ELEMENT IIIA (6): Chunking Content in a CBE Classroom

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What do I typically do to chunk the new content into short, digestible bites?

Design Area III: The teacher designs and executes instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales.

Teacher Evidence

Behaviors

- o I systematically present new content in larger or smaller chunks based on students' initial understanding of new content.
- o I systematically group students to process the chunks of information I taught.
- o I systematically present new declarative knowledge, I ensure the chunks comprise concepts and details that go logically together.
- o I systematically present new procedural knowledge, I ensure the chunks comprise steps in a process that go together.

Understandings

- o I thoroughly understand the nature of chunking content in terms of enhancing students' learning.
- o I thoroughly understand the various ways I can use chunking in the classroom.

Student Evidence

Behaviors

- o Students commonly actively engage in processing content between chunks.
- o Students commonly demonstrating an understanding of the content in each chunk.

Understandings

- o Students can explain why I stop at specific points during a presentation of new content.
- o Students can determine whether chunking is working for them or not.

Self-Rating Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

Step	Score	Descriptor	Directions
C	4 Innovating	I identify students who are not experiencing the desired effects regarding chunking content and make adaptations to meet their specific needs.	If yes, score 4 If no, score 3
B	3 Applying	The majority of my students exhibit the necessary behaviors and understanding about chunking content.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies for chunking content and am well versed in how and why they work.	If yes, go to step B If no, go to step D
D	1 Beginning	I use some of the strategies for chunking content but am not sure I'm using them correctly.	If yes, score 1 If no, score 0
	0 Not Using	I do not use any of the strategies for chunking content.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Chunking Content	I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs.	I engage in activities to chunk content when presenting new information without significant errors or omissions AND the majority of students exhibit the desired effects.	I engage in activities to chunk content when presenting new information without significant errors or omissions.	I engage in activities to chunk content presenting new information but do so with errors or omissions such as not breaking the new content into small enough chunks that students can easily process or breaking content into chunks that are too small.	I do not engage in activities to chunk new content when presenting new information.