

Standard #3: Ability to use a variety of teaching strategies and techniques that maximizes student achievement

(Measure of goal attainment: Samples of lesson plans where teachers have highlighted evidence of chosen goal, and/or observation notes)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
3.1 Demonstrating the use and relatedness of learning theories of motivation, reinforcement, practice, retention, attribution, and transfer when presenting lessons	Demonstrates creative original application of learning theories.	Consistently demonstrates a working knowledge and application of learning theories.	Demonstrates inadequate knowledge and inconsistent application of learning theories.	Demonstrates little or no evidence of knowledge or application of learning theories.	Evidence of consistent use of learning theory.
3.2 Utilizing methods and strategies that reflect changing subject matter and changing composition of the students in the classroom	Consistently uses and adapts wide variety of teaching methods or strategies.	Uses or adapts teaching methods or strategies.	Uses limited number of teaching methods and strategies.	Rarely uses or adapts teaching methods or strategies to reflect subject matter and/or student needs.	Evidence of strategies that match student needs.
3.3 Motivating and involving students in a variety of activities and learning modalities	Consistently uses a variety of activities and learning modalities to motivate and actively engage students.	Uses a variety of activities and learning modalities to motivate and involve students.	Uses limited activities and learning modalities to motivate and involve students.	Rarely motivates and involves students.	Evidence of a variety of activities being used.
3.4 Using a variety of questioning and response techniques to engage all learners and to promote higher order thinking	Consistently uses a variety of questioning and response techniques to engage all learners and to promote higher order thinking.	Uses a variety of questioning and response techniques to engage all learners and to promote higher order thinking.	Limited use of questioning and response techniques requiring higher order thinking. Few questions go beyond recall.	Uses poor questioning and response techniques.	Observer has tracked questions during an observation. Teacher and observer categorize and reflect upon the observation.
3.5 Incorporating a higher order thinking component into lessons and emphasizing application, analysis, synthesis and evaluation	Highly effective in implementing a variety of higher order learning activities for each lesson.	Implements learning higher order activities for each lesson.	Limited or inconsistent implementation of higher order learning activities.	Demonstrates limited knowledge of the components of higher order thinking and does not incorporate them into lessons.	Use of extending and refining activities.

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3.6 Accommodating learner differences with instruction and materials based on student characteristics and curricular/instructional elements	Variety of instruction and materials utilized to address learner differences with opportunities for student choice based on student characteristics and curricular/instructional elements.	Instruction and materials consistently address learner differences based on student characteristics and curricular/instructional elements.	Instruction and materials rarely meet needs of learner based on characteristics and curricular/instructional elements.	Instruction and materials do not meet the needs of learner based on characteristics and curricular/instructional elements.	Evidence of tiered lesson plans with matching materials.
3.7 Utilizing all opportunities to integrate to curricula	Consistently utilizes opportunities to integrate curricula to maximize student learning.	Uses opportunities to integrate curricula to enhance student learning.	Rarely utilizes opportunities to integrate to curricula.	No integration evident.	Evidence of curriculum integration.
3.8 Providing opportunities for student input in the learning process	Consistently provides opportunities for greater student responsibility in the learning process.	Provides opportunities for student input in the learning process.	Rarely provides opportunities for student input in the learning process.	No evidence of student input in the learning process.	Evidence of student choice and/or input.