**Metacognition Walkthrough Tool**

*Aligned with the Metacognition Practice Profile*

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| **Essential Function** | **Teacher/Classroom** | **Student** |
| #1 Educators engage in metacognitive instruction to increase students' knowledge of cognition. | **Educators who increase students' knowledge of cognition do the following.**   * Define metacognition and explain the benefits * Provide explicit instruction on brain plasticity * Promote a growth mindset * Provide tools such as inventories and reflective journals * Use think-alouds to model planning, mental processing, and strategies * Pose questions that encourage learners to explain the strategies and processes * Provide opportunities for peer collaboration * Encourage the use of images, actions, and metaphors to make thinking visible * Create a classroom reference of strategies * Encourage learners to discuss when and why specific strategies are used to solve problems * Recognize and praise learners who find and use strategies on their own * Model the use of metacognition for reflection * Use exam wrappers to help students examine their performance on assessments | **Students who increase their knowledge of cognition can accomplish the following.**   * Explain the meaning of metacognition and how it helps them as a learner * Discuss how the brain grows and makes new connections as concepts are learned and practiced * Demonstrate that they can grow as a learner and their abilities are not fixed * Use inventories and reflective journals to identify learning strengths and weaknesses * Answer questions about the learning target * Discuss, suggest, or answer questions about possible strategies * Answer questions about their thinking process * Use think-alouds to explain mental processes and strategies used |

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| #2 Educators engage students in metacognitive regulation processes for planning, monitoring, controlling, and evaluating. | **Educators who engage students in metacognitive regulation do the following.**  ***Planning***   * Activate the learner’s prior knowledge * Encourage prediction making * Provide opportunities for goal setting and designing plans to reach goals * Use pre-task prompts * Support learners with organizational tools * Teach learners how to pre-select the most appropriate strategies to reach goals   ***Monitoring***   * Pose effective questions, cues, and prompts * Model self-assessment through think-alouds and self-questioning * Provide self-assessment tools   ***Controlling***   * Help students identify and remove distractions * Teach how to use cognitive management tools   ***Evaluating***   * Provide and model oral and written prompts for reflection * Provide self-reflection tools and model their use * Provide exam wrappers to improve test preparation * Encourage ongoing self-evaluation | **Students who regulate metacognition can accomplish the following.**  ***Planning*** *(What needs to be learned and how am I going to learn it?)*   * Set goals and make plans to reach them * Use prior knowledge to connect to new learning * Make predictions * Use organizational tools such as graphic organizers and matrixes * Pre-select appropriate strategies to reach goals   ***Monitoring*** *(How am I doing at learning the material?)*   * Self-assess through think-alouds and self-questioning * Use self-assessment tools such as checklists, note catchers, journals, mnemonic devices, and audio/video recordings * Use recovery strategies to get back on track   ***Controlling*** *(How do I focus on my goals?)*   * Identify and remove distractions * Use cognitive management tools   ***Evaluating*** *(Did I learn the material effectively? How has my thinking changed?)*   * Use self-questioning * Use self-reflection tools * Use exam wrappers to improve test preparation * Use portfolios and student-led conferences |

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| **#3** Educators create a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking. | **Educators who creat a classroom culture and environment conducive to metacognitive thinking do the following.**   * Give students responsibility for their own learning * Establish classroom norms that foster metacognition and support a growth mindset * Set/clarify academic and behavioral goals and success criteria * Promote high expectations * Model and encourage the use of language that describes thinking behaviors * Design learner-centered rigorous tasks * Convey the concept of productive struggle as key to the learning process * Arrange classroom space and allow time to encourage student collaboration * Post thinking and processing prompts * Establish thinking routines and structures to help students organize their thoughts * Facilitate conversations that boost thinking * Encourage discussion about various ways to learn concepts/skills * Provide time for frequent reflection on learning * Collect, use, and provide feedback about student learning * Give students opportunities to review, analyze, revise, and improve their work * Celebrate new learning frequently | **Students who use their classroom culture and environment to engage in metacognitive thinking can accomplish the following.**   * Help develop classroom metacognitive norms * Articulate academic/behavioral goals and success criteria * Communicate using language that clearly describes thinking behaviors * Engage and persevere in rigorous tasks * View struggle as key to reaching goals * Use classroom thinking and processing prompts * Use thinking routines and structures to organize thoughts * Reflect on learning throughout the learning process * Collaborate effectively with peers to discuss thinking * Capture and document thinking through the use of technology and other means * Frequently provide effective feedback to peers * View mistakes as learning opportunities * Review, analyze, revise, and improve work * Celebrate their learning and that of others |