

DOMAIN THREE:

Instruction in Behavior and Academics, Pillar HLP



HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence

Teach Cognitive and Metacognitive Strategies to Support Learning and Independence: Categories of Work

Choosing and Preparing to Teach the Strategy

- Analyze classroom content and skills for learning challenges and consider students' strengths and areas for improvement to identify the strategy(ies) to teach.
- Consider using a specific evidence-based model (e.g. Self-Regulated Strategy Development, Strategic Instruction Model).
- Select a strategy and develop learning goal.
- Use task analysis to break down the strategy into teachable components.
- Develop scaffolded practice activities designed to build skills.
- Develop formative and summative assessments to guide instruction and determine mastery.
- Consider opportunities to promote transfer, maintenance, and generalization.

Teaching the Strategy

- Clearly state the learning goal, strategy to be taught, purpose and rationale, and student expectations.
- Consider cultural and linguistic contexts when describing use of the strategy
- Provide step-by-step demonstration highlighting the importance and usefulness of each step of the strategy.
- Provide an engaging model of the strategy. Think aloud while modeling when needed.
- Provide helpful examples and nonexamples or engage students in demonstrating or identifying examples and nonexamples of use of the strategy.
- Engage students in levels of practice with feedback.
- Promote maintenance and generalization of the newly acquired strategy after multiple successful trials with natural practice in a single setting by providing opportunities to practice and modify in other authentic contexts.
- Continually monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.

Tips for Faculty to Support Candidates' Learning and Enactment

Choosing and Preparing to Teach the Strategy

Introduce – Share multiple examples of cognitive and metacognitive strategies with candidates and discuss their characteristics, purposes, effects, similarities and differences, etc., to aid in candidate familiarity.

Prepare – Model analyzing course content and skills for potential learning barriers (e.g. significant unfamiliar vocabulary, difficult text, hierarchy of main ideas and details, etc.); Select a particular barrier and identify a strategy that would help students overcome that barrier. Ask candidates to repeat the exercise for a course they are taking or a classroom they are in.

Enact – Have candidates select a strategy to teach, break the strategy down into teachable components if needed, identify or create practice opportunities, and develop assessments to guide instruction and determine mastery.

Analyze – Share examples of classroom strategy instruction and ask candidates to determine how they would promote maintenance and generalization.

Teaching the Strategy

Introduce – Model providing explicit instruction in a cognitive or metacognitive strategy, thinking aloud.

Prepare – Conduct simulations with small groups of candidates in which they explain and model a cognitive or metacognitive strategy to each other and provide positive and constructive feedback.

Enact – Within a field experience, assign candidates the work of explaining and modeling a metacognitive strategy to a small group of students. Provide positive and constructive feedback.

Analyze – Ask candidates to identify a routine classroom task or work that is difficult for many students, break the task into logical, teachable components, and develop a strategy for supporting student learning of the task including a plan to assess the effectiveness of the strategy.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is explicitly teaching strategies to students with disabilities so important?
- What are some key instructional components to include when teaching a strategy to students?
- How does supporting students in developing cognitive and metacognitive skills support their long-term success with grade-level curricula in inclusive environments?