**Professional Standards for Teachers Matrix**

**Initial Teacher**

**Overview**

The Professional Standards for Teachers (PSTs) 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)](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08) are used by sponsoring organizations in designing teacher preparation programs and in preparing candidates. The standards and indicators are also used by the Department of Elementary and Secondary Education (DESE) in reviewing programs seeking state approval. Candidates must demonstrate that they meet the standards and indicators by passing a performance assessment for initial licensure using Department guidelines.

The standards and indicators are aligned to the Massachusetts' Educator Evaluation Framework. This alignment ensures that educators complete preparation initial licensure programs with the knowledge and skills necessary to be effective beginning teachers and well-serve PK-12 students.

|  |
| --- |
| **Instructions:** Please list the numbers/abbreviations/titles of the **sponsoring organization’s required courses where each indicator is targeted, explicit, and coherently addressed**. Course identifiers should match the numbers/abbreviations/titles of submitted syllabi to support DESE’s review. Indicators should not be spread across too many courses.The **grey boxes indicate the level of competency that candidates should demonstrate** by the time they complete the educator preparation program and are endorsed for licensure:* Introduce Level: Candidates ***exhibit a foundational understanding*** of key concepts and skills through coursework and/or in early field-based experiences.
* Practice Level: 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.
* Demonstrate Level: 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.**

Then, **briefly describe where in the syllabus the content is covered** (i.e., unit name, week number, objective number).Please reference the [PST Guidelines](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) for further information and resources. |

## 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** |
| *Example Row* |  |  | *EDU 101**Weeks 5-7* |
| 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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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*](#_Appendix_F:_Curriculum) *for additional information about DESE’s definition of curriculum literacy.* |  |  |  |
| **I-B Assessment** | **Introduce** | **Practice** | **Demonstrate** |
| * **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.
 |  |  |  |
| * **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.
 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |

## 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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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).
 |  |  |  |

## 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-waycommunication 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 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 opportunitiesfor all families to engage as partners in the classroom community.
	* Clearly and accessibly communicating information about family engagement opportunities.
 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.
 |  |  |  |

## 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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| 1. **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.
 |  |  |  |
| **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.
 |  |  |  |
| 1. **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.
 |  |  |  |