



**ELEMENT VIIIA (38): Using Verbal and
Nonverbal Behaviors That Indicate
Affection for Students in a CBE
Classroom**

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What do I typically do to use verbal and nonverbal behaviors that indicate affection for students?

Design Area VIII: The teacher creates an environment and engages students in activities that provide a sense of belonging and esteem.

Teacher Evidence

Behaviors

- I systematically greet students at the door of the classroom.
- I systematically hold informal conferences with students.
- I systematically attend students' activities outside of school.
- I systematically utilize a schedule to seek out and talk with a few students each day.
- I systematically use physical gestures to signal affection and encouragement for students.

Understandings

- I thoroughly understand the nature of using verbal and nonverbal behaviors that indicate affection for students.
- I thoroughly understand the various ways I can use verbal and nonverbal behavior in the classroom to indicate affection for students.

Student Evidence

Behaviors

- Students commonly describe me as someone who cares for them.
- Students commonly describe the classroom as a friendly place.
- Students commonly respond to my verbal interactions.
- Students commonly respond to my nonverbal interactions.

Understandings

- Students can describe the various ways I use verbal and nonverbal behavior to indicate affection for them.

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 verbal and nonverbal behaviors that indicate affection 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 strategies for verbal and nonverbal behavior that indicate affection.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies for verbal and nonverbal behaviors that indicate affection for students 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 verbal and nonverbal behavior that indicate affection for students 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 verbal and nonverbal behavior that indicate affection for students.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Verbal and Nonverbal Behaviors That Indicate Affection for Students	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 use verbal and nonverbal behaviors that indicate affection for students AND the majority of students exhibit the desired effects.	I engage in verbal and nonverbal behaviors to indicate affection for students without significant errors or omissions.	I engage in verbal and nonverbal behaviors that indicate affection for students but do so with errors or omissions such as exhibiting these behaviors with some but not all students or engaging in these behaviors in a perfunctory or disingenuous manner.	I do not engage in verbal and nonverbal behaviors to indicate affection for students.