



**ELEMENT IIIB (7): Processing Content in  
a CBE Classroom**

# ELEMENT IIIB (7): Processing Content in a CBE Classroom

*What do I typically do to engage students in processing content?*

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*

- I systematically have groups of students make predictions, summarize new information, and ask clarifying questions.
- I systematically employ group processing strategies, such as perspective analysis, thinking hats, collaborative processing, jigsaw, reciprocal teaching, concepts attainment, think-pair-share, and scripted dyads.

### *Understandings*

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

## **Student Evidence**

### *Behaviors*

- Students commonly appear to be actively interacting with the content.
- Students commonly volunteer predictions.
- Students commonly voluntarily ask clarification questions.

### *Understandings*

- Students can explain what they just learned after they have processed content.
- Students can describe how processing strategies have helped them learn content.

## Self-Rating Protocol

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

Step	Score	Descriptor	Directions
<b>C</b>	4 Innovating	I identify students who are not experiencing the desired effects regarding processing content and make adaptations to meet their specific needs.	If yes, score 4 If no, score 3
<b>B</b>	3 Applying	The majority of my students exhibit the necessary behaviors and understanding about processing content.	If yes, go to step C If no, score 2
<b>A</b>	2 Developing	I systematically engage in critical strategies for processing content and am well versed in how and why they work.	If yes, go to step B If no, go to step D
<b>D</b>	1 Beginning	I use some of the strategies for processing 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 processing content.	

## Self-Reflection Scale

	<b>4 Innovating</b>	<b>3 Applying</b>	<b>2 Developing</b>	<b>1 Beginning</b>	<b>0 Not Using</b>
<b>Processing Content</b>	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 students in activities that help them process new information by making predictions, summarizing, and asking clarifying questions AND the majority of students exhibit the desired effects.	I engage in activities that help them process new information by making predictions, summarizing, and asking clarifying questions without significant errors or omissions.	I engage in activities that help them process new information by making predictions, summarizing, and asking clarifying questions but do so with errors and omissions such as not modeling the use of these processes and providing students with adequate time to engage in these processes.	I do not engage students in activities that help them process new information by making predictions, summarizing, and asking clarifying questions.