

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 C

Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.

Varying instructional activities allows all students to learn the same concepts and skills with varied levels of support, challenge, or complexity.

—Carol Ann Tomlinson

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in demonstrating knowledge of current research to meet the developmental and academic needs of their students, they must incorporate evidence-based strategies based on student data that provide for individualized instructional approaches.

PROFICIENT RATING LEVEL

PROFESSIONAL PRACTICES: THE TEACHER:

- *Individualizes instructional approach to meet unique needs of each student.*

The individualizing of instructional approaches is a way to differentiate that requires the teacher to know where each student begins and how he is progressing towards meeting the learning objective of a lesson. Depending on a student's progress towards the objective, his understanding of procedural skills and conceptual understandings, his social and emotional development, his learning preferences, interests, and culture, the teacher will need to provide different ways in which the student can access the content and skills being taught. In addition to analyzing student data as referenced in the Professional Practice, *Makes connections between student data and research-based practices*, the teacher may also utilize surveys and inventories for identifying student needs.



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Research on developmental needs:

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, 1998, p. 71)

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)

What Differentiated Instruction Is Not	What Differentiated Instruction Is
<p>Modifying grading systems: Modifications of grading systems may make it possible for struggling students to receive higher grades, but they are usually not designed to provide equitable access to learning objectives or grade-level standards.</p>	<p>Variety of assessments: Providing a variety of ways in which students may demonstrate their learning allows students to meet grade-level expectations based on their levels of academic readiness and interests. This differs from modifications to grading systems in that the criteria for student mastery of an objective does not change, but the vehicle by which students demonstrate mastery is differentiated.</p>
<p>More work for the “good” students or “extra activities” when students complete work: More work for students who have already mastered skills or concepts may provide additional practice, but it does not extend the learning unless the work is at a different skill level or challenge. Providing “busy work” for students who finish assignments early only serves to keep them busy, not to further their learning.</p>	<p>Extension activities: Extension activities can provide opportunities for students to apply learning to a variety of scenarios and real-life experiences. Extension activities that advance student learning require students to transfer their learning to new situations.</p>



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Refer to these external resources for additional information:

- 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.
- Article: “Differentiated Instruction in the English Classroom Content, Process, Product and Assessment” by Barbara King-Shaver and Alyce Hunter
<http://www.heinemann.com/shared/onlineresources/E00577/chapter4.pdf>.
Article provides resources for getting to know one’s students and suggestions for how to manage a differentiated classroom that can be helpful for teachers of all content areas. Specific suggestions are included for middle and high school English classes.

Refer to these internal resources for identifying student needs:

- [Examples of Ways Teachers May Differentiate in the Classroom](#)
Document identifies ways the teacher may differentiate instruction.
- [Determining Your Learning Preference](#)
Document can be used by students to determine their learning preference.
- [Characteristics of Learning Styles Preferences](#)
Document provides characteristics of learning styles or preferences: auditory, visual, and kinesthetic, with suggestions for instructional strategies.
- [Interest Inventory for Students](#)
Survey references twenty different areas of a student’s life that can be used to support the student and teacher in identifying their interests.
- [Multiple Intelligence Survey for Secondary Students](#)
Survey supports secondary students in identifying their preferred type of intelligence, based on the work of Howard Gardner.
- [Multiple Intelligence Survey for Elementary Students](#)
Survey supports elementary students in identifying their preferred type of intelligence, based on the work of Howard Gardner.

See also Standard I, Element A and Element F and Standard III, Element A.



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