



Element IVb (18): Revising Knowledge in a CBE Classroom

Element IVb (18): Teacher Evidence Chart

<p><i>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.</i></p>	
<p><i>Reflection Question: What do I typically do to help students revise knowledge?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> <i>remind students to look for and correct mistakes</i> <i>have students identify and fill gaps in their understanding</i> <i>provide feedback to students on assignments and let students revise assignments based upon the feedback</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> <i>the nature of revising knowledge in terms of enhancing students learning</i> <i>the various ways that I can help students revise their knowledge in my class</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>make corrections in what they have previously learned</i> <i>seek information about content to clear up confusions they might have</i> <i>demonstrate satisfaction when they revise their knowledge</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> <i>can explain previous misconceptions they had about content</i> <i>can explain how the process of revising has benefited their understanding</i>

Element IVb (18): Decision Making Protocol

<i>Revising Knowledge 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 of revising knowledge 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 revising knowledge</i>	
	<i>If YES- Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies that help students revise knowledge 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 helping students revise knowledge 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 revising knowledge</i>	

Element IVb (18): 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>Revising Knowledge</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 students in activities that help them revise their knowledge AND the majority of students exhibit the desired effects.</i>	<i>I engage students in activities to help them revise their knowledge without significant errors or omissions.</i>	<i>I engage students in activities to help them revise their knowledge but do so with errors or omissions such as not reminding them to look for and correct mistakes, to identify and fill in gaps in their understanding, and examine the reasons behind the changes they are making.</i>	<i>I do not engage students in activities to revise their knowledge.</i>