-1</b> Collaboration on Student Learning and Well-Being					
<b>IV-A-1</b> Reflective Practice					

# Updated Forms – CAP Form

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

# 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 virtually<sup>5</sup> 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 – Observation Form

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

# Updates to Formative and Summative Assessment Forms

- Table to note which types of evidence were collected for which Essential Elements
- Updated Essential Elements
- Space for recommended action and potential resources for two areas of growth and two areas of strength

# Quality, Scope, and Consistency

# Quality, Scope, and Consistency

## I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	<p>The candidate's performance fully meets the requirements:</p> <p>Demonstrates sound knowledge of the subject matter by:</p> <ul style="list-style-type: none"> <li>Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.</li> <li>Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world.</li> <li>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.</li> </ul>	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality		*	*	
Scope		*		
Consistency		*		



# Quality, Scope, and Consistency

- **Quality:** the ability to use a pedagogical approach or perform a teaching practice or skill effectively.
- **Scope:** the scale of impact with students. The ability of the teaching candidate to use a pedagogical approach or perform a teaching practice or skill effectively in various classroom situations or contexts.
- **Consistency:** frequency (once, sometimes, always) that the skill, action, or behavior is demonstrated effectively.

# High-Quality Feedback

# Emphasis on High-Quality Feedback

## Timely

- Provide feedback in a timely manner after an observation.
- Create routines for frequent informal oral and written feedback in between formal CAP observations.

## Constructive

- Frame feedback positively by building on strengths. Use a supportive tone. Avoid a tone of judgment or critique.

## Targeted

- Communicate explicitly and directly. Be clear and precise. Offer specific examples and evidence.
- Focus feedback on CAP essential elements and related practices.

## Actionable

- Identify specific action steps for growth, such as evidence-based practices to implement, resources to consult, and opportunities to practice.

# Emphasis on High-Quality Feedback

- High-quality feedback is formally documented at six points during the CAP process:
  - after the two announced observations;
  - after the two unannounced observations;
  - during the formative assessment; and
  - during the summative assessment.



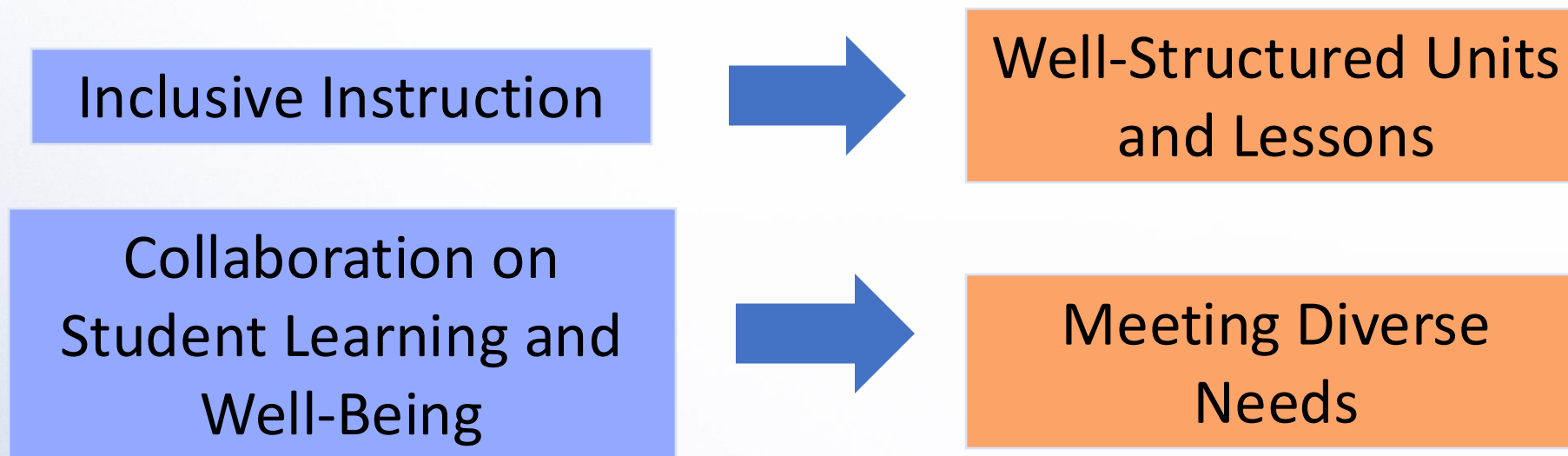
# Emphasis on High-Quality Feedback

Non-Example	Example	
<p>Great classroom management today! Keep working on consistency.</p>	<p>You introduced the new attention signal effectively today. Practicing the signal with the students before the lesson started communicated clear expectations. They remembered the signal and followed your directions precisely. At the end of the lesson, students didn't freeze when you used the signal, so you repeated the signal rather than trying to talk over the students. This reinforces the importance of respecting the speaker. Reinforce this routine for yourself and your students by asking students to briefly practice the attention signal before your lesson each day this week.</p>	<p>← Targeted</p> <p>← Actionable</p>

# CAP Data Submission

# 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
QRGs and Handbook	October 2024
CAP and PST Intro Videos	November 2024



# Expectations

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

**Questions?**