



**ELEMENT IVE (15): Previewing in a CBE
Classroom**

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What do I typically do to help students preview and link new knowledge?

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 make students aware of upcoming patterns of information.
- I systematically pre-assess students as a way to preview upcoming content for students.
- I systematically ask students questions about upcoming content.
- I systematically utilize informational hooks, bell ringers, or anticipation guides to preview upcoming content.
- I systematically help students make overt linkages between old and new content.

Understandings

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

Student Evidence

Behaviors

- Students commonly actively engage in previewing strategies.
- Students commonly make connections with previous content they have learned.
- Students commonly ask questions about upcoming content.

Understandings

- Students can explain the links they are making with their prior knowledge.
- Students can make predictions about what they are about to learn.

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 previewing new 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 previewing new content.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies that help students preview new 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 helping students preview new 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 helping students preview new content.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Previewing Strategies	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 preview upcoming content AND the majority of students exhibit the desired effects.	I engage students in activities to help them preview upcoming content and provide adequate guidance and support without significant errors or omissions.	I engage students in activities that help them preview upcoming content but do so with errors or omissions such as not demonstrating the purpose for previewing and not providing adequate time for students to preview content.	I do not engage students in activities that help them preview upcoming content.