

## Teacher Quality Standard III

**Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

Study after study shows the single most important factor determining the quality of the education a child receives is the quality of the teacher. Quality teachers have knowledge of content, curriculum, and standards. They are able to plan and implement instructional strategies in an effective and purposeful manner that enhances student learning and independence. Research shows that when implemented effectively and purposefully, the professional practices referenced in Standard III can result in an environment in which all students can learn and succeed.

### Element A

**Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.**

*Not all students are alike. We must not differentiate who will learn what but rather how we will teach so that all students have access to, and support and guidance in, mastering the content.*

—Paula Rutherford

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in the application of current developmental science to address student needs, they must effectively differentiate instruction and modify content based on research of current studies and knowledge of students' intellectual, social, and emotional development. Proficient teachers expand their knowledge through collaboration with colleagues and apply this knowledge to improve the quality of lessons.

### PARTIALLY PROFICIENT RATING LEVEL

#### PROFESSIONAL PRACTICES: THE TEACHER:

- Studies recent/current research to expand personal knowledge of how students learn.

Effective teachers are also learners. Teachers who are focused on meeting students' individual needs stay informed on current research and teaching techniques. They dedicate time to their own professional growth in order to develop the knowledge needed to ensure all students are achieving to their potential.

- Builds on the interrelatedness of students' intellectual, social, and emotional development.***



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In his book, *Emotional Intelligence* (1995), Dan Goleman writes that emotional intelligence determines about 80% of a person's success in life. **Emotional development** is interrelated with both physical and intellectual development. Brain researchers tell us that emotions strongly influence our ability to pay attention and retain information (Wolfe, 2001). The implications of this for the way we approach teaching and learning are tremendous. Williams (1996) indicates that emotional and psychological concerns can impede academics unless teachers know how to work with these factors and develop an understanding of the context of a student's world. "The affective side of learning is the critical interplay between how we feel, act, and think. There is no separation of mind and emotions; emotions, thinking, and learning are all linked." (Jensen, 2008, p. 71)

### Impact of social development on learning:

Teachers of young children should place a priority on the development of social skills. Unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life. Hartup suggests that peer relationships contribute a great deal to both social and cognitive development and to the effectiveness with which we function as adults (1992). He states that:

Indeed, the single best childhood predictor of adult adaptation is NOT IQ, NOT school grades, and NOT classroom behavior but, rather the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously "at risk." (Hartup, 1992)

While it may be challenging for young adolescents to develop a positive self-esteem, it may prove to be especially difficult for minority students. Knowles and Brown (2000) posed the question "How does one develop a sense of self within a dominant culture whose values may be contradictory to those of one's personal culture?" Teachers must create learning environments that account for cultural, ethnic, and racial differences. (Knowles, Brown, & Bird, 2000, p. 30)

The following resources include additional knowledge on the interrelatedness of students' intellectual, social, and emotional development.

- Article: "Emotional Development" by Teresa Odle, Gale Group  
<http://www.education.com/reference/article/emotional-development>  
Article explains the impact of children's emotional development on their experiences in school.
- Article: "Working with Shy or Withdrawn Children" by Jere Brophy  
<http://www.ericdigests.org/1997-3/shy.html>  
Article provides suggestions on working with shy or withdrawn students.



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