**Metacognition, Revised 2024**

**Pre/Post-Knowledge Check**

|  |  |  |  |
| --- | --- | --- | --- |
| District: |  | School: |  |

The pre/post-knowledge check provided with this module can be used to measure the gains made in participants’ knowledge of the training content. It can also be used to guide the trainer in knowing which concepts were taught well and which concepts need additional time and/or revision in delivery.

The scenarios include various teaching situations that feature individual classroom educators and/or teacher teams. Questions include examples depicting various grade levels and content area. An effort has been made to make examples general enough for all educators to connect with.

**For scenarios 1-4, does the action taken by the educator(s) increase students’ knowledge of cognition? Mark yes or no**

1. Mr. Barnes’ third-grade students begin the year by taking a survey that helps identify their learning strengths and opportunities for growth. He also engages students in conversations and activities that illustrate brain plasticity, helping them see how making connections to new learning can grow their brains.

Yes No

1. The middle school math teachers incorporate number talks into their daily lessons. They begin by modeling think-alouds and then encourage students to discuss and label mental processes they use to find solutions to math problems.

Yes No

1. Mrs. Reamer’s focus is on building content knowledge and believes students are intuitive and will internalize these skills indirectly when striving to reach their learning goals.

Yes No

1. The science teachers at Washington High meet collaboratively each week to design lessons. They include ways for peers to collectively discuss and justify strategies, tools, and processes they use to answer questions and solve problems so learning can be celebrated!

Yes No

**For scenarios 5-8, does the action taken by the educator(s) engage students in metacognitive regulation processes for planning, monitoring, controlling, or evaluating learning? Mark yes or no**

1. Mrs. Breck wants to make the best use of the limited time students have in her class. She posts learning goals but does not refer to them in her directions. She encourages students to begin working immediately on learning tasks. Mrs. Breck believes this is an effective learning strategy.

Yes No

1. The staff at Elliott Elementary are teaching students strategies to self-assess whether their learning has gone off track and then use recovery strategies to move forward in their learning.

Yes No

1. Mr. McCarty, the art teacher, helps students identify and remove distractions and gives learners opportunities to refocus through stretching exercises and mindfulness activities.

Yes No

1. The fifth-grade social studies teachers are designing and using exit tickets to help students evaluate their learning.

Yes No

**For scenarios 9-10, does the action taken by the educator(s) create a classroom culture and environment conducive to developing, encouraging, and supporting metacognitive thinking? Mark yes or no**

1. The educators at Wilson High spend the majority of instructional time on content rather than processes. Valuable instructional time is saved by avoiding time spent on review and revision.

Yes No

1. Sunset Elementary teachers make time for students to generate and explore challenging questions and problems using collaboration and classroom supports/tools that promote deeper thinking.

Yes No