**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
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