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.

BASIC RATING LEVEL

PROFESSIONAL PRACTICES: THE TEACHER:

○ *Involves students in monitoring their learning.*

…the greatest effects on student learning occur when teachers become learners of their own teaching and when students become their own teachers. When student's become their own teachers, they exhibit the self-regulatory attributes that seem most desirable for learners (self-monitoring, self-evaluation, self-assessment, self-teaching). Thus, it is visible teaching and learning by teachers and students that makes the difference. (Hattie, 2012, p. 18)

For students to **self-monitor**, they must understand expectations for their learning and have access to the criteria and standards for the task they need to master; they must receive feedback in their

attempts to master the task that identifies what they are doing correctly and what they need to do next; and, they must have opportunities to apply the feedback.

When students are involved in monitoring their own learning, they seek and accept feedback on their progress. They are able to identify their learning preferences and apply these to their learning.

See also Standard III, Element A.

Refer to this external resource for additional information:
- Teaching Students to Self-Monitor Their Academic & Behavioral Performanc*e* from Old Dominion University
  http://education.odu.edu/esse/docs/selfmonitoring.pdf
  - Document provides additional research that explains self-monitoring and its impact on student learning, behavior, and engagement.

  o ***Assesses learning outcomes appropriately.***

Before teachers can assess learning outcomes appropriately, they must have explicit student outcomes in mind for each lesson.

See also Standard III, Element B.

When planning for how learning outcomes will be assessed, teachers must be able to articulate to themselves and to the students what mastery of the outcomes will look like and sound like. The following questions can support them in this process.

- What do I need to hear students say?
- What do I need to see students do?
- What vocabulary do I need to hear and see students use?

When developing assessments, teachers should consider the following:

- Age and needs of students
- Alignment to Colorado Academic Standards
- Time required to complete assessment
- Assessment method that best provides information on student learning: oral, written, multiple choice, graphic representation, project, etc.
- Format of high-stakes tests: District benchmark assessments, state assessments, etc.
- Criteria for assessment

Developing appropriate criteria:

Clear and appropriate criteria specify what we should look at to determine the degree of understanding and serve us in making a judgment-based process consistent and fair.

Appropriate criteria highlight the most revealing and important aspects of the work (given the goals), not just those parts of the work that are merely easy to see or score. (Wiggins & McTighe, 2006, p. 172)

Guiding questions for developing criteria:
- Are the criteria measurable? Can student work or responses provide evidence for the criteria?
- Do the criteria measure procedural and conceptual understanding of the skill or content?
- Are the criteria free from culture bias?
- Are the criteria understandable to students?
- Do the criteria allow me to provide specific feedback to students on their progress?

Refer to these external resources for additional information:
- Website: PARCC, for information on PARCC assessments
  http://www.parcconline.org/
- Document: Passage Selection Guidelines for Assessing CCSS (Common Core State Standards) ELA
  http://www.parcconline.org/sites/parcc/files/Combined%20Passage%20Selection%20Guidelines%20and%20Worksheets_0.pdf

  Document provides guidelines for the selection of texts to teach and assess Common Core Literacy standards.