

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 B

Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards and advances students' level of content knowledge and skills.

Effective assessment can motivate the unmotivated, restore the desire to learn, encourage students to keep learning, and ultimately increase student achievement.

—Richard Stiggins

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in delivering instruction that is aligned to academic standards and student assessment data, they must create specific student outcomes and monitor student performance in order to make necessary adjustments in their instructional planning as well as “in-the-moment” adjustments that support students in mastering learning objectives. Armed with knowledge of students’ strengths and areas of need, teachers encourage and motivate students to take risks that increase their conceptual understanding of content and effective application of skills.

See also Standard III, Element H and Standard IV, Element A.

BASIC RATING LEVEL

PROFESSIONAL PRACTICES: THE TEACHER:

- Uses assessment results to guide adjustments to instruction.



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For teachers to know how students are progressing towards learning objectives and to know when to make adjustments in instruction, they *must* be informally assessing throughout a lesson and unit of study.

Assessment practice in a classroom is **formative** to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction. (Black & Wiliam, 2009, p. 9)(Hattie, 2012, p. 143)

Refer to this internal resource for additional information:

- Research on the Use of Formative Assessments
Document provides research from a variety of sources on the benefits of using formative assessments.

Teachers should continually monitor student progress towards mastery of learning objectives. This may include circulating to observe students' work and conversations between peers. Teachers also ask questions during whole-group, small-group, and individualized instruction that provide information on students' understanding of a concept or skill and their ability to apply it to different contexts.

- ***Has specific student outcomes in mind for each lesson.***

Prior to teaching any unit, teachers must know the learning outcomes for their students and the criteria for success. Until teachers have articulated, to themselves and to their students, the expectations for learning and how mastery will be measured, the instruction can be misaligned to unit objectives, and assessments may provide limited information on actual student progress towards these objectives.

Refer to this internal resource for additional information:

- Student Outcomes
Document provides information for how to create student outcomes.



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