INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
10. Use of high-leverage strategies ○ no strategies used ○ minimal use of high-leverage strategies ○ appropriate use of high-leverage strategies	No use of strategies is marked if the teacher does not use any high level strategies. Minimal use of high-leverage strategies is marked if the teacher used at least one strategy. Appropriate use of high-leverage strategies is marked if the teacher uses multiple high-leverage strategies to improve student learning.	**No use:** The teacher spends the majority of class time lecturing about active and passive transport while students sit quietly at their seats (no note taking is occurring). **Minimal use:** The teacher has students work together to complete a problem after watching the teacher complete the problem on the board. **Appropriate use:** The teacher reviews prior content by having a student summarize what they learned the day before. The teacher then has students do work with a partner after which the pair draw and label the flowchart from the previous day's lesson. This is a summary indicator. Note: An example list of high-leverage strategies can be found on the JES website at jes.jordandistrict.org.

REFERENCES: High-leverage strategies are strategies that research has indicated yield increased student learning such as pre-assessment, advanced organizer, and skill or procedural demonstrations.