

Figure 5.3: Sample Tool for Observing Metacognitive Activity

Teacher: Ann Heinz **Date:** April 25 **Period:** 3

Reason for observation: Candidate for Level 3:—Setting up project reflection that includes students thinking about their reasoning process and their collaboration.

Unit or lesson: What's With Our Water? **Standards:** RI.8.2–3, SL.8.1

Teacher-requested focus: Engaging students in meaningful metacognitive reflection and assessment

Scale: 0 (not yet) to 5 (exceptional performance)

Teacher Actions	Teacher Action Rating	Student Responses	Student Engagement Rating
Set up groups	5	Prompt move	5
Facilitated roles and responsibilities	5	Prompt response	4.5
Presented student open-ended self-reflection rubrics	5	Prompt agreement	5
Identified target process skills for critical thinking and collaboration	4	Asked for clarification	5
Checked for understanding	4	Most positive responses	5
Wait time	5	Stirred questions	5
Provided reasons for process skills	5	Student comfort	5
Reviewed criteria for evidence of metacognition	4	Stirred clarification	3
Gave encouragement	3	Two concerned expressions	2
Set time limit	0	Created off-task buzz	0
Added sample	4	Most heads nodded	4
Observed groups	3	Some wait and got off task	2
Coached on response	3	Two groups finished in half the time	2

Pluses: Set up of reflection with tools and tips to students

Questions to ask: Why rush when giving encouragement? Where were time limit and sample? What bogged you down in coaching?

Closure: What do you intend to do differently?