



Element IXa (32): Inspiring Students in a CBE Classroom

Element IXa (32): Teacher Evidence Chart

<p><i>Design Area IX: The teacher engages students in activities that help develop a sense of agency and efficacy.</i></p>	
<p><i>Reflection Question: What do I typically do to inspire and motivate students?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> • <i>Expose students to inspirational stories and quotations on a systematic basis</i> • <i>Share with students what motivates and inspires me</i> • <i>Have students engage in projects that are relevant to them personally</i> • <i>Engage students in altruism projects that connect them to something greater than themselves</i> • <i>Have students keep gratitude journals</i> • <i>Have students practice mindfulness</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> • <i>the nature of inspiring and motivating students in terms of enhancing their learning</i> • <i>the various ways I can motivate and inspire students in 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>engage in activities designed to inspire them</i> • <i>Engage with community members in meaningful ways</i> • <i>Work on projects that are personally meaningful to them</i> • <i>Engage in activities that increase their mindfulness</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> • <i>Describe me as someone who inspires them to do things they might not otherwise do</i> • <i>Describe class altruism projects that are personally fulfilling</i> • <i>Describe the gratitude and mindfulness activities as personally meaningful</i>

Element IXa (32): Decision Making Protocol

<i>Inspiring Students 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 motivating and inspiring students 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 motivating and inspiring students</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 motivating and inspiring students 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 motivating and inspiring students 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 motivating and inspiring students</i>	

Element IXa (32): 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>Motivating and Inspiring Students</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 motivate and inspire students AND the majority of students exhibit the desired effects.</i>	<i>I engage in activities to motivate and inspire students without significant errors or omissions.</i>	<i>I engage in activities to motivate and inspire students but do so with errors or omissions such as not allowing enough time for the activities or not communicating the importance and relevance of these activities to students.</i>	<i>I do not engage in activities to motivate and inspire students.</i>