

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

PROFESSIONAL PRACTICES: THE TEACHER:

Provides actionable, timely, specific, and individualized feedback about the quality of student work to:

- Students.**
- Families and significant adults.
- Other professionals who work with students.

In the research referenced, actionable feedback is referred to as academic feedback.



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Students

Academic feedback is an incredibly powerful teaching tool. Students who are given specific information about the accuracy and quality of their work will spend more time working on their academic assignments. Academic feedback is not about praise, blame, or disapproval; feedback is value-neutral. Good feedback describes what a student did or did not do for the purpose of changing or maintaining performance. Effective academic feedback should provide students with an explanation of what they are doing correctly and what steps they must take to continue to make progress. When teachers provide constructive feedback, students begin to develop the skills of self-assessment and self-adjustment. (Rutherford, 2009, p.25)

It is essential that teachers provide feedback equitably and that all students receive feedback on their work. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work. (Brookhart, 2008)

Challenges to providing actionable feedback:

- Ability to identify the primary learning objective for the lesson.
- Ability to identify the manner in which students will demonstrate mastery.
- Ability to actively listen and respond to students' comments and questions.
- Ability to understand academic feedback and differentiate it from statements that are merely motivational.

Refer to these external resources for additional information:

- Article: "Seven Keys to Effective Feedback" by Grant Wiggins
<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>.
Article describes criteria for effective feedback with examples and non-examples of effective feedback.
- Article: "Process Design: Feedback Spirals As Components of Continued Learning" by Arthur L. Costa and Bena Kallick
<http://www.ascd.org/publications/books/195188/chapters/Process-Design@-Feedback-Spirals-As-Components-of-Continued-Learning.aspx>.
Article explains feedback and assessment spirals and how to use this strategy for student learning.
- Article: "Feedback that Fits" by Susan Brookhart
<http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/Feedback-That-Fits.aspx>
Article describes effective feedback along with examples.

Refer to this internal resource for additional information:

- [Examples and Non-examples of Quality Feedback to Students](#)
Document explains why examples represent high-quality feedback or ineffective feedback.

For a synthesis of extant research on academic feedback please refer to *How to Give Effective Feedback to your Students* by Susan M. Brookhart (2008).



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Marzano (2007) synthesized nine major studies examining the effect of feedback on the academic performance of students. All studies reported positive effects on the order of between 10 and 43 percent gains on student achievement. Furthermore, formative assessments provide a natural avenue through which teachers can provide students with timely and relevant feedback. Other reports synthesized by Marzano (2007) suggest that the use of two formative assessments per week may result in percentile gains of up to 30 points. (*Eagle County Schools Professional Practices Rubric, 2012, p. 44*)

Families and Significant Adults

The school-family connection is critical for student success, which makes providing feedback to parents so important. When parents have an understanding of what their child is learning and how they are progressing towards academic goals, they feel connected. They are motivated to be involved and contribute to their child's success.

A teacher who provides actionable feedback to families gives clear suggestions for how families can support their child's success. At the elementary level, for example, a teacher can talk to parents about reading with their child and asking comprehension questions or about math facts and counting money. Feedback to parents can be provided in a variety of ways, during parent-teacher conferences, phone calls, emails, and/or written notes.

Elements of effective feedback to families:

- Provides specific data on a student's academic work.
- Explains what a student is doing that is helping him make progress towards academic goals.
- Identifies next steps by explaining what the student is doing successfully as well as areas for growth.
- Provides clear actionable ways the parent can support at home. This may include resources such as websites, flash cards, practice worksheets, etc.

Refer to this internal resource for additional information:

- [Examples and Non-examples of Quality Feedback to Parents](#)
Document provides explanations for why feedback examples are of high quality for families.

See also Standard II, Element E.

Other Professionals Who Work With Students

Within the school community, there may be a variety of adults that work with students to support their emotional, social, and academic growth. Therefore, it is important that information related to the service each adult provides is communicated on a timely basis so support can be systematic and specific to each student's needs. These professionals may include:



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Student Support Services	Teachers
School physical and occupational therapists	Special education teachers
School speech language pathologists	Gifted and talented teachers
School orientation and mobility specialists	Second-language teachers
School psychologists	Specialists, such as music, art, band, chorus, and physical education teachers
School audiologists	Interventionists
School nurses	Instructional coaches
School social workers	Content area specialists
School guidance counselors	

- ***Teaches students to use feedback to improve their learning.***

For students to use feedback, an environment that values growth and improvement must exist within the classroom.

Students must view constructive criticism as a good thing and understand that learning cannot occur without practice. If part of the classroom environment culture is to always “get things right,” then if something needs improvement, it’s “wrong.” If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and, in the long run, reach further than they could if they were stuck with assignments on which they could already get an A without any new learning. It is not fair to students to present them with feedback and no opportunities to us it. (Brookhart, 2008, p. 2)

Teachers must also model how they apply feedback. As teachers share their work with students, they can solicit student feedback or share feedback provided by peers along with the decisions they made for how the feedback was applied.

Refer to this internal resource for additional information:

- [Strategies to Help Students Learn to Use Feedback](#)
Document provides strategies that can help students learn how to use feedback.



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