

## 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 E

**Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.**

*Whether you think you can or think you can't — you are right.*

*—Henry Ford*

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in application of the practices referenced under Element E, they must establish and communicate high expectations for all students that challenge students to learn to their greatest ability. Teachers must plan instruction that ensures students have opportunities to learn and apply critical-thinking and problem-solving skills which support them in meeting or exceeding performance expectations.

#### BASIC RATING LEVEL

##### PROFESSIONAL PRACTICES: THE TEACHER:

- ***Has high expectations for all students.***

In 1968, Robert Rosenthal and Lenore Jacobson conducted research on the impact of teachers' expectations on student achievement, which became known as the Pygmalion effect. They concluded that teacher expectations can be self-fulfilling prophecies for their students. When teachers were told students had high achievement levels, the students made higher gains than students teachers viewed as lower achievers.

Since Rosenthal and Jacobson's research was conducted, studies have continued to show that a teacher's **high expectations** have a considerable impact on student motivation and achievement.



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Teachers who produce the greatest learning gains accept responsibility for teaching their students. They believe that students are capable of learning and that they (the teachers) can teach them (Encyclopedia of Educational Research, 1992).

Teachers with high expectations for their students continually communicate that it is not acceptable to not try, that I am supporting you, I believe in you, and I am not going to let you quit or get by with mediocre work.

*Refer to this internal resource for additional information:*

- How Teachers Communicate Expectations to Students  
Document identifies teacher behaviors that communicate high expectations to students.
- ***Holds students accountable for their learning.***

Walk into any school, and teachers can be heard discussing their frustration with students who don't complete work or participate in class. However, before teachers can implement procedures for student accountability, they need to reflect on the cause of these student behaviors by asking the following questions:

- Has the content or skill been taught clearly so that students can be successful?
- Have possible misconceptions been addressed?
- Is sufficient time being provided for students to successfully complete the task?
- Are students clear on routines and procedures for getting help when needed?
- Are classroom resources available to support student independence with the task?
- How am I assessing students and providing feedback on progress and next steps?

When teachers have addressed the above questions and established a classroom culture in which all students feel respected and valued as learners (*reference Standard II, Element A*), strategies can be implemented that hold students accountable for responding to teacher questions and engaging in the learning process.

Holding students accountable to engage in the learning process communicates the expectation that all students are capable of success, that everyone has something important to contribute, and that effort is valued as much as ability.

*Refer to this internal resource for additional information:*

- Accountability Strategies  
Document describes strategies that provide accountability for students to participate in class discussions and activities.



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