

## 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.

#### PARTIALLY PROFICIENT RATING LEVEL

##### PROFESSIONAL PRACTICES: THE TEACHER:

- Makes connections between student data and research-based practices.

When student data is utilized to identify the research-based practices that will be implemented during instruction, the teacher is differentiating instruction based on students' developmental and academic needs.



[Click here to go back to the table of contents and view the resource guide in its entirety.](#)

The key is for teachers to have clear reasons for differentiation, and relate what they do differently to where the student is located on the progression from novice to capable, relative to the learning objective and criteria for mastery. For this to occur, the use of frequent formative assessments is needed to monitor each student's progress towards the criteria. (Hattie, 2012, p. 110)

For the teacher to know how students are progressing towards the learning objective and to identify the most appropriate practices for instruction, she must be 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 & William, 2009, p. 9)(Hattie, 2012, p. 143)

The greatest power of assessment information is its ability to help one be a more effective teacher. When teachers know what students are and are not grasping at any given moment in a lesson, they know when to reteach, when to move ahead, and when to adjust instruction to explain concepts or skills in a different way. Informative assessment is not an end in itself, but the beginning of better instruction. (Tomlinson, 2008, p. 11)

Formative assessments occur when the teacher continually monitors student progress towards mastery of a learning objective for the purpose of making instructional decisions. For example, a teacher might circulate to observe students' work and listen to conversations between peers, or she might ask questions during whole-group, small-group, and individualized instruction. All of these can provide important data on students' understanding of a concept or skill and their ability to apply it to different contexts. Student data may be the result of assessments or student work, but they may also be data on students' social and emotional development, their learning preferences, interests, and culture.

*See also Proficient Professional Practice, Individualizes instructional approach to meet unique needs of each student.*

*See also Standard III, Element B.*



[Click here to go back to the table of contents and view the resource guide in its entirety.](#)