



**Element VIIIc (39): Understanding Students' Backgrounds  
and Interests in a CBE Classroom**

## Element VIIIc (39): Teacher Evidence Chart

<p><i>Design Area VIII: The teacher creates an environment and engages students in activities that provide a sense of belonging and esteem.</i></p>	
<p><i>Reflection Question: What do I typically do to understand students' backgrounds and interests?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> <li>• <i>utilize student background surveys, opinion questionnaires, or informal class interviews to better understand students</i></li> <li>• <i>utilize informal conferences, parent teacher conferences, or informal conversations with students to get to know them</i></li> <li>• <i>have students set personal learning goals and I connect them to the learning goals within the content of the course</i></li> </ul> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> <li>• <i>the nature of understanding students' backgrounds and interests in terms of enhancing students' learning</i></li> <li>• <i>the various strategies I can use to understand students' backgrounds and interests in my classroom</i></li> </ul>	<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"> <li>• <i>describe me as someone who knows them or is interested in them</i></li> <li>• <i>respond when I demonstrate understanding of their interests and backgrounds</i></li> <li>• <i>say they feel that I value them</i></li> <li>• <i>say they know and feel comfortable with their peers</i></li> </ul> <p><i>My students:</i></p> <ul style="list-style-type: none"> <li>• <i>can describe the various ways I try to learn about their backgrounds and interests</i></li> </ul>

## Element VIIIc (39): Decision Making Protocol

<i>Understanding Students' Background and Interests 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 understanding students' backgrounds and interests 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 understanding students' backgrounds and interests</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 understanding students' background and interests 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 understanding students' backgrounds and interests 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 understanding students' backgrounds and interests</i>	

### Element VIIIc (39): 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>Understanding Students' Backgrounds and Interests</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 understand students' backgrounds and interests AND the majority of students exhibit the desired effects.</i>	<i>I engage in activities to understand students' backgrounds and interests without significant errors or omissions.</i>	<i>I engage in activities to understand students' backgrounds and interests but do so with errors or omissions such as exhibiting these behaviors with some but not all students or engaging in these behaviors in a perfunctory or disingenuous manner.</i>	<i>I do not engage in activities to understand students' backgrounds and interests.</i>