

Working with Under -Prepared Students

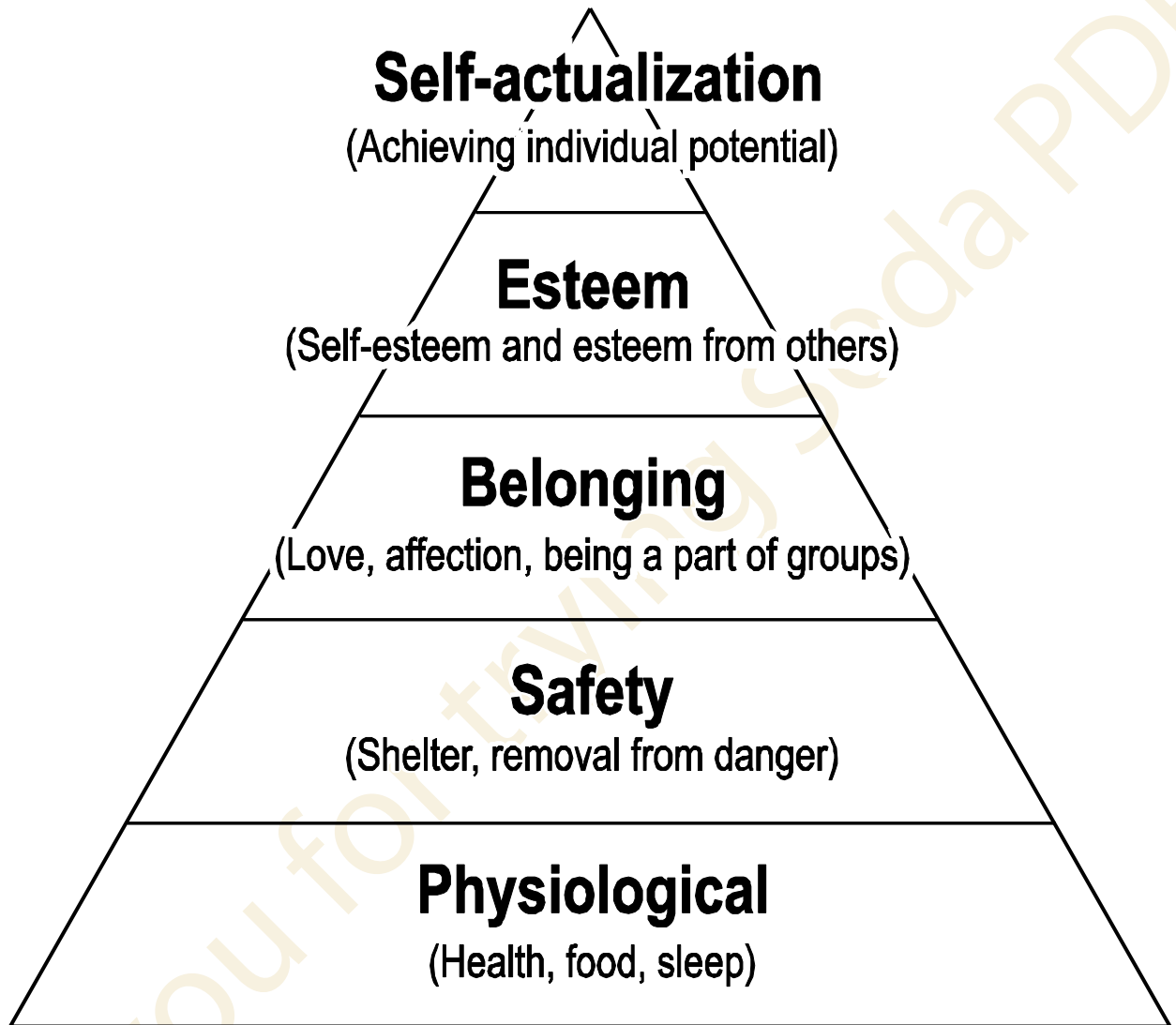
Activity Packet
February 3, 2012

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Maslow's Hierarchy of Needs



Compelling whys are created by the needs that human beings naturally experience.

The Learner

Compare and Contrast Chart

Good Readers	Struggling Readers
Sets goals for reading	Rarely sets goals for reading

Quick Writes

Strategy Instruction

For more than two decades there has been an abundance of research regarding strategy instruction. Originally, most of this research focused on the effects of strategy instruction on students with learning disabilities. Researchers are currently looking at how strategy instruction affects all learners.

What is a strategy?

In general, a strategy is a tool, plan, or method used for accomplishing a task. Below are other terms associated with strategy instruction, some of which are discussed in this digest:

- **Cognitive Strategy:** *a strategy or group of strategies or procedures that the learner uses to perform academic tasks or to improve social skills.* Often, more than one cognitive strategy is used with others, depending on the learner and his/her schema for learning. In fact, research indicates that successful learners use numerous strategies. Some of these strategies include visualization, verbalization, making associations, chunking, questioning, scanning, underlining, accessing cues, using mnemonics, sounding out words, and self-checking and monitoring.
- **Cues:** *visual or verbal prompts to either remind the student what has already been learned or provide an opportunity to learn something new.* Cues can also be employed to prompt student use of a strategy.
- **Independent, Strategic Learner:** *the student who uses cues and strategies within his/her learning schema, asks clarifying questions, listens, checks and monitors his/her work and behavior, and sets personal goals.* A strategic learner knows the value of using particular strategies through experience, and is eager to learn others that might prove beneficial.
- **Learning Strategy:** *a set of steps to accomplish a particular task, such as taking a test, comprehending text, and writing a story.* A first-letter mnemonic is often used to help the learner follow the steps of the strategy.
- **Metacognition and Self-regulation:** *the understanding a person has about how he/she learns (personal learning schema) including the strategies used to accomplish tasks, and the process by which the learner oversees and monitors his/her use of strategies.*
- **Mnemonic:** *a device for remembering, such as a first-letter mnemonic for writing: PLAN (Pay attention to the prompt, List main ideas, Add supporting ideas, Number your ideas) (DeLaPaz, Owen, Harris and Graham, 2000). Rhyme, rhythm, music, and key-word mnemonics are also useful memory tools.*
- **Strategy Instruction:** *teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their learning schema.*
- **Learning Schema:** *the sets, or mixes, of strategies that the individual learner uses automatically to perform, produce, communicate, or learn.* It can take years to develop a personal learning schema.

Notes:

What has been learned about the effectiveness of strategy instruction?

Many students' ability to learn has been increased through the deliberate teaching of cognitive and metacognitive strategies. This is especially true for students with significant learning problems-strategy instruction. It has been demonstrated that when struggling students are taught strategies and are given ample encouragement, feedback, and opportunities to use them, students improve in their ability to process information, which, in turn, leads to improved learning. Because not all students will find it easy to imbed strategy use in their learning schema, differentiation of strategies instruction is required, with some students needing more scaffolding and individualized, intensive instruction than others.

Why is it important to teach children to be strategic?

The Individuals with Disabilities Education Act (IDEA) of 1997 and the *No Child Left Behind* (NCLB) *Act of 2001* focus on improved achievement by all students. IDEA mandates that all students access and progress in the general education curriculum. This includes students with disabilities, English language learners, and gifted students. NCLB has established performance goals that drive the efforts of public schools, especially in establishing proficiency in reading/language arts and mathematics by all students by the year 2013-2014. The outcomes listed below help ensure student progress. Additionally, when students become strategic, independent learners, they also become literate and productive lifelong learners.

What happens to students when they become strategic?

The following outcomes can be expected:

- Students trust their minds.
- Students know there's more than one right way to do things.
- They acknowledge their mistakes and try to rectify them.
- They evaluate their products and behavior.
- Memories are enhanced.
- Learning increases.
- Self-esteem increases.
- Students feel a sense of power.
- Students become more responsible.
- Work completion and accuracy improve.
- Students develop and use a personal study process.
- They know how to "try."
- On-task time increases; students are more "engaged."

Notes:

What are the most essential strategies to teach?

This is determined, in large part, by assessing what successful, efficient learners do. It has been found that they use numerous strategies across subjects and tasks, such as those listed above under “cognitive strategies.” They know when to use strategies and for what purposes. An attempt to identify the most essential strategies students should learn is an impossible task; it depends on the needs of the learner and the requirements of the curriculum. However, student use of the following strategies often leads to improved student performance (list not inclusive):

- **Computation and problem-solving:** Verbalization, visualization, chunking, making associations, use of cues.
 - **Memory:** Visualization, verbalization, mnemonics, making associations, chunking, and writing. These are usually more effective when used in combinations.
 - **Productivity:** Verbalization, self-monitoring, visualization, use of cues.
 - **Reading accuracy and fluency:** Finger pointing or tracking, sounding out unknown words, self-questioning for accuracy, chunking, and using contextual clues.
 - **Reading comprehension:** Visualization, questioning, rereading, predicting.
 - **Writing:** Planning, revising, questioning, use of cues, verbalization, visualization, checking and monitoring.
- How are students taught to use strategies? Effective strategy instruction is an integral part of classroom instruction, regardless of the content being taught; it is not an additional subject. In the transactional strategies instruction (TSI) model, strategies instruction takes place all year long with the teacher giving explanations and modeling. Teachers continually praise students for using strategies and use teachable moments to discuss them. Students are encouraged to help their peers become more strategic.

Notes:

What are the basic steps in teaching strategy use?

The following order of steps should be followed:

- **Describe the strategy.** Students obtain an understanding of the strategy and its purpose — why it is important, when it can be used, and how to use it.
- **Model its use.** The teacher models the strategy, explaining to the students how to perform it.
- **Provide ample assisted practice time.** The teacher monitors, provides cues, and gives feedback. Practice results in automaticity so the student doesn't have to “think” about using the strategy.
- **Promote student self-monitoring and evaluation of personal strategy use.** Students will likely use the strategy if they see how it works for them; it will become part of their learning schema.
- **Encourage continued use and generalization of the strategy.** Students are encouraged to try the strategy in other learning situations.

Notes:

To what extent is strategy instruction taking place in classrooms?

Currently, there are little data available to determine how many teachers teach strategic learning skills, how many are even aware of their existence, or if they are aware, have the skills to teach them. Few teachers demonstrate to their students their own personal strategy use. In general, teachers are not aware of the importance of these skills. The fact that there is so little data leads to the assumption that strategy instruction is not a general classroom practice. Following are a few possible explanations for this:

- Early strategy instruction research was done specifically with learning-disabled populations. General education preservice and inservice programs have not generalized these research findings to all learners.
- How students learn takes a back seat to what is learned. Teachers assume students will “get it” on their own, or with more teacher-directed instruction or practice.
- The idea of focusing on the learner is still in its infancy.
- “Educator overload” is a factor. Teachers, experiencing the pressures of accountability for student progress, feel they don’t have time to “learn one more thing,” especially something they are not convinced will improve student learning.

Numerous researchers are assisting educators in turning strategies research into practice. An increasing number of strategies instruction curricula are available, especially in reading and writing.

Notes:

Resources

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Source: The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) The Council for Exceptional Children 1110 N. Glebe Rd. Arlington, VA 22201-5704 Toll Free: 1.800-328-0272 E-mail: ericec@cec.sped.org Internet: <http://ericec.org>
ERIC EC Digest #E638 Author: Pat Beckman December 2002.

Reflection

Summarize the major points of this article.

What impact will the information presented in this article have on your instructional practices?

What changes will you make in your classroom based on the information presented in this article?

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Volt-Ohm-Meters

Volt-Ohm-Meters (VOMs) are the most common general-purpose testers used by a technician. They are also called multimeters because they perform multiple functions. A multimeter measures voltage, current, and resistance. Many models have additional features, such as diode testing and frequency measurements.

A typical multimeter has two test leads with metal probes or test clips on the end. The leads must be connected to the proper terminals (jacks) on the front of the meter. The positive test lead is usually red. The negative lead is usually black. The leads are used to connect the meter to a circuit or to a component to make specific measurements. The leads should be connected with the correct polarity. Polarity is the quality of an electronic component or circuit that determines the direction of the current flow.

Digital volt-ohm-meters (DVOMs) display readings numerically. The DVOM is capable of reading DC and AC voltage, pulse-width-modulated signals, amperage, and resistance. The voltmeter on a DVOM has very high impedance (resistance), usually at least 10 million ohms (10 megohms). With high impedance, the current flow through the voltmeter will be very low and the effect of the meter on the circuit will be minimal. High impedance meters protect circuit components and ensure accurate readings while measurements are being made. Use only digital meters when testing electronic components and circuits. See Fig. 1-17. A DVOM should be used to check for voltage or continuity. In rare instances a test light may be used.

Key Words:

Planning Session

Fluency

How could you begin to implement fluency practice into your classroom?

As a support specialist, how could you help your students in the area of fluency?

What will be your next step?

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Use Puns to Play with Words

A pun is a figure of speech which consists of a deliberate confusion of similar words or phrases for rhetorical effect, whether humorous or serious. A pun can rely on the assumed equivalency of multiple similar words (homonymy), of different shades of meaning of one word (polysemy), or of a literal meaning with a metaphor. Bad puns are often considered to be cheesy.

Website: www.punoftheday.com.

Some samples:

1. He wears glasses during math because it improves _____.
 2. To write with a broken pencil is _____.
 3. Math teachers have lots of _____.
 4. Skipping school to bungee jump will get you _____.
 5. Studying fungus is a way to _____ young minds.
 6. There was once a cross-eyed teacher who couldn't control his _____.
 7. When fish are in schools they sometimes take _____.
 8. It wasn't school John disliked it was just the _____ of it.
 9. What did the triangle say to the circle? _____
 10. When the electricity went off during a storm at a school the students were _____.
 11. A rubber band pistol was confiscated from Algebra class because it was a weapon of _____.
 12. We'll never run out of math teachers because they always _____.
 13. Teachers who take class attendance are _____ - _____.
 14. On the shelf there are ten math books, five geography books, and the rest is _____.
 15. He had a photographic memory that was never _____.
- Bonus: The roundest knight at King Arthur's round table was _____

K.I.M

Keyword	Information	Memory Clue

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Planning Session

Vocabulary Instruction

What can you do tomorrow to include more vocabulary instruction into your classroom or assist students in developing vocabulary?

What do you need in order to develop a comprehensive plan for incorporating vocabulary into your daily instructional program?

Share your plan with your teammates.

Using Bloom's Taxonomy to Promote Critical Reading and Thinking

Contributed by Barbara Fowler, Longview Community College.

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain that emphasizes intellectual outcomes. This domain is divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

Level 1: Knowledge - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

What is . . . ? How is . . . ?

Where is . . . ? When did _____ happen?

How did _____ happen? How would you explain . . . ?

Why did . . . ? How would you describe . . . ?

When did . . . ? Can you recall . . . ?

How would you show . . . ? Can you select . . . ?

Who were the main . . . ? Can you list three . . . ?

Which one . . . ? Who was . . . ?

Level 2: Comprehension - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

How would you classify the type of . . . ?

How would you compare . . . ? contrast . . . ?

Will you state or interpret in your own words . . . ?

How would you rephrase the meaning . . . ?

What facts or ideas show . . . ?

What is the main idea of . . . ?

Which statements support . . . ?

Can you explain what is happening . . . what is meant . . . ?

What can you say about . . . ?

Which is the best answer . . . ?

How would you summarize . . . ?

Level 3: Application - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

How would you use . . . ?

What examples can you find to . . . ?

How would you solve _____ using what you have learned . . . ?

How would you organize _____ to show . . . ?

How would you show your understanding of . . . ?

What approach would you use to . . . ?

How would you apply what you learned to develop . . . ?

What other way would you plan to . . . ?
What would result if . . . ?
Can you make use of the facts to . . . ?
What elements would you choose to change . . . ?
What facts would you select to show . . . ?
What questions would you ask in an interview with . . . ?

Level 4: Analysis - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

Questions:

What are the parts or features of . . . ?
How is _____ related to . . . ?
Why do you think . . . ?
What is the theme . . . ?
What motive is there . . . ?
Can you list the parts . . . ?
What inference can you make . . . ?
What conclusions can you draw . . . ?
How would you classify . . . ?
How would you categorize . . . ?
Can you identify the difference parts . . . ?
What evidence can you find . . . ?
What is the relationship between . . . ?
Can you make a distinction between . . . ?
What is the function of . . . ?
What ideas justify . . . ?

Level 5: Synthesis - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

Questions:

What changes would you make to solve . . . ?
How would you improve . . . ?
What would happen if . . . ?
Can you elaborate on the reason . . . ?
Can you propose an alternative . . . ?
Can you invent . . . ?
How would you adapt _____ to create a different . . . ?
How could you change (modify) the plot (plan) . . . ?
What could be done to minimize (maximize) . . . ?
What way would you design . . . ?
What could be combined to improve (change) . . . ?
Suppose you could _____ what would you do . . . ?
How would you test . . . ?
Can you formulate a theory for . . . ?
Can you predict the outcome if . . . ?

How would you estimate the results for . . . ?
What facts can you compile . . . ?
Can you construct a model that would change . . . ?
Can you think of an original way for the . . . ?

Level 6: Evaluation - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Questions:

Do you agree with the actions . . . ? with the outcomes . . . ?
What is your opinion of . . . ?
How would you prove . . . ? disprove . . . ?
Can you assess the value or importance of . . . ?
Would it be better if . . . ?
Why did they (the character) choose . . . ?
What would you recommend . . . ?
How would you rate the . . . ?
What would you cite to defend the actions . . . ?
How would you evaluate . . . ?
How could you determine . . . ?
What choice would you have made . . . ?
What would you select . . . ?
How would you prioritize . . . ?
What judgment would you make about . . . ?
Based on what you know, how would you explain . . . ?
What information would you use to support the view . . . ?
How would you justify . . . ?
What data was used to make the conclusion . . . ?
Why was it better that . . . ?
How would you prioritize the facts . . . ?
How would you compare the ideas . . . ? people . . . ?

Reference: *Quick Flip Questions for Critical Thinking*, based on Bloom's Taxonomy and developed by Linda G. Barton

Partner Interview: 6 Questions

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Let's Plan: Before Reading

- Meet with your team.
- Review the different Before Reading strategies.
- Pick one or two of the strategies that you feel would increase student engagement.
- Discuss what student behaviors you can expect.
- Discuss with your team how you would begin to implement these strategies into your classroom practices.

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Let's Plan: During Reading

- Meet with your team.
- Review the different During Reading strategies.
- Pick one or two of the strategies that you feel would increase student engagement.
- Discuss what student behaviors you can expect.
- Discuss with your team how you would begin to implement these strategies into your classroom practices.

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Let's Plan: After Reading

- Meet with your team.
- Review the different During Reading strategies.
- Pick one or two of the strategies that you feel would increase student engagement.
- Discuss what student behaviors you can expect.
- Discuss with your team how you would begin to implement these strategies into your classroom practices.

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Self-Directed Learners

Discuss the following with your Tablemates:

- What are the characteristics of a self-directed learner?
- What impact do these characteristics have on a student's ability to be successful in the classroom? in the workplace?
- In your classroom, how do you create an environment that supports self-directed learning?
- How does this change your role in the classroom?

Dispositions of Self-Directed Learners

Art Costa and Bena Kallick, in their book *Assessment Strategies for Self-Directed Learning* (2004), identify three dispositions that characterize self-directed learners.

No. 1- Self-Managing:

Approaching tasks with clarity of outcomes, a strategic plan, and necessary data, and then drawing from past experiences, anticipating success indicators, and creating alternative for accomplishment.

No. 2- Self-Monitoring:

Establishing metacognitive strategies to alert the perceptions for the in-the-moment indicators of whether the strategic plan is working or not and to assist in the decision-making process of altering the plan.

No. 3- Self-Modifying:

Reflecting on, evaluating, analyzing, and constructing meaning from the experience and applying the learning to future activities, tasks, and challenges.

Granted, few of us as adults have reached this degree of self-directedness ourselves, and it would be naïve to think we could suddenly turn our students into fully self-directed learners with a few differentiated instructional strategies. Yet, having a clear picture of what we are helping our students work toward is worthwhile.

Differentiated Instruction “Grows” Self-Directed Learners

Self-directed learning doesn't grow in a vacuum, and a DI classroom environment provides the ideal soil. If you examine each of the three qualities Costa and Kallick mention, you can see that the seeds for these behaviors are sown in a DI classroom.

Self-management is also built into many of the DI strategies. Self-managing skills are associated with many of the DI procedures students learn to use. Self-monitoring skills are supported via the many kinds of self-assessment you have already learned. Self-modifying is inherent in the collaborative way that DI teachers and their students discuss and modify learning based on joint feedback.

Let's look more closely at Costa and Kallick's three dispositions and the specific skills associated with each to see specifically how DI principles, practices, and strategies support the growth of self-directedness in students.

Self Managing

Round 1: Managing impulsivity

The opposite of impulsive behavior is reflective behavior. For example, reflective learners take the time to think about the answers before giving them, take the time to read directions before starting an assignment, and have a strategy in mind as they work. The essence of managing impulsivity is taking the time to decide where you're headed before you go. It could mean setting a goal or learning to create a simple plan of action. Reflective learners buy themselves time and effectiveness by beginning with the end in mind.

- ⊙ *How could you incorporate personal reflection or goal-setting into your lessons as a means of helping students develop this skill?*

Round 2: Thinking flexibly, from multiple perspectives

Flexible thinkers are able to put themselves in other persons' shoes. They can consider points of view other than their own and seek new ways of solving problems they face. Flexible thinking also involves being able to use a variety of cognitive styles: seeing the big picture (global), seeing the minute details and the way they are ordered (sequential), grasping ideas that are both concrete and abstract, organizing information randomly vs. sequentially, solving problems inductively as well as deductively, and so forth.

- ⊙ *How does regular collaborative group work help students develop this skill?*

Round 3: Questioning

Self-directed learners use questioning skills for many reasons to gather information they need, to clarify directions, to clarify information, and to evaluate their own work and that of others. We have used question prompts from Bloom's Taxonomy of critical thinking, but there are many other questioning structures that students can learn to use fluently. A major aspect of this skill, in addition to know what kinds of questions to ask, is simply feeling that one has the right to ask questions. Many students are used to following directions unquestioningly from an authority figure and have little experience in finding for themselves to get the information and help they need in order to be successful learners.

- ⊙ *How does the regular use of any variation of Bloom's Taxonomy strategy support the development of this skill?*

Round 4: Applying past knowledge

Self-directed students learn from their mistakes. Instead of viewing mistakes in a negative light, they view them as opportunities to grow. They also use their prior knowledge to build bridges between what they already know and what is new to them. This kind of ongoing comparison between what they are learning and how it is similar to or different than what they know builds an internal scaffolding. Brain research tells us that this is an important step in building memory as well, connections within the brain's structure.

- ⊙ *How does the advance organizer strategy or the use of the many other graphic organizers (KWL o Compare and Contrast T-Chart) support the development of this strategy?*

Round 5: Gathering data from many channels

Self-directed learners are able to draw upon multiple ways to acquire and internalize new content and skills. When one avenue is closed to them, they know to use another, and do so consciously. They are able to utilize

all of their senses-visual, auditory, kinesthetic, and tactual as well as gustatory and olfactory and many of their intelligences-verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalist.

- ⦿ *How does the practice of differentiating instruction based on learning style preferences support the development of this skill?*

Round 6: Imagining, innovating, and creating

Self-directed students are willing to try new things to consider alternative ways of solving problems, and to take the risks inherent in opening themselves up to feedback from others. Their goal is to learn, even when they don't "know how" and to accept a challenge even if they're not sure that they can do it successfully. The process is viewed as being as important as the product—what is learned along the way is the important thing, regardless of the ultimate product.

- ⦿ *How does regular self-assessment—especially when it's also tied to a collaborative relationship between teacher and student—help to build this skill?*

Discuss the following prompts with your neighbors:

- ⦿ Which self-managing skills do you think is essential to your content area? In reflecting on the needs of your students which skill will you begin to develop in your classroom in the next two weeks?

Self-Monitoring

Round 7: Awareness of own thinking

Students who can "think about their thinking" are able to learn how they learn. They know what works best for them, and they can consciously apply this self-knowledge to improve their likelihood of success in virtually any subject area. To learn this skill, students need opportunities to take a step back from their learning and examine how specific skills and strategies did or did not help them acquire or understand certain concepts and skills. Metacognition is an ongoing process and an awareness that develops over time, but once students experience its value, they can apply it themselves without a teacher's explicit direction. Students having an understanding of their cognitive, sensory, and learning style preferences can use these frameworks to scaffold their own self-awareness of how they learn best.

- ⦿ *How does regular class-wide and small group debriefing—especially after students have learned new procedures or skills—help student to develop this skill?*

Round 8: Persisting

A tenth-grade English teacher used to talk about what she called "bulldog tenacity." Her class was incredibly challenging, and for many, it was the first real challenge in high school. She modeled tenacity by not giving up on her students, no matter how full of errors their work was or how long it took them to grasp an idea. She taught students not only to persist, but gave them strategies for keeping at it until they were convinced they had done their best work. The systematic processes students learned to use in her classroom stayed with them as they matured into adulthood. Like the students in this teacher's classroom, self-directed learners are willing to persist until they achieve a goal. When they reach a stumbling block, they are willing to find a new way to solve their problems. Giving up isn't an option.

- ⦿ *How might regular self-assessment, in which the student monitors his or her own progress against a set of standards or class goals, help students to develop this skill?*

Round 9: Monitoring clarity and accuracy

Self-directed learners also know what excellence looks like. In addition to being persistent in completing their tasks and solving their problems, they are attentive to the quality of the product they produce. Students who have this skill can link their own striving for excellence to the ways in which adults in the real world are accountable for whatever standards govern their craft. Self-directed learners don't just "get by."

- ⦿ *How might regular self-assessment, in which the student monitors his or her own progress against a set of standards or class goals, help students to develop this skill?*

Round 10: Listening to others with understanding and empathy

Self-directed learners understand that genuine communication is at the heart of listening, and that, as Stephen Covey says, means listening seeking first to receive, not to respond. In today's often competitive learning environment, too many students learn that they need to get their answer out first. The emphasis is not on listening, but on telling. Self-directed learners, however, understand that there is much to gain by listening to others, both in terms of learning information and in terms of building interpersonal relationships.

- ⦿ **How might regular collaborative, cooperative learning—especially in which skills such as paraphrasing and expanding upon what others have said—help students to develop this skill?**

Discuss the following prompts with your neighbors:

- ⦿ Which self-monitoring skills do you think is essential to your content area? In reflecting on the needs of your students which skill will you begin to develop in your classroom in the next two weeks?

Self-Modifying

Round 11: Thinking and communicating with clarity and precision

Something happens cognitively when we put our thoughts into words. The very act of communicating our ideas and questions helps us clarify our thinking. Self-directed learners gain skill in being clear communicators and strive to be as precise as they possibly can. They take pride in using accurate terminology and learning how to say what they mean. Instead of "getting by" with generalizations and fuzzy thinking, self-directed learners learn to hone spoken and written language so that they are able to say exactly what they mean.

- ⦿ **How could frequent whole-class and small group debriefing as well as self-assessment—written (as in journals) or spoken—help students to improve in this skill?**

Round 12: Responding with wonderment and awe

Self-directed learners view the learning process with curiosity, or as a continuous path of discovery. Instead of looking at the acquisition of new content and skills as an obstacle, they learn to savor the challenge and enjoy the process. Self-directed learners are open to new experiences, new ideas, and new ways of doing things.

- ⦿ *How does interest-based differentiation of all kinds help students to look forward to learning and discovery?*

Round 13: Continuous learning

Self-directed learners never stop learning or wanting to learn. They view the learning process as an unending opportunity to improve their expertise, gain deeper understanding, and explore new avenues of understanding. They appreciate that in today's world, where information is expanding exponentially, there are very few certainties, and that an attitude which embraces constant change and development prepares them to remain flexible and open to whatever is around the next corner. These is a wonderful quotation from Eric Hoffer that captures the essence of this skill: "In times of change, it is the learners who will inherit the earth, while the learned will be beautifully equipped for a world that no longer exists."

- ⦿ *How does differentiated instruction that is carefully matched to a student's ability or that provides enough scaffolding so that students can successfully meet a challenging learning task support the development of this skill?*

Discuss the following prompts with your neighbors:

- ⦿ Which self-modifying skills do you think is essential to your content area? In reflecting on the needs of your students which skill will you begin to develop in your classroom in the next two weeks?

Penny for your thoughts!

- **Do you feel it is important to share these skills with your students?**
- **If so, how will you share this information?**
- **How will you assess students levels in each of these areas:**
 - **Self-Managing**
 - **Self-Monitoring**
 - **Self-Modifying**
- **How will you use this information to assist students in goal setting?**
- **How will you measure student success?**

Thank you for trying Soda PDF

3-2-1

3 Things You Found Out

2 Interesting Things

1 Question You Still Have

Thank you for trying Soda PDF