

**603 CMR 7.08: Massachusetts Professional Standards for Teachers  
Matrix**

**Sponsoring Organization:**  
**Licensure Program (License and Grade Level):**

<b>Professional Standards for Teachers (PST)</b>				
<p><b>Note to Pilots:</b> Pilot Organizations must codify where and to what extent the PSTs are addressed in the program. Using <u>one</u> of the following ratings offered below, indicate depth of coverage in courses/seminars or pre-practicum/practicum experiences, as correlated with the relevant PST. Up to two courses/experiences may be listed in each box.</p>	<p><b>Course/Seminar/Pre-Practicum/Practicum Code</b></p> <p><b>Example: EDUC 490</b></p>			<p><b>Outcome Assessment</b></p>
	<p><b>Code A: 1 = Introduced; 2 = Reinforced; 3 = Mastered</b></p> <p><b>Code B: I = Introductory Level; M = Moderate Level; H = High Level</b></p>	<p><b>1 or I</b></p>	<p><b>2 or M</b></p>	
<p>(1) <b>Application.</b> The <i>Professional Standards for Teachers</i> define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:</p>				
<p>(a) In the practicum or practicum equivalent phase of preparation for the Initial License; or</p>				
<p>(b) As part of the Performance Assessment Program. The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.</p>				
<p>(2) <b>Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers</b></p>				

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<b>(a) Plans Curriculum and Instruction.</b>				
1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.				
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught				
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.				
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.				

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5. Plans lessons with clear objectives and relevant measurable outcomes.				
6. Draws on resources from colleagues, families, and the community to enhance learning.				
7. Incorporates appropriate technology and media in lesson planning.				
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.				
<b>(b) Delivers Effective Instruction.</b>				
1. Communicates high standards and expectations when beginning the lesson:				
a. Makes learning objectives clear to students.				
b. Communicates clearly in writing and speaking.				

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c. Uses engaging ways to begin a new unit of study or lesson.				
d. Builds on students' prior knowledge and experience.				
2. Communicates high standards and expectations when carrying out the lesson:				
a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.				
b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).				
c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.				

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d. Employs a variety of reading and writing strategies for addressing learning objectives.				
e. Uses questioning to stimulate thinking and encourages all students to respond.				
f. Uses instructional technology appropriately.				
g. Employs appropriate sheltered English or subject matter strategies for English learners				
3. Communicates high standards and expectations when extending and completing the lesson:				
a. Assigns homework or practice that furthers student learning and checks it.				
b. Provides regular and frequent feedback to students on their progress.				
c. Provides many and varied opportunities for students to achieve competence.				

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4. Communicates high standards and expectations when evaluating student learning:				
a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.				
b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.				
<b>(c) Manages Classroom Climate and Operation.</b>				
1. Creates an environment that is conducive to learning.				
2. Creates a physical environment appropriate to the range of learning activities.				
3. Maintains appropriate standards of behavior, mutual respect, and safety.				
4. Manages classroom routines and procedures without loss of significant instructional time.				

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<b>(d) Promotes Equity.</b>				
1. Encourages all students to believe that effort is a key to achievement.				
2. Works to promote achievement by all students without exception.				
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.				
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.				
<b>(e) Meets Professional Responsibilities.</b>				
1. Understands his or her legal and moral responsibilities.				

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2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.				
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.				
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.				
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.				
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.				
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.				