

## 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 G

**Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.**

*Talk can cure, and talk can foster constructive change. But it must be the right kind of talk.*

*—Thomas Gordon, Teacher Effectiveness Training*

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in communicating clear learning objectives, they should provide a model of effective communication and provide opportunities for students to communicate with one another about their learning.

#### PARTIALLY PROFICIENT RATING LEVEL

##### PROFESSIONAL PRACTICES: THE TEACHER:

- ***Models effective communication skills.***

When teachers effectively communicate with all students, they are able to provide a model for how students should communicate with one another and with others outside of the classroom. For students to view a teacher's communication as something they can replicate, teachers need to explicitly label the communication skills they are using with the rationale for how these skills improve their ability to communicate with others. It is this explicit labeling of the communication skills that provides evidence of a model and moves a teacher's practice from the Basic Professional Practice, *Communicates effectively with students to Models effective communication skills.*

- ***Encourages students to communicate effectively.***



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When teachers create a classroom environment that features mutual respect and values students' diverse perspectives, students will feel encouraged and safe to communicate their ideas and share their questions.

Teachers can encourage students to communicate with peers through effective grouping arrangements, having students respond to their peers' answers and questions, and by setting the expectation that students should support their ideas with evidence-based rationale.

*See also Standard II, Element A and Standard III, Element F.*



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