

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 H

Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.

Assessment always has more to do with helping students grow than with cataloging their mistakes.

—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 assessing student learning, they must administer a variety of assessments aligned to the learning outcomes. A Proficient teacher utilizes the results to document student progress and provide feedback to students and their families. Students have opportunities to monitor their learning and apply feedback in order to improve their work.

PROFICIENT RATING LEVEL

ACCOMPLISHED AND EXEMPLARY RATING LEVELS

The impact of a proficient implementation of the professional practices referenced in Element H will be students who self-assess, articulate their personal strengths and needs based on self-assessment, and use formal and informal feedback to monitor their learning; they also assume ownership for monitoring their progress, setting learning goals, and applying teacher feedback to improve.

PROFESSIONAL PRACTICES: STUDENTS:

- ***Self-assess on a variety of skills and concepts.***
- ***Articulate their personal strengths and needs based on self-assessment.***
See also Standard III, Element B.
- ***Effectively use formal and informal feedback to monitor their learning.***



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

Assume ownership for:

- **Monitoring their progress.**
- **Setting learning goals.**
- **Applying teacher feedback to improve performance and accelerate their learning.**
See also Standard III, Element E.

Refer to this external resource for additional information:

- Article, “Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement” by James H. McMillan and Jessica Hearn
<http://files.eric.ed.gov/fulltext/EJ815370.pdf>
Article explains self-assessment for students.

Classroom Examples

Elementary reading, writing, and communicating: Students are working on Colorado Academic Standard 3: Writing and Composition, Grade Level Expectation 1—The recursive writing process is used to create a variety of literary genres for an intended audience. *(Implements lesson plans based on: Colorado Academic Standards)*

The learning objective for this 4th-grade lesson on writing is: Students will be able to write a strong paragraph with a topic sentence, at least three supporting sentences, and a summary statement. Each lesson begins with a model in which the teacher shares her writing and has students provide feedback based on the lesson objective and writing rubric. *(Assesses learning outcomes appropriately.)* The teacher shares her thinking regarding each suggestion and how she decides to apply feedback received. Students are asked to explain how the revisions made strengthened the teacher’s writing. *(Teaches students to use feedback to improve their learning.)* As students add supporting sentences to their writing, they use the writing rubric as a reference to guide their work. *(Involves students in monitoring their learning.)* The teacher circulates and provides the following feedback:

- Marie, very nice sentences because they include strong details.
- Henry, your first detail is a complete sentence. That’s great. Look at your second detail. What can we add to make it a more complete sentence?
- Louise, if you would like more inspiration, let’s look at the story for paragraph details. Good, it’s right there. I think you will find some great material for writing details.
- Juan, you have three details that will make a great paragraph; what will make a strong summary statement? *(Provides actionable, timely, specific, and individualized feedback about the quality of student work to: Students.)*

The teacher gives students time to apply the feedback to strengthen their writing. *(Students assume ownership for: Applying teacher feedback to improve performance and accelerate their learning.)*



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

High school visual arts—Drawing focus: Students are working on Colorado Academic Standards 1, 2, 3, and 4.

Standard 1: Observe and Learn to Comprehend

High School Grade Level Expectations 1 and 3—Visual Art has inherent characteristics and expressive features; Art and design have purpose and function

Standard 2: Envision and Critique to Reflect

High School Grade Level Expectation 1—Reflective strategies are used to understand the creative process

Standard 3: Invent and Discover to Create

High School Grade Level Expectation 2—Assess and produce art with various materials and methods

Standard 4: Relate and Connect to Transfer

High School Grade Level Expectation 2—Communication through advanced visual methods is a necessary skill in everyday life *(Implements lesson plans based on: Colorado Academic Standards)*

Students are learning to draw using formulas and conventions to accurately render space on a two-dimensional plane. The teacher begins by modeling various techniques for drawing objects on paper that portray depth and appear to be three-dimensional. She checks for student understanding of these techniques by assigning simple shapes (rectangle/square) to draw and asks students to apply the modeled techniques. *(Assesses learning outcomes appropriately.)* She also provides students with a list of steps and criteria to follow. As students draw, the teacher moves from student to student to discuss their process and to ask about each student’s reasoning for placing the object and the perspective they want to achieve (1-point, 2-point or 3-point). As she confers with each student, she determines if the student should follow along as she provides additional demonstration/modeling of the technique or if she should model a more refined technique for the student. Throughout the lesson, the teacher checks for understanding, and models/guides students on how to incorporate the use of technical drawing terminology within their classroom discourse. *(Uses appropriate methods to assess what each student has learned, including formal and informal assessments, and uses results to plan further instruction.)*



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

Once students apply the techniques appropriately to the initial shapes, the teacher instructs them to add to their shapes by demonstrating how to include increasingly more difficult shapes (spheres/s-shaped curves). As students produce art examples they are willing to share, she invites others in the class to give feedback to the artist regarding his or her technical application, but first, the teacher offers suggestions on how to provide technical feedback and critique so that all students feel respected. *(Teaches students to use feedback to improve their learning.)* Once students demonstrate their mastery of the basic to more refined rendering techniques, she prompts them to brainstorm possible art pieces to create to incorporate these techniques, such as creating futuristic cityscapes, representational drawings, comic book or gaming environments, or architectural models. *(Students assume ownership for: Applying teacher feedback to improve performance and accelerate their learning.)*

Planning/Coaching Questions

- What methods will I use to provide actionable feedback to families, significant adults, and other professionals?
- How will I involve students in monitoring their learning?
- What criteria will I use in developing or selecting assessments for my lesson?
- What types of assessments will I use to monitor student learning?
- At what points in the lesson will I check for student understanding?
- How will I vary the methods I use to check for student understanding?
- How will I modify the checks for understanding in order to accommodate the needs and interests of individual students?
- How will I ensure that students receive actionable feedback that is timely and specific?
- How will I teach/model for students how to use feedback?

