# Crosswalk of CAP’s Seven Essential Elements to PST Indicators

The following table crosswalks the Indicators identified at the “demonstrate” level of practice in the PST Guidelines to the Seven Essential Elements assessed in CAP. **(**

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| **1) Curriculum, Planning, and Assessment Standard**: 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. | |
| **Indicator** | **Essential Element in CAP** |
| (a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and selects, adapts as necessary, and implements effective and rigorous standards-aligned curricular materials consisting of well-structured units and lessons with measurable outcomes. [Note: This language reflects propsed updates to the PST Guidelines to ensure alignment with the MA Model Teacher Rubric.] | 1.A.1 Subject Matter Knowledge  1.A.3 Well-Structured Units and Lessons |
| (b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction. | 1.B.2 Adjustments to Practice |
| SEI (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. | 1.A.3 Well-Structured Units and Lessons |
| SEI (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. | 2.B.1 Safe Learning Environment  2.A.3 Meeting Diverse Needs  2.E.1 High Expectations |
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| **(2) Teaching All Students Standard:** 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. | |
| **Indicator** | **Essential Element in CAP** |
| (a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | 1.A.1 Subject Matter Knowledge  2.A.3 Meeting Diverse Needs  2.E.1 High Expectations |
| (b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | 1.A.3: Well-Structured Units and Lessons  2.B.1 Safe Learning Environment |
| c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | 2.A.3 Meeting Diverse Needs  2.B.1 Safe Learning Environment |
| (d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students. | 1.A.1 Subject Matter Knowledge  2.A.3 Meeting Diverse Needs  2.E.1 High Expectations |
| (f) Classroom Management Indicator: Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures. | 1.A.3: Well-Structured Units and Lessons  2.A.3 Meeting Diverse Needs  2.B.1 Safe Learning Environment |
| SEI (b) Uses effective strategies and techniques for making content accessible to English language learners. | 2.A.3 Meeting Diverse Needs |
| SEI (d) Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance. | 2.A.3 Meeting Diverse Needs |
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| **(4) Professional Culture Standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. | |
| **Indicator** | **Essential Element in CAP** |
| (a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning. | 4.A.1 Reflective Practice |
| (f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently. | 1.A.1 Subject Matter Knowledge  1.A.43 Well-Structured Units and Lessons:  1.B.2 Adjustments to Practice  2.A.3 Meeting Diverse Needs  2.B.1 Safe Learning Environment  2.E.1 High Expectations  4.A.1 Reflective Practice |