

# Professional Standards for Teachers

DRAFT – September 2023

*The following proposed revisions to the Professional Standards for Teachers are being shared one year prior to the release of the full revised guidelines in order to solicit ongoing feedback, strengthen Sponsoring Organizations' understanding of the Department of Elementary and Secondary Education's updated expectations for effective teaching, and guide decisions about program design to foster readiness for full implementation in the 2025-26 school year. Additional information follows about the timeline for guidelines revisions, as well as how to share feedback.*

## Purpose of the PSTs

The Professional Standards for Teachers (PSTs) define pedagogical and other professional knowledge and skills required of all teachers as they complete their preparation programs. Sponsoring Organizations (SOs) use the PSTs and related indicators to design their teacher preparation programs and prepare their teacher candidates.

The PSTs and indicators are aligned to the Standards of Effective Practice that inform the [Massachusetts' Educator Evaluation Framework](#). This alignment helps educators complete their preparation program with the knowledge and skills necessary to be effective as beginning teachers.

## Updates to the PST and CAP Guidelines

In June 2024, the Department of Elementary and Secondary Education (DESE) plans to release an updated [Model Rubric for the Evaluation of Classroom Teachers](#) that integrates evidence-based practices, including anti-racist and culturally and linguistically sustaining practices, throughout the Standards of Effective Practice. These rubric updates reflect input from a diverse group of educators, students, and families across Massachusetts<sup>1</sup> on ways that teachers and leaders can support all students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support ([DESE Educational Vision, 2023](#)). The draft teacher rubric will be piloted in PK-12 districts during the 2023-2024 school year and released as the new model rubric in 2024-2025.

In order to promote continued alignment between educator preparation and the expectations for beginning teachers, the *Guidelines for Professional Standards for Teachers* as well as the *Candidate Assessment of Performance (CAP) Guidelines* are also being updated. The following document includes *draft PSTs for review and feedback*. The specific PSTs and differentiated practice levels (i.e., introduction, practice, and demonstrate), as well as the essential elements for CAP, will be revised in partnership with a working group of educator preparation faculty and leaders, Program Supervisors, Supervising Practitioners, recent program completers, and other PK-12 representatives during the 2023-2024 school year. DESE plans to release full drafts of the PST and CAP Guidelines for public comment in spring 2024.

***Please complete [this survey](#) by November 1<sup>st</sup> to share feedback on this draft to inform the working group discussion.***

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<sup>1</sup> DESE partnered with educators on the 2021-22 Principal and Teacher Advisory Cabinets as the key advisory group for updates to the educator evaluation model rubrics. We also received input and feedback from students and families through a series of roundtables. For more information about these contributors, please see [Acknowledgements](#).

## Overview of Updates

This draft of the PSTs reflects the following updates:

- The four Standards remain as is, per [603 CMR 7.08\(02\)](#).
- All Indicator descriptions have been updated to explicitly integrate culturally and linguistically sustaining practices in alignment with updates to the educator evaluation model rubrics.
- The SEI Indicators are integrated throughout as core components of culturally and linguistically sustaining practice (See [Appendix B: Crosswalk to SEI Indicators](#)). Note: the expectations for the SEI courses remain the same. It is the expectation that these Indicators will also be woven into other coursework to fulfill the requirements the PSTs.
- In Standard II, four Indicators are no longer included separately as they are now fully embedded into other Indicators:
  - II-C Cultural Proficiency is reflected throughout the PSTs because it is considered integral to all Indicators.
  - II-D Expectations is a core component of *I-A Curriculum and Planning* and *II-A Instruction*.
  - II-E Social and Emotional Learning is now reflected in *II-A Curriculum and Planning* and *II-B Learning Environment* (a priority of the 2018 updates to the model educator evaluation rubrics).
  - II-F Classroom Management is represented in *II-B Learning Environment*.
- In Standard IV, Indicators are grouped together where they represent similar or complementary practices:
  - IV-A Reflection and IV-B Professional Growth are now *IV-A Reflective Practice and Professional Growth*.
  - IV-C Collaboration, IV-D Decision-making, and IV-E Shared Responsibility are now *IV-B Shared Responsibility, Collaboration, and Decision-Making*.

NOTE: In this document, “**all students**” refers to *each and every student*, inclusive of, but not limited to, students of all races, ethnicities, cultures, languages, socioeconomic statuses, sexual orientations, gender identities, and abilities, with particular focus on those who have been systematically marginalized or underserved, such as those students who identify as Black, Hispanic or Latino, Asian, Indigenous, and/or Multiracial.

**Culturally and linguistically sustaining practices** affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

## Draft PSTs-at-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning</b> <ol style="list-style-type: none"> <li>1. Subject Matter Knowledge</li> <li>2. Knowledge of Students</li> <li>3. Curriculum Literacy</li> </ol> <b>B. Assessment</b> <ol style="list-style-type: none"> <li>1. Purposeful Assessment</li> <li>2. Accessible Assessment</li> </ol> <b>C. Analysis</b> <ol style="list-style-type: none"> <li>1. Analysis and Conclusions</li> <li>2. Adjustments to Practice</li> <li>3. Sharing Progress with Students and Families</li> <li>4. Sharing Progress with Colleagues</li> </ol>	<b>A. Instruction</b> <ol style="list-style-type: none"> <li>1. High Expectations and Support</li> <li>2. Engaging Instruction</li> <li>3. Inclusive Instruction</li> <li>4. Critical Instruction</li> </ol> <b>B. Learning Environment</b> <ol style="list-style-type: none"> <li>1. Positive Relationships</li> <li>2. Safe Learning Environment</li> <li>3. Collaborative Learning Environment</li> <li>4. Student Ownership of Learning</li> </ol>	<b>A. Communication</b> <ol style="list-style-type: none"> <li>1. Communication with Families</li> </ol> <b>B. Engagement</b> <ol style="list-style-type: none"> <li>1. Family Engagement</li> </ol> <b>C. Collaboration</b> <ol style="list-style-type: none"> <li>1. Collaboration on Student Learning and Well-being</li> </ol>	<b>A. Reflective Practice and Professional Growth</b> <ol style="list-style-type: none"> <li>1. Reflective Practice</li> <li>2. Goal-Setting</li> <li>3. Professional Learning and Growth</li> </ol> <b>B. Shared Responsibility, Collaboration, and Decision-Making</b> <ol style="list-style-type: none"> <li>1. Shared Responsibility</li> <li>2. Professional Collaboration</li> <li>3. Decision-Making</li> </ol> <b>C. Professional Responsibilities</b> <ol style="list-style-type: none"> <li>1. Judgment</li> <li>2. Professional Responsibilities</li> </ol>

## 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

1. **Subject Matter Knowledge:** Demonstrates sound knowledge of the subject matter by:
  - Using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic 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.
2. **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.
3. **Curriculum Literacy:** Skillfully implements curricular materials to:
  - Promote 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.
  - Plan lessons using evidence-based, inclusive, and culturally and linguistically sustaining instructional methods and activities, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
  - Provide all students access to grade-level instruction, including utilizing necessary supplemental resources and/or tiered supports.

### I-B Assessment

1. **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.
2. **Accessible Assessment:** Implements assessments that are accessible to all students by:
  - Providing multiple ways and opportunities to students to demonstrate their learning.
  - Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and lived 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

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.
2. **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.
3. **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.
4. **Sharing Progress with Colleagues:** Collaborates with appropriate colleagues (e.g., special education, English learner education, paraeducators, general education, 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

1. **High Expectations and Support:** Supports all students to meet or exceed high expectations, produce high-quality work, and develop self-awareness and skills for independent learning by:
  - Using evidence-based pedagogical practices to provide equitable opportunities for grade-level learning.
  - Providing supports, scaffolds, and tools to meet students' needs.
  - Providing clear criteria for success (e.g., models, rubrics, exemplars).
  - Reinforcing perseverance and effort with challenging content and tasks.
2. **Engaging Instruction:** Engages all students as active participants in their own learning of meaningful, standards-aligned and grade-appropriate content by:
  - Providing opportunities for students to make choices, explore topics and apply learning in culturally sustaining ways, and through real-world, interactive contexts.
  - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to motivate learning and support students' information processing.
  - Facilitating cooperative learning with equitable student participation in discussion.
  - Integrating digital tools and educational technology that enhance learning experiences and promotes the development of digital literacy skills.
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.
4. **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).

## II-B Learning Environment

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.
2. **Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by:
  - Co-creating meaningful rituals and routines with students.
  - Supporting student accountability for the impact of their actions.
  - Enabling students to take academic risks and share ideas freely.
  - 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).
  - Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
3. **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.
4. **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.

## 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

1. **Communication With Families:** Establishes regular, two-way communication with families that:
  - Is culturally and linguistically sustaining, aligned with family preferences, and in approachable language and formats.
  - Shares timely information about student learning and performance.

### III-B Family Engagement

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 opportunities for all families to engage as partners in the classroom community.
  - Clearly and accessibly communicating information about family engagement opportunities.

### III-C Collaboration

- 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

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.
2. **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.
3. **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

1. **Shared Responsibility:** Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.
2. **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.
3. **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

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.
2. **Professional Responsibilities:** Fulfills all routine professional responsibilities, including:
  - Engaging with all colleagues with respect and civility.
  - Adhering to district attendance policies.

## Appendix A: Glossary of Terms Used in the Professional Standards for Teachers

**Academic Achievement:** Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real-world contexts.

**All Students:** *Each and every student*, inclusive of, but not limited to, students of all races, ethnicities, cultures, languages, socioeconomic statuses, sexual orientations, gender identities, and abilities, with particular focus on those who have been systematically marginalized or underserved, such as those students who identify as Black, Hispanic or Latino, Asian, Indigenous, and/or Multiracial.

**Anti-racist practices:** Practices that demonstrate that all racial groups are equals in their differences and resist and dismantle inequities due to individual and systemic racism to advance racial equity. The use of these practices fosters the development of an anti-racist school/classroom culture.

**Anti-racist educator:** An educator who believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. All educators should strive to be anti-racist, including those in predominantly white classrooms/schools/districts.

**Asset-based:** Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures, and experiences versus deficit-based approaches that view differences as weaknesses.

**Bias:** A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.

**Candidate:** A person who is currently enrolled in an educator preparation program.

**Candidate Assessment of Performance (CAP):** A performance assessment used to gauge a teacher candidate's readiness in relation to the Professional Standards for Teachers (PSTs). CAP parallels the Massachusetts Educator Evaluation system. Successful completion of CAP is required to complete all initial teacher preparation programs.

**Completer:** A person who has successfully finished an educator preparation program, including alumnus or graduate of such program.

**Culturally Responsive Practice:** Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower all students. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

**Culturally Relevant:** Aligned with and affirming to students' cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

**Culturally and Linguistically Sustaining:** Affirming and valuing students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective; promoting academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

**Curricular materials:** Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. ([Curriculum Matters](#)).

**Curriculum:** A sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. ([Curriculum Matters](#)).

**Digital Literacy:** The ability to use digital technology, communication tools, or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

**Equity:** Exists when identity (including but not limited to race, ethnicity, gender, language, disability and ability) can no longer be used to predict social, economic, or educational outcomes. Enacting steps towards equity means making available opportunities and supports to eliminate bias and structural barriers at every level of the education system and society.

**Evidence-based:** Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([U.S. Department of Education](#)). Evidence-based practices include, but are not limited to, culturally and linguistically sustaining practices and use of high-quality curricular materials.

**Field-based experiences:** Experiences in PK-12 schools and classrooms, including observation of classrooms, pre-practicum, practicum/practicum equivalent, internship, or apprenticeship, that are integral components of any program for the preparation of educators.

**Inclusive Practices:** Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

**Linguistically Responsive:** Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation. ([The Massachusetts Blueprint for English Learner Success](#)).

**Practicum/Practicum Equivalent:** A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the Supervising Practitioner and Program Supervisor and evaluated through a performance assessment for the Initial License.

**Program of Study:** The coursework, seminars, workshops, webinars, field experiences, and other program components that are required for the completion of an approved program.

**Program Supervisor:** The supervisor from the sponsoring organization, under whose immediate supervision the candidate for licensure practices during a practicum. The Program Supervisor is responsible for overseeing the student teaching experience, observing and providing feedback to the candidate alongside the Supervising Practitioner, and coordinating the performance assessment.

**Sociopolitical Awareness:** The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

**Sponsoring Organization:** Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved educator preparation programs. During the program approval process, evidence collection and evaluation will focus on the specific unit within the organization that oversees educator preparation programs (e.g., Education Department, School of Education). Approved Sponsoring Organizations have the ability to endorse candidates for Massachusetts licensure.

**Student:** A pupil enrolled in a PK-12 school.

**Supervising Practitioner:** A PK-12 educator under whose immediate supervision the candidate for licensure practices during practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

**Systemically marginalized groups:** Groups and communities that experience discrimination and exclusion on a systemic level because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, ethnicity, culture, language, socioeconomic status, sexual orientation, gender identity, and ability.

## Appendix B: Crosswalk to SEI Indicators

The SEI Indicators have been incorporated into the draft updated PSTs in the following ways (blue text indicates specific alignment):

SEI Indicator	Aligned Draft Updated PSTs
<b>SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.</b>	<p>(I-A Curriculum and Planning)</p> <p><b>I-A-2: Knowledge of Students:</b> Builds on and draws from knowledge of their students’ identities, skills, developmental levels, <b>cultures, languages, and communities</b> 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.</p> <p><b>I-A-3: Curriculum Literacy:</b> Skillfully implements curricular materials to:</p> <ul style="list-style-type: none"> <li>Promote 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.</li> <li><b>Plan lessons using evidence-based, inclusive, and culturally and linguistically sustaining instructional methods and activities</b>, including identifying opportunities to create meaningful, relevant connections rooted in the local context.</li> <li>Provide all students access to grade-level instruction, including utilizing necessary supplemental resources and/or tiered supports.</li> </ul>
<b>SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.</b>	<p>(II-A Instruction)</p> <p><b>II-A-3: Inclusive Instruction:</b> 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), <b>English learners and former English learners</b>, academically advanced students, and students who have been historically marginalized, by:</p> <ul style="list-style-type: none"> <li><b>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.</b></li> <li>Providing students with multiple ways to learn content and demonstrate understanding.</li> </ul>

<p><b>SEI Indicator (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 learners at various levels of English language proficiency and literacy.</b></p>	<p>(I-A Curriculum and Planning)</p> <p><b>I-A-1: 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>• <i>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.</i></li> </ul>
<p><b>SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.</b></p>	<p>(II-B Learning Environment)</p> <p><b>II-B-1: Positive Relationships:</b> <i>Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.</i></p> <p><b>II-B-2: Safe Learning Environment:</b> <i>Creates and maintains a safe, supportive, and inclusive environment by:</i></p> <ul style="list-style-type: none"> <li>• Co-creating meaningful rituals and routines with students.</li> <li>• Supporting student accountability for the impact of their actions.</li> <li>• Enabling students to take academic risks and share ideas freely.</li> <li>• <i>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).</i></li> <li>• Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.</li> </ul> <p><b>II-B-3: Collaborative Learning Environment:</b> Develops students' relationship and communication skills by:</p> <ul style="list-style-type: none"> <li>• <i>Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language.</i></li> <li>• <i>Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.</i></li> </ul>

	<p>(II-A Instruction)</p> <p><b>II-A-1: High Expectations and Support:</b> Supports all students to meet or exceed high expectations, produce high-quality work, and develop self-awareness and skills for independent learning by:</p> <ul style="list-style-type: none"> <li>• Using evidence-based pedagogical practices to provide equitable opportunities for grade-level learning.</li> <li>• Providing supports, scaffolds, and tools to meet students' needs.</li> <li>• Providing clear criteria for success (e.g., models, rubrics, exemplars).</li> <li>• Reinforcing perseverance and effort with challenging content and tasks.</li> </ul>
<p><b>SEI Indicator (e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school</b></p>	<p>(III-A Communication with Families)</p> <p><b>III-A-1: Communication With Families:</b> Establishes regular, two-way communication with families that:</p> <ul style="list-style-type: none"> <li>• Is culturally and linguistically sustaining, aligned with family preferences, and in approachable language and formats.</li> <li>• Shares timely information about student learning and performance.</li> </ul> <p>(III-B Family Engagement)</p> <p><b>III-B-1: Family Engagement:</b> Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> <li>• Building positive relationships with families characterized by mutual trust and respect.</li> <li>• Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community.</li> <li>• Clearly and accessibly communicating information about family engagement opportunities.</li> </ul> <p>(III-C Collaboration)</p> <p><b>III-C-1: Collaboration on Student Learning and Well-Being:</b> Partners with families to support students' learning and well-being by:</p> <ul style="list-style-type: none"> <li>• Leveraging families' cultural and linguistic knowledge and expertise as assets</li> <li>• Engaging with families about what students are learning in the classroom and expectations for student success.</li> <li>• Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.</li> </ul>