



**ELEMENT IVD (16): Highlighting Critical
Information in a CBE Classroom**

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What do I typically do to highlight critical information?

Design Area IV: The teacher designs and executes instructional activities in real time and virtually that help students refresh, revise and integrate their knowledge of specific content.

Teacher Evidence

Behaviors

- I systematically point out what is important in content students are learning.
- I systematically repeat the most important content.
- I systematically ask questions that focus on the most important content.
- I systematically use tone of voice, gestures, and body position to emphasize important information.

Understandings

- I thoroughly understand the nature of highlighting critical information in terms of enhancing student learning.
- I thoroughly understand the various ways I can highlight critical information in my class.

Student Evidence

Behaviors

- Students commonly visibly adjust their level of attention when I highlight important content.

Understandings

- Students describe the level of importance of specific information.
- Students can explain why specific content is important to know.

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 of highlighting critical information 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 highlighting critical information.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies that highlight critical information 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 highlighting critical information 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 highlighting critical information.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Highlighting Critical Information	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 to identify critical information AND the majority of students exhibit the desired effects.	I engage students in activities to identify critical information without significant errors or omissions.	I engage students in activities to highlight critical information for students but do so with errors or omissions such as highlighting information that is not critically important and not putting adequate emphasis on critical information.	I do not engage in activities to highlight critical information for students.