

Metacognition Walkthrough Tool aligned with Practice Profile

Essential Function	Teacher/Classroom	Students
<p>#1 Developing metacognition in learners</p>	<p><i>When presenting students with a task, the teacher promotes a metacognitive environment by...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> talking about their own thinking and learning in both general and specific terms <input type="checkbox"/> modeling metacognitive practices before, during, and after learning <input type="checkbox"/> providing opportunities for students to think about the best way to approach the task or accomplish the learning target by <ul style="list-style-type: none"> <input type="radio"/> connecting tasks to prior experiences and/or <input type="radio"/> posing questions such as <ul style="list-style-type: none"> • <i>"Have I done something like this before?"</i> • <i>"Was I successful?"</i> • <i>"If not, what might be a different plan?"</i> <input type="checkbox"/> providing opportunities for students to determine if the learning target was met by <ul style="list-style-type: none"> <input type="radio"/> reflecting on what went well, what did not go well, and what they would do differently the next time and/or <input type="radio"/> posing questions such as <ul style="list-style-type: none"> • <i>"Did I reach my learning target?"</i> • <i>"What worked well?"</i> • <i>"What didn't work?"</i> • <i>"What would I do differently the next time?"</i> 	<p><i>When presented with a task, students can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> answer questions that promote metacognitive thinking (e.g., <i>"What questions are you asking yourself about..?"</i>) <input type="checkbox"/> assess the steps of the task <input type="checkbox"/> evaluate their strengths and weaknesses related to the task <input type="checkbox"/> answer question about the learning target (e.g., <i>"What are you supposed to learn and be able to do?"</i>) <input type="checkbox"/> answer questions about possible strategies (e.g., <i>"What strategy might best fit this task or learning target?"</i>) <input type="checkbox"/> monitor their own progress <input type="checkbox"/> answer questions about their process, such as <ul style="list-style-type: none"> <input type="radio"/> <i>"Which strategy is working/not working? Why?"</i> <input type="radio"/> <i>"What skills or concepts am I still struggling with in relation to the learning target?"</i> <input type="radio"/> <i>"What do I still need to work on?"</i> <input type="radio"/> <i>"What ideas am I still struggling with?"</i> <input type="checkbox"/> reflect on their learning and adjust strategies <input type="checkbox"/> answer reflections questions such as <ul style="list-style-type: none"> <input type="radio"/> <i>"What was the most confusing element of today's lesson?"</i> <input type="radio"/> <i>"How has my thinking about (learning target) changed?"</i> <input type="radio"/> <i>"Which study habits or strategies were effective for my learning?"</i> <input type="radio"/> <i>"Which study habits or strategies were least effective for my learning?"</i> <input type="radio"/> <i>"What classroom activities made this content the clearest for me?"</i>