Colorado Teacher's Quality Standards

Observable Practices

Standard 1 – Know Content

Element a:

THE TEACHER:

Uses lesson plans that reflect: ☐ Opportunities to review prior learning. ☐ Instructional objectives appropriate for students. ☐ Connections to specific learning objectives and approved curriculum.

Implements lesson plans based on: ☐ Student needs. ☐ Colorado Academic Standards. ☐ District's plan of instruction.

STUDENTS:

☐ Interact with the rigorous and challenging content.

☐ Perform at a level consistent with or above expectations.

☐ Discuss strengths and next steps regarding their learning with their teacher(s).

Element b: ALL TEACHERS

THE TEACHER:

☐ Demonstrates an understanding of literacy content and skills.

Makes complex reading accessible to students by: ☐ Adjusting content to students' skill levels. ☐ Integrating literacy skills and knowledge into lessons. ☐ Providing relevant content that addresses students' interests.

Provides instructional support that enhances students':

☐ Critical thinking and reasoning. ☐ Information literacy. ☐ Literacy skill development.

STUDENTS:

Meet or exceed expectations for: ☐ Oral communication. ☐ Written communication. ☐ Critical thinking. ☐ Problem-solving skills. ☐ Literacy skills.

☐ Apply literacy skills to understand complex materials.

Element b: ELEMENTARY TEACHERS – LANGUAGE ARTS AND/OR READING

THE TEACHER:

☐ Integrates literacy connections into lessons regardless of the content being taught.

Integrates literacy skills into lessons and assignments across subject areas, including:

☐ Phonological awareness. ☐ Phonics. ☐ Vocabulary. ☐ Comprehension.

☐ Fluency. ☐ Writing. ☐ Speaking. ☐ Listening skills.

Engages students in instruction that is: ☐ Purposeful. ☐ Explicit. ☐ Systematic.

Provides literacy instruction that is: ☐ Needs-based. ☐ Intensive. ☐ Of sufficient duration to accelerate learning.

STUDENTS:

Apply literacy skills (reading, writing, speaking, and listening): ☐ To new/unfamiliar material. ☐ While communicating during unstructured time.

Exceed teacher's expectations for their age, grade, and/or ability levels in: ☐ Reading. ☐ Writing. ☐ Speaking. ☐ Listening.

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Element b: SECONDARY TEACHERS – LANGUAGE ARTS AND/OR READING

THE TEACHER:

☐ Teaches and provides opportunities for students to apply literacy skills.

Integrates literacy skills into lessons, including:

☐ Vocabulary. ☐ Comprehension. ☐ Fluency. ☐ Writing. ☐ Speaking. ☐ Listening skills.

Engages students in instruction that is: ☐ Purposeful. ☐ Explicit. ☐ Systematic.

Provides literacy instruction that is: ☐ Needs-based. ☐ Intensive. ☐ Of sufficient duration to accelerate learning.

STUDENTS:

Apply literacy skills (reading, writing, speaking, and listening): ☐ To new/unfamiliar material. ☐ While communicating during the school day.

Exceed teacher's expectations for students of their age, grade, and/or ability levels in: ☐ Reading. ☐ Writing. ☐ Speaking. ☐ Listening.

Element c: ALL Teachers

THE TEACHER:

☐ Encourages students to make math connections across content.

☐ Emphasizes to students why they need to learn math content and skills.

☐ Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.

☐ Emphasizes interdisciplinary connections to math.

STUDENTS:

☐ Share ideas and solutions to challenging problems.

☐ Use the language of math to talk about what they are doing.

☐ Interpret mathematical information in ways that make it relevant to their learning.

Element c: ALL TEACHERS RESPONSIBLE FOR TEACHING MATH

THE TEACHER:

Focuses math instruction beyond: ☐ Recall of facts. ☐ Development of computational skills. ☐ Math as a series of rote procedures.

Models: ☐ Appropriate mathematical communication. ☐ A variety of mathematical practices.

Presents concepts: ☐ In sequence. ☐ In a manner appropriate to students' age and grade.

☐ Helps students understand mathematics as a discipline.

☐ Provides a balance of teaching for conceptual understanding and teaching for procedural fluency.

☐ Models mathematical thinking.

Establishes an effective mathematics environment by: ☐ Challenging students to think deeply about the problems.

☐ Requiring students to explain their solutions. ☐ Posing questions that stimulate students' curiosity and encourage them to investigate further. ☐ Actively engaging students in doing math. ☐ Using real-world examples for problems whenever possible.

STUDENTS:

☐ Solve problems in a variety of ways.

☐ Demonstrate mathematical thinking by explaining their thinking to each other and to their teacher.

☐ Recognize when they make procedural errors and take steps to correct them.

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Element d:

THE TEACHER:

☐ Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies and/or tools.
☐ Uses instructional materials that are accurate and appropriate for the lesson being taught.
☐ Employs a variety of instructional strategies to address student needs.
Provides explanations of content that are: ☐ Accurate. ☐ Clear. ☐ Concise. ☐ Comprehensive.
Engages students in: ☐ A variety of explanations and multiple representations of concepts and ideas. ☐ A variety of inquiry methods to explore new ideas and theories.

STUDENTS:

☐ Develop a variety of explanations and multiple representations of concepts.
☐ Build on the skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories.
Use a variety of inquiry tools and strategies to: ☐ Learn content. ☐ Understand central concepts. ☐ Answer complex questions.
☐ Problem solve.
Routinely: ☐ Choose challenging tasks and instructional materials. ☐ Apply newly learned content skills to unique situations and different disciplines. ☐ Discuss ideas and content that are intellectually challenging to them.

Element e:

THE TEACHER:

☐ Emphasizes key concepts and connects them to other powerful ideas within the content area.
☐ Connects lessons to other disciplines and/or content areas.
Implements instructional strategies to ensure that instruction: ☐ Articulates content and interdisciplinary connections. ☐ Integrates literacy skills across content areas.
☐ Clarifies and elaborates on interdisciplinary connections for students.
☐ Employs instructional strategies that include literacy, numeracy, and language development across content areas.

STUDENTS:

☐ Make connections between other disciplines and/or content areas and the current lesson.
☐ Apply literacy skills across academic content areas.
☐ Apply math skills across academic content areas
☐ Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines.

Element f:

THE TEACHER:

Selects instructional materials and strategies based on their: ☐ Relevance to students. ☐ Central contexts. ☐ Foundational evidence base.
☐ Links lessons to students' prior knowledge.
☐ Encourages and provides opportunities for students to make connections to prior learning.
Delivers lessons and units and uses instructional strategies that: ☐ Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts.
☐ Provide supports that facilitate engagement.
☐ Delivers lessons and uses materials to ensure that students' backgrounds and contextual knowledge are considered.
☐ Provides opportunities for students to self-select tasks that accelerate their learning.

STUDENTS:

☐ Interact with materials that are relevant to them.
☐ Ask questions and solve problems that are relevant to them.
☐ Make connections to prior learning to understand current content.
☐ Select tasks that demonstrate transfer of knowledge to other theories, ideas, and/or content.

Comments:

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