



ELEMENT VIID (31): Providing Opportunities for Students to Talk About Themselves in a CBE Classroom

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What do I typically do to provide opportunities for students to talk about themselves?

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 administer and use the results of interest surveys.
- I systematically administer and use the results of student learning profiles.
- I systematically use activities during class that allow students to draw links between what we are studying and their lives.
- I systematically relate content to students' lives by relating content to what I know about students' interest and personal experiences.

Understandings

- I thoroughly understand the nature of providing opportunities for students to talk about themselves in terms of enhancing their learning.
- I thoroughly understand the various ways I can provide opportunities for students to talk about themselves.

Student Evidence

Behaviors

- Students commonly engage in activities that help them make connections between their personal interests and the content.
- Students commonly share information about their personal lives and interests.

Understandings

- Students can explain how making connections between content and their personal interests makes class more interesting and enhances their content knowledge.
- Students describe class as being relevant to them personally.

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 talking about themselves 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 talking about themselves.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies that help students talk about themselves 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 talk about themselves 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 talk about themselves.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Students Talking about Themselves	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 provide students with opportunities to talk about themselves AND the majority of students exhibit the desired effects.	I engage students in activities that provide students with opportunities to talk about themselves without significant errors or omissions.	I engage students in activities that provide students with opportunities to talk about themselves but do so with significant errors or omissions such as not making linkages with the content being addressed in class or not providing adequate time for students to talk about themselves.	I do not engage in activities that provide students opportunities to talk about themselves.