



Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT ON PERFORMANCE STANDARD 3: INSTRUCTIONAL STRATEGIES

TKES QUICK GUIDE

HOW DO INSTRUCTIONAL STRATEGIES IMPACT A CLASSROOM?

The greatest factor that impacts a teacher's effectiveness may lie in his/her ability to use varying and engaging strategies to deliver knowledge and skills to the students in their classroom. Instructional strategies are the various ways in which a teacher delivers instruction to students in order to achieve learning goals and positively impact student achievement. In planning for instruction, teachers should first identify learning goals and develop the assessment measures to be used. By focusing first

The primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about content, the type of certificate held, the highest degree earned, or the years they have been teaching. Rather, the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classrooms.

on what students should learn and how it will be assessed, teachers can then select instructional strategies that engage students and assist in reaching the identified learning goals.

The goal of an instructional strategy is to enable learning, motivate students, and engage them in learning and mastering the curriculum. There is no one best

strategy that a teacher should choose, but rather varying instructional strategies will assist students in maintaining interest, interacting with content, and eventually achieving learning goals. Effective teachers develop and utilize a range of research based strategies to help reach their learners who have varying backgrounds, abilities, and interests. Teachers can easily access a variety of resources for their toolbox of instructional strategies via collaboration with colleagues, internet searches, professional journals, books, and many other quick finds.

Teachers who are models of using effective and varying strategies in the classroom typically have a more student centered classroom where learners are actively engaged in building upon existing knowledge. In these classrooms, time is used efficiently; information is communicated clearly and consistently reinforced with differing instructional strategies. Effective teachers also utilize questioning on behalf of both the teacher and student as key components in daily instruction. Asking higher order, clarifying questions, utilizing wait time, and using student answers to drive further instruction have a significant effect on daily student learning. Effective teachers use the information they receive during questioning to accommodate students and differentiate their teaching strategies so that all students are involved in meaningful, standards-based learning.

Effective teachers promote student learning by using research-based instructional strategies relevant to the content to engage in active learning and to facilitate the students' acquisition of key knowledge and skills.

KEY ELEMENTS OF EFFECTIVE INSTRUCTIONAL DELIVERY INCLUDE:

Differentiating:

- Use multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of all.

Varying Strategies:

- Implement a variety of classroom techniques and strategies that enhance student motivation and decrease discipline problems.

Cognitive Challenge:

- Provide in-depth explanations of academic content and cover higher-order concepts and skills thoroughly.

Student Engagement:

- Be supportive and persistent in keeping students on task and encouraging them to actively integrate new information with prior learning.

Recognizing patterns of student learning and adjust:

- Recognize the schema or pattern in student learning, make inferences about the situation (such as identifying the difficulties the students are having), and promptly adjust the materials, learning activities, and assessment techniques to maximize student learning.

Questioning:

- Use multiple levels (particularly higher cognitive levels) of questioning to stimulate student thinking and monitor student learning.

Relevance:

- Ensure the learning process and the outcomes of learning have authentic relevance with students' lives.