

## 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.

#### **PARTIALLY PROFICIENT RATING LEVEL**

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

#### **Plans lessons that:**

- *Provide opportunities for students to participate using various roles and modes of communication.*



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For group activities to be successful, both the teacher and the students must be aware of individual and group expectations. Assigning roles is one effective strategy for ensuring that expectations are clear. It is also a way for students to assume leadership and ownership for the group's success. In a collaborative group, every student has a specific task, and everyone must be involved in the learning or contribute to the project, so no one can "piggyback." The success of the group depends on the successful work of each member. When students have specific roles, it can also free up the teacher to support students and assess individual and group discussions and work.

*Refer to this internal resource for additional information:*

- Assigning Roles for Group Members

Document describes examples of roles students may have when working on group projects or in group discussions.

One attribute of using specific tasks is that they eliminate voluntary participation. In the traditional classroom, the teacher asks students a question, and only those who know the answer, or who are daring enough to respond, raise their hands. The rest of the class can opt out. When students have the option of nonparticipation, many don't participate. This is especially true for shy students, lower achievers, and early language learners. The result: They don't learn as much or as quickly. (Kagan & Kagan, 2009)

As teachers identify and define roles that group members will assume, they should choose roles that will help students effectively communicate and collaborate for the purpose of mastering the lesson goal.

Teachers may want to consider the following questions when assigning roles and responsibilities.

- Who will begin the discussion or task?
- Who will ensure members stay on topic and adhere to the timeline?
- How will students provide feedback on group members' work or responses?
- How will all students be held accountable to participate?
- How will I stay updated on the group's progress?



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