

DOMAIN II: DELIVERY INSTRUCTION

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
<p>10. Use of high-leverage strategies</p> <ul style="list-style-type: none"> <li>○ no strategies used</li> <li>○ minimal use of high-leverage strategies</li> <li>○ appropriate use of high-leverage strategies</li> </ul>	<p>No use of strategies is marked if the teacher does not use any high level strategies.</p> <p>Minimal use of high-leverage strategies is marked if the teacher used at least one strategy.</p> <p>Appropriate use of high-leverage strategies is marked if the teacher uses multiple high-leverage strategies to improve student learning.</p>	<p><b>No use:</b> 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).</p> <p><b>Minimal use:</b> The teacher has students work together to complete a problem after watching the teacher complete the problem on the board.</p> <p><b>Appropriate use:</b> 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.</p> <p>This is a summary indicator.</p> <p>Note: An example list of high-leverage strategies can be found on the JES website at <a href="http://jes.jordandistrict.org">jes.jordandistrict.org</a>.</p>

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.