

# METACOGNITION PRACTICE PROFILE

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework was developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template is anchored by the essential functions. Moving from left to right across the template are the essential functions of the practice, implementation performance levels, and criteria/evidence which provides data or documentation for determining implementation levels.

## ***How to Use the Practice Profile***

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.



**Metacognition Practice Profile**

Essential Function		Exemplary Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up PD and coaching are critical.)</i>
1	Educators engage in metacognitive instruction to increase students' knowledge of cognition.	<p>Educators engage in metacognitive instruction to increase students' knowledge of cognition by implementing 5/5 criteria.</p> <ul style="list-style-type: none"> <li>• Teach the importance and benefits of metacognitive thinking</li> <li>• Provide students with opportunities to understand their personal learning style preferences</li> <li>• Increase student cognitive awareness by building declarative, procedural, and conditional knowledge</li> <li>• Explicitly teach, model, and label cognitive and self-regulatory strategies</li> <li>• Establish classroom structures and design lessons that help students understand and build their cognitive awareness</li> </ul>	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3 criteria are met by educators

2	Educators engage students in metacognitive regulation processes for planning, monitoring, controlling, and evaluating.	<p>Educators engage students in metacognitive regulation processes by implementing 4/4 criteria.</p> <ul style="list-style-type: none"> <li>• Planning strategies to help students focus on what needs to be learned and how they will learn it (e.g., goal setting, activating prior knowledge, organizational tools, higher order questioning, etc.)</li> <li>• Monitoring strategies to help students focus on how they are learning (e.g., self-questioning, think-alouds, self-assessment, journals, etc.)</li> <li>• Controlling strategies that help students regulate their learning (e.g., self check-ins, relaxing muscles, positive self-talk, etc.)</li> <li>• Evaluating strategies that help students consider how effectively they learned (e.g., written prompts, self-reflection tools, exit tickets, etc.)</li> </ul>	3/4 criteria are met by educators	2/4 criteria are met by educators	Fewer than 2 criteria are met by educators
3	Educators create a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking.	<p>Educators create a classroom culture and environment conducive to metacognitive thinking by implementing 6/6 criteria.</p> <ul style="list-style-type: none"> <li>• Develop classroom norms that support a climate of optimism, academic risk-taking, and growth mindset</li> <li>• Set high expectations, clear goals, and opportunities for reflective thinking</li> <li>• Model and encourage the use of language that clearly describes thinking</li> <li>• Provide learner-centered rigorous tasks and convey that productive struggle is part of the learning process</li> <li>• Develop a physical environment that promotes and supports metacognition</li> <li>• Allocate time, opportunities, and interactions that promote metacognitive thought</li> </ul>	5/6 criteria are met by educators	3/6 criteria are met by educators	Fewer than 3 criteria are met by educators