

9. What do I typically do to chunk content into digestible bites?

Based on student needs, the teacher breaks the content into small chunks (that is, digestible bites) of information that can be easily processed by students.

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation.
- While playing a videotape, the teacher pauses the tape at key junctures.
- During a demonstration, the teacher stops at strategic points.
- While students are reading information or stories orally as a class, the teacher stops at strategic points.

Student Evidence

- When asked, students can explain why the teacher is stopping at various points.
- Students appear to know what is expected of them when the teacher stops at strategic points.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Chunking content into digestible bites	I adapt and create new strategies for unique student needs and situations.	I break input experiences into small chunks based on student needs, and I monitor the extent to which chunks are appropriate.	I break input experiences into small chunks based on student needs, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.