



Element IIIa (6): Chunking Content in a CBE Classroom

Element IIIa (6): Teacher Evidence Chart

<p><i>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.</i></p>	
<p><i>Reflection Question: What do I typically do to chunk the new content into short, digestible bites?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> <i>present new content in larger or smaller chunks based on students initial understanding of new content</i> <i>group students to process the chunks of information I taught</i> <i>present new declarative knowledge, I ensure the chunks comprise concepts and details that go logically together</i> <i>present new procedural knowledge, I ensure the chunks comprise steps in a process that go together</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> <i>the nature of chunking content in terms of enhancing students' learning</i> <i>the various ways I can use chunking in the classroom</i> 	<p><i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i></p> <p><i>My students commonly:</i></p> <ul style="list-style-type: none"> <i>actively engage in processing content between chunks</i> <i>demonstrating an understanding of the content in each chunk</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> <i>can explain why I stop at specific points during a presentation of new content</i> <i>can determine whether chunking is working for them or not for them</i>

Element IIIa (6): Decision Making Protocol

<i>Chunking Content in a CBE Classroom</i>		
	<i>If YES- Score Yourself 4.0</i>	<i>If NO- Score Yourself 3.0</i>
<i>Innovating (Score 4.0) STEP C</i>	<i>I identify students who are not experiencing the desired effects regarding chunking content and make adaptations to meet their specific needs</i>	
	<i>If YES- Go to Step C</i>	<i>If NO- Score Yourself 2.0</i>
<i>Applying (Score 3.0) STEP B</i>	<i>The majority of my students exhibit the necessary behaviors and understanding about chunking content</i>	
	<i>If YES- Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies for chunking content and am well versed in how and why they work</i>	
	<i>If NO- Go to Step D</i>	
<i>Beginning (Score 1.0) STEP D</i>	<i>I use some of the strategies for chunking content but am not sure I'm using them correctly.</i>	
	<i>If YES- Score Yourself 1.0</i>	<i>If NO- Score Yourself 0.0</i>
<i>Not Using (Score 0.0)</i>	<i>I do not use any of the strategies for chunking content</i>	

Element IIIa (6): Self-Reflection Scale

	4 <i>Innovating</i>	3 <i>Applying</i>	2 <i>Developing</i>	1 <i>Beginning</i>	0 <i>Not Using</i>
<i>Chunking Content</i>	<i>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>	<i>I engage in activities to chunk content when presenting new information without significant errors or omissions AND the majority of students exhibit the desired effects.</i>	<i>I engage in activities to chunk content when presenting new information without significant errors or omissions.</i>	<i>I engage in activities to chunk content presenting new information but do so with errors or omissions such as not breaking the new content into small enough chunks that students can easily process or breaking content into chunks that are too small.</i>	<i>I do not engage in activities to chunk new content when presenting new information.</i>