Performance Standard 3: Instructional Strategies
The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:
3.1 Engages students in active learning and maintains interest.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Reinforces learning goals consistently throughout the lesson.
3.4 Uses a variety of research-based instructional strategies and resources.
3.5 Effectively uses appropriate instructional technology to enhance student learning.
3.6 Communicates and presents material clearly, and checks for understanding.
3.7 Develops higher-order thinking through questioning and problem-solving activities.
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Contemporary effective teacher research has found that an effective teacher:
• Stays involved with the lesson at all stages. 8
• Uses a variety of instructional strategies. 9
• Uses research-based strategies to make instruction student-centered. 10
• Involves students in cooperative learning to enhance higher-order thinking skills. 11
• Uses students’ prior knowledge to facilitate student learning. 12
• Possesses strong communication skills, offering clear explanations and directions. 13

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient…</td>
<td>Proficient is the expected level of performance.</td>
<td>The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</td>
<td>The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</td>
</tr>
<tr>
<td>The teacher continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students’ acquisition of key skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>