

Standard 3: Instructional Strategies

SLSD Teaching Standards	Ineffective	Developing	Effective	Accomplished	Notes
Intellectual Work					
3A (2.1)	The cognitive load is carried by the teacher. Students not engaged in thinking tasks.	Limited degree of guidance from the teacher. Teacher questioning doesn't match the lesson objective or only checks for basic understanding. Minimal opportunity for students to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have an opportunity to self assess.	Teacher asks a balance of higher and lower level questions that match the situation, checks for understanding, and elicits critical thinking. Students have multiple opportunities to self assess. Students are able to explain their thinking and ask probing questions.	TST 6th Edition pgs. 204-215, 229-234 TST 7th Edition pgs. 205, 250-266,
Engagement Strategies					
3B (2.2)	Teacher does not engage students in learning and/or students are not engaged in learning and teacher appears unaware.	Teacher doesn't vary instructional strategies. Students show limited engagement in learning.	Teacher uses a variety of instructional strategies that are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson and most students are actively engaged in learning.	Teacher uses a variety of instructional strategies to actively engage all students in learning. Strategies are relevant, equitable and purposeful. Students are engaged in multiple perceptual modes (seeing, speaking, hearing, moving, touching, doing). Mode of perception changes several times within a lesson.	TST 6th Edition pgs. 187, 232-238, TST 7th Edition pgs. 237-8.
Talk					
3C (3.3)	Lesson design and teacher actions do not provide students with meaningful opportunities to talk.	Teachers utilize content/course specific vocabulary. There are limited opportunities for students to talk.	Students utilize content/course specific vocabulary to make thinking visible or summarize what they have learned. Teacher provides multiple opportunities for all students to talk.	Students utilize content/course specific vocabulary to make thinking visible and or summarize what they have learned. Teacher provides multiple opportunities for all students to talk, showing a high level of inquisitiveness through complex questions or by leading a discussion.	TST 6th Edition p. 194-199 TST 7th Edition pgs. 255-261.
Scaffolds for Learning					
3D (3.3)	Instruction is geared toward one type of learner. Appropriate guidance is not provided.	Differentiates and scaffolds instruction to accommodate some levels of students. Limited guidance is provided.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task.	Differentiates and scaffolds instruction to accommodate student learning needs. Provides the appropriate degree of guidance for the given task resulting in student independence.	TST 6th Edition pgs 222, 231, 237. TST 7th Edition Ch. 20, p. 267, 280-281, 521
Adjustments					
3E (4.2)	Formative assessments are absent and/or not utilized to adjust teaching plan.	Makes ad hoc instructional decisions without preparing for misconceptions. Limited use of formative assessments to adjust teaching plans and provide students feedback.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses formative assessment to adjust teaching plans and provide feedback to students.	Makes intentional instructional decisions that anticipate student misconceptions. Appropriately uses student self-assessment and formative assessment data to adjust teaching plans and provide feedback to students.	TST 6th Ed. p. 171-173 TST 7th Ed. p. 554-564, p. 582