**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.

**Important Note Regarding New Teacher Programs Put Forward for Review in 2023-2024**

The [Guidelines for the Professional Standards for Teachers](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/) are currently being revised to ensure continued alignment between expectations for pre-service and in-service teachers. The final Guidelines will be released in fall 2024 and sponsoring organizations will be expected to fully implement the expectations at the start of the 2025-2026 academic year. In light of the upcoming revisions and the significant programmatic changes they will necessitate for all teacher programs’ coursework, fieldwork, and performance assessments, DESE strongly encourages that sponsoring organizations wait to submit new teacher programs until after the Guidelines are released in fall 2024. Sponsoring organizations that still wish to move forward teacher programs at this time must attest that program leadership has reviewed the [draft PSTs](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/teachers-guide-draft.pdf) and commits to making necessary changes to the teacher program, if approved, to ensure it is in alignment with updated expectations by fall 2025.

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| **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:   * Introduction Level: Candidates *show understanding* through coursework and/or in field-based experiences. * Practice Level: Candidates have *opportunities to practice, be observed, and receive feedback* through coursework and/or in field-based experiences. * Demonstrate Level: Candidates *consistently demonstrate competency* through coursework and in field-based experiences as measured by the performance assessment.   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 1**

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| *Example Row* |  |  | *EDU 101 –*  *Weeks 5-7* |
| (a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. |  |  |  |
| (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. |  |  |  |
| (c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately. |  |  |  |
| SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. |  |  |  |
| 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 language learners at various levels of English language proficiency and literacy. |  |  |  |

**Standard 2**

**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.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| (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. |  |  |  |
| (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. |  |  |  |
| (c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. |  |  |  |
| (d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students. |  |  |  |
| (e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social-emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. |  |  |  |
| (f) Classroom Management Indicator: Employs a variety of classroom management strategies and establishes and maintains effective routines and procedures that promote positive student behavior. |  |  |  |
| SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners. |  |  |  |
| 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. |  |  |  |

**Standard 3**

**Family and Community Engagement:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| (a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community. |  |  |  |
| (b) Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school. |  |  |  |
| (c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. |  |  |  |
| 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. |  |  |  |

**Standard 4**

**Professional Culture:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

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| **Indicators** | **Introduction** | **Practice** | **Demonstrate** |
| (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 to improve teaching and learning. |  |  |  |
| (b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. |  |  |  |
| (c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks. |  |  |  |
| (d) Decision-making indicator: Becomes involved in school-wide decision-making and takes an active role in school improvement planning. |  |  |  |
| (e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school. |  |  |  |
| (f) Professional Responsibilities indicator: Is ethical and reliable and meets routine responsibilities consistently. |  |  |  |