

## 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 F

**Teachers provide students with opportunities to work in teams and develop leadership qualities.**

*When learning groups are established successfully, positive independence results in students' recognizing that their individual success is inextricably linked to the success of every other member of the group.*

*—Frey, Fisher, & Everlove*

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in providing students with opportunities to work in teams and develop leadership qualities, students must be included in individual and group activities that are flexible and adjusted based on lesson objectives and student needs. To ensure group activities result in high levels of student engagement and increase student learning, lesson plans must include opportunities for students to participate using various roles and modes of communication that create opportunities for students to learn from each other.

#### **BASIC RATING LEVEL**

##### **PROFESSIONAL PRACTICES: THE TEACHER:**

- ***Includes all students in individual and group activities.***

The purpose of grouping students is to increase student engagement and learning; therefore, operating rules must be established to ensure groups are effective. Prior to assigning group activities, teachers need to clearly communicate and model these rules for students, provide examples, and have students practice carrying out the rules.



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Examples of rules for group activities:

- Stay with your group at all times.
- Respect others' opinions.
- Be flexible.
- Compromise.
- Encourage and praise your team members.
- Everyone contributes.
- Everyone is equal — no one gets all the credit.
- Do not use "put downs" or discouraging words. Use phrases, such as:
  - Could we look at it another way?
  - I'm not sure I understand.
  - I respect that idea but disagree because ...



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