



Element Xc (New): Focusing on Specific Metacognitive and Life Skills in a CBE Classroom

Element Xc (New): Teacher Evidence Chart

<p><i>Design Area X: The teacher engages students in activities designed to enhance their metacognitive skills and life skills.</i></p>	
<p><i>Reflection Question: What do I typically do to teach and reinforce specific metacognitive skills and life skills?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> • <i>Provide proficiency scales for specific metacognitive skills</i> • <i>Engage students in activities that help teach and reinforce specific metacognitive skills</i> • <i>Provide proficiency scales for specific life skills</i> • <i>Engage students in activities that help teach and reinforce specific life skills</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> • <i>The nature of specific metacognitive skills and life skills</i> • <i>The various ways I can teach and reinforce specific metacognitive skills and life skills in my 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>Engage in learning specific metacognitive skills</i> • <i>Engage in learning specific life skills</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> • <i>Can describe the specific metacognitive skills on which they are working</i> • <i>Can describe their level of development relative to specific metacognitive skills</i> • <i>Can describe the specific life skills on which they are working</i> • <i>Can describe their level of development relative to specific life skills</i>

Element Xc (New): Decision Making Protocol

<i>Focusing on Specific Metacognitive and Life Skills 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 focusing on specific metacognitive and life skills 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 focusing on specific metacognitive and life skills</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 focus on specific metacognitive and life skills 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 focus on specific metacognitive and life skills 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 helping students focus on specific metacognitive and life skills</i>	

Element Xc (New): 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>Teaching Specific Metacognitive and Life Skills</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 teach and reinforce specific metacognitive skills and life skills AND the majority of student exhibit the desired effects.</i>	<i>I engage students in activities that teach and reinforce specific metacognitive and life skills.</i>	<i>I engage students in activities that teach and reinforce specific metacognitive and life skills but with errors or omissions such as not providing proficiency scales for those skills.</i>	<i>I do not engage students in activities that teach and reinforce specific metacognitive and life skills.</i>