



**Element IXd (43): Probing Incorrect Answers of Reluctant Learners in a CBE Classroom**

## Element IXd (43): Teacher Evidence Chart

<i>Design Area IX: The teacher engages students in activities that help develop a sense of agency and efficacy.</i>	
<i>Reflection Question: What do I typically do to probe incorrect answers with reluctant learners?</i>	
<i>Level 2 (Developing)- Teacher Evidence</i>	<i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i>
<p><i>I systematically:</i></p> <ul style="list-style-type: none"><li><i>respond appropriately to incorrect answers of reluctant learners by demonstrating gratitude for the student's response and pointing out what is correct and what is incorrect about the response</i></li><li><i>temporarily let students off the hook if they become frustrated or embarrassed while answering a question</i></li><li><i>use elaborative interrogation techniques to help a student know their answer is defensible</i></li></ul> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"><li><i>the nature of probing incorrect answers of reluctant learners in terms of enhancing students' learning</i></li><li><i>the various ways I can probe the incorrect answers of reluctant learners in my classroom</i></li></ul>	<p><i>My students commonly:</i></p> <ul style="list-style-type: none"><li><i>continue to answer questions even when I probe them about their answers</i></li></ul> <p><i>My students:</i></p> <ul style="list-style-type: none"><li><i>say that I won't let anyone "off the hook"</i></li><li><i>can describe specific ways that I probe the incorrect answers of reluctant learners</i></li></ul>

## Element IXd (43): Decision Making Protocol

<i>Probing Incorrect Answers of Reluctant Learners 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 strategies for probing incorrect answers of reluctant learners 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 probing incorrect answers of reluctant learners</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 probing incorrect answers of reluctant learners 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 probing incorrect answers of reluctant learners 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 probing incorrect answers of reluctant learners</i>	

### Element IXd (43): 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>Probing Incorrect Answers of Reluctant Learners</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 probe the incorrect answers of reluctant learners AND the majority of students exhibit the desired effects.</i>	<i>I engage in activities to probe the incorrect answers of reluctant learners without significant errors or omissions.</i>	<i>I engage in activities to probe the incorrect answers of reluctant learners but do so with errors or omissions such as letting the reluctant learner shy away from a task as soon as the learner has difficulty responding or not being aware of when a reluctant learner has become frustrated and should be allowed time to reconsider his or her thoughts.</i>	<i>I do not engage in activities to probe incorrect answers of reluctant learners.</i>