

Relationship Among Unit Teaching Proficiencies, Conceptual Framework, MDOE Standards, and INTASC

Standards, themes, and proficiencies are continually addressed throughout the educator licensure program. The chart below describes the links between the Unit Proficiencies embedded in the themes of the Conceptual Framework, Massachusetts Department of Education Professional Standards and the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC).

Unit Teaching Proficiency	Conceptual Framework Themes/Strands	DOE Standard	INTASC Standard
1. The candidate plans effective and developmentally appropriate lessons and units that show knowledge of the academic discipline(s) and the corresponding curriculum frameworks.	Human Development Content Knowledge	Standard A: Plans curriculum and instruction 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. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. Plans lessons with clear objectives and relevant measurable outcomes. Demonstrates an adequate knowledge of and approach to the academic content of lessons.	Planning The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Content Pedagogy The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2. The candidate draws on results of formal and informal assessments to plan	Pedagogy Assessment	Standard A: Plans curriculum and instruction Draws on results of formal	Assessment The teacher understands and uses formal and informal assessment

<p>activities, modify instruction, and confirm students' progress toward learning outcomes.</p>		<p>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.</p> <p>Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.</p> <p>Provides regular and frequent feedback to students on their progress.</p> <p>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.</p>	<p>strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.</p>
<p>3. The candidate delivers engaging and effective instruction through a variety of teaching techniques and clear communication.</p>	<p>Pedagogy</p> <p>Communication</p> <p>Practice</p>	<p>Standard B: Delivers effective instruction</p> <p>Makes learning objectives clear to students.</p> <p>Communicates clearly in writing and speaking.</p> <p>Uses engaging ways to begin a new unit of study or lesson.</p> <p>Builds on students' prior knowledge and experience.</p> <p>Uses a balanced approach to teaching skills and concepts of elementary reading and writing.</p> <p>Employs a variety of content-oriented teaching techniques from more teacher-directed strategies to less teacher-directed approaches.</p> <p>Demonstrates an adequate knowledge of and approach to the academic content of lessons.</p> <p>Employs a variety of reading and writing strategies for addressing learning objectives.</p>	<p>Multiple Instructional Strategies:</p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Communication and Technology</p> <p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>

		<p>Uses questioning to stimulate thinking and encourages all students to respond.</p> <p>Assigns homework or practice that furthers student learning and checks it.</p> <p>Provides many and varied opportunities for students to achieve competence.</p> <p>Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	
<p>4. The candidate creates a classroom environment that encourages engagement in learning, positive social interaction, and self-motivation.</p>	<p>Socio-cultural context</p> <p>Inquiry</p> <p>Practice</p>	<p>Standard C: Manages classroom climate and operation</p> <p>Creates an environment that is conducive to learning.</p> <p>Creates a physical environment appropriate to a range of learning activities.</p> <p>Maintains appropriate standards of behavior, mutual respect, and safety.</p> <p>Manages classroom routines and procedures without loss of significant instructional time.</p>	<p>Motivation and Management</p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p>
<p>5. The candidate modifies instruction to promote achievement of all students and meet the needs of diverse learners.</p>	<p>Socio-cultural context</p> <p>Practice</p>	<p>Standard D: Promotes equity</p> <p>Uses information in Individual Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.</p> <p>Employs appropriate sheltered English and subject matter strategies for English learners.</p> <p>Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the</p>	<p>Diverse Learners</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>

		<p>curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</p> <p>Encourages all students to believe that effort is a key to achievement.</p> <p>Works to promote achievement by all students without exception.</p>	
<p>6. The candidate fosters an appreciation of our multicultural nation, an understanding of the global community, and respect for individual differences.</p>	<p>Socio-cultural context</p> <p>Community partnerships</p>	<p>Standard D: Promotes equity</p> <p>Employs appropriate sheltered English and subject matter strategies for English learners.</p> <p>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.</p> <p>Encourages all students to believe that effort is a key to achievement.</p> <p>Works to promote achievement by all students without exception.</p>	<p>Diverse Learners</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>
<p>7. The candidate reflects on his/her practice through the reading of current research, critical evaluation of instruction, and informed discussion with colleagues</p>	<p>Reflection Inquiry</p>	<p>Standard E: Meets professional responsibilities</p> <p>Reflects critically upon his/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.</p> <p>Draws on resources from</p>	<p>Reflective Practice: Professional Growth</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.</p> <p>School and Community Involvement</p> <p>The teacher fosters</p>

		colleagues, families, and the community to enhance learning.	relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
8. The candidate involves families in students' academic activities, drawing from the home community for resources to enhance instruction and learning.	Socio-cultural context Community partnerships	<p>Standard D: Promotes equity</p> <p>Employs appropriate sheltered English and subject matter strategies for English learners. 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.</p> <p>Standard E: Meets professional responsibilities</p> <p>Draws on resources from colleagues, families, and the community to enhance learning.</p> <p>Standard B: Delivers effective instruction</p> <p>Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p> <p>Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</p>	School and Community Involvement The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
9. The candidate integrates technology into classroom instruction in ways that are developmentally	Pedagogy Inquiry	<p>Standard B: Delivers effective instruction</p> <p>Incorporates appropriate technology and media in lesson planning.</p>	Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and

<p>appropriate and ethically responsible.</p>		<p>Uses instructional technology appropriately.</p> <p>Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</p>	<p>media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom</p>
<p>10. The candidate exhibits professionalism based on an understanding of the intellectual, legal, and ethical responsibilities of educators.</p>	<p>Practice Reflection</p>	<p>Standard E: Meets professional responsibilities.</p> <p>Collaborates with colleagues to improve instruction, assessment and student achievement. 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 the classroom.</p> <p>Understands his/her legal and moral responsibilities. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p>	<p>Reflective Practice: Professional Growth</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.</p>