METACOGNITION IN THE TARGET LANGUAGE

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ABOUT ME

- GEORGETOWN UNIVERSITY

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- TNTP – D.C. TEACHING FELLOWS

- SPANISH/ESL TEACHER

- FACULTY MEMBER – TEACHNOW GRADUATE SCHOOL OF EDUCATION

SESSION OBJECTIVE

Participants will be able to integrate 3 metacognitive strategies that leverage target-language use into their instruction immediately.

BIG IDEAS

- THINKING ABOUT HOW TO LEARN
- GOAL SETTING
- SELF-ASSESSMENT
- REFLECTION
- **LANGUAGE DEVELOPMENT**

SESSION PLAN

1. LOW TARGET-LANGUAGE STRATEGY

2. MEDIUM TARGET-LANGUAGE STRATEGY

3. HIGH TARGET-LANGUAGE STRATEGY

LOW TARGET-LANGUAGE USE:
UNIT GOAL SETTING & REFLECTION

BASIC STEPS

- ESTABLISH UNIT GOALS/OBJECTIVES

- DEVELOP GOAL-SETTING QUESTIONS

- CREATE TEMPLATE

- PROVIDE TO STUDENTS START/END OF UNIT

OUTCOMES

- PUSH TO CONSIDER STUDY HABITS AND CLASSROOM BEHAVIOR

- PUSH TO ACKNOWLEDGE AND APPRECIATE LEARNING

- PROVIDE DATA ON COMMON CHALLENGES

- DEVELOP INTO REFLECTIVE LEARNERS

New Unit Goal Setting

Name:		Period:	
Date:		Unit	

Part One: Previous Unit Reflection

1. What is one important concept or skill you learned last unit? How does it improve your Spanish?

2. How did you push yourself to grow and get better last unit? If you didn't, why not?

3. What is one significant challenge you faced last unit? How did you overcome it?

4. How did you manage your impulsivity last unit? How did that affect your overall learning?

New Unit Goal Setting

Part Two: New Unit Goals

5. What are two goals you have for next unit in terms of work, assessments, or collaboration?

6. What steps will you take to achieve these goals? Write three to five steps for each.

7. How will you know when you have achieved this goal?

8. What do you know about *metacognition*? If nothing, what do you think it means?

MEDIUM TARGET-LANGUAGE USE: HABITS AND MINDSETS

BASIC STEPS

- Review Dr. Arthur L. Costa and Dr. Bena Kallick's "Habits of Mind"

- Identify 2-3

- Extrapolate level-appropriate descriptions

- Explicitly teach

- Reveiw daily (chant, TPR, etc.)

OUTCOMES

- CI

- Vocabulary development

- Push to Consider study habits and classroom behavior

- Develop into reflective learners

My Goals for Personal Growth

In Spanish class, we focus on building personal qualities that lead to your development as a successful student and global citizen. Dr. Arthur L. Costa and Dr. Bena Kallick (2000) developed a set of behaviors that successful human beings demonstrate when faced with challenges and new situations; they called these "Habits of Mind." Further, Dr. Maurice J. Elias (2013) recommends that students set goals around the virtues they value relating to those mindsets. To support your growth, we will write personal goals that we will come back to at the end of each unit.

Student Name: _____

Date: _____

Class/Period: _____

Part One: Using the following list, adapted from Dr. Costa and Dr. Kallick's "Describing 16 Habits of Mind" (2000), assess your development in the habits and mindsets below. Analyze the virtue connected to that habit in English and Spanish. Finally, choose one habit and mindset you are already strong in, and two that you hope to grow in this year by writing a checkmark in the correct column.

Habit sand Mindsets	Virtue	Spanish Word	This is an area of strength for me.	This is an area of growth for me.
Persisting: *I don't give up even when the work is hard. I make a strategy, try a solution, and reflect on my success.*	Perseverance	La perseverancia		
Managing Impulsivity: *I think before I act, taking time to understand the directions and plan my work according to the time I have.*	Responsibility	La responsabilidad		
Listening to Others with Understanding and Empathy: *I listen to others to try and understand their point of view. I listen to what is being said, as well as what meaning may exist underneath the words.*	Caring	La bondad		
Creating, Imaging, Innovating: *I use my creativity to come up with new ideas, solutions, and products. I*	Determination	La determinación		

use feedback to improve my work, pushing myself beyond what I believe I am capable of.				
Applying Past Knowledge to New Situations: *I use past experiences and knowledge to solve new challenges.*	Innovation	La innovación		
Thinking Interdependently: *I recognize that we are more powerful and effective in a group than we are alone, and I embrace my peers' ideas and solutions.*	Collaboration	La colaboración		
Taking Responsible Risks: *I accept confusion and the risk of failing because I know that challenges push me to think harder and grow faster.*	Courage	El valor		
Thinking about our Thinking (Metacognition): *I reflect on the way I learn and evaluate the quality of my work. I plan for success and assess the effectiveness of my plan at the end.*	Reflection	La reflexión		
Striving for Accuracy and Precision: *I take time to check over my work to find and correct errors. I take pride in my work and in the way I communicate.*	Precision	La precisión		
Learning Continuously: *I am constantly improving myself. I am humble, acknowledging what I don't know and striving to grow and learn.*	Humility	La humildad		

Sources:
1. Costa, A. L., & Kallick, B. (2000). Describing 16 Habits of Mind. Retrieved from http://www.habitsofmind.org/sites/default/files/16HOM2.pdf
2. Elias, M. (2013). Back to school: Goal setting with your students. Retrieved from: www.edutopia.org.

Collaborative Work - Peer Interview

Part Two: First, find an accountability partner to collaborate with. Discuss the following questions openly and honestly. Use your choices from the habits and mindsets self-assessment to set two goals for your growth this year. After, record your answers to the questions in the space below.

Partner's Name: _____

Partner's Contact Information: _____

1. Consider someone you value or respect. Who is the person and why did you choose him or her? What is a core virtue you think he or she followed from the list of habits and mindsets?

   _____

   _____

2. Which virtue did you choose as an area of strength? Why?

   _____

   _____

3. Which virtues did you choose as areas of growth? Set two goals for yourself using those growth areas.

   _____

   _____

   _____

4. What can your collaborative partner and/or Profe Pearson do to help support you?

   _____

   _____

   _____

HIGH TARGET-LANGUAGE USE: STUDENT LEARNER PROFILES
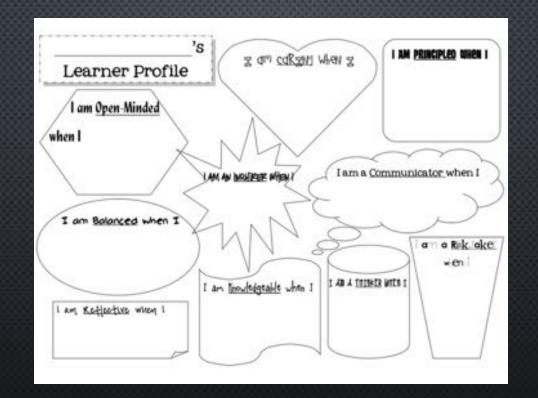
BASIC STEPS

- List question about learning preferences
  - Open-ended
  - Multiple choice
- List characteristics/traits inventory
- Pose biographical/personality questions

OUTCOMES

- Presentational Writing and Speaking
- Interpersonal dialogue
- Push to Consider study habits and classroom behavior
- Develop into reflective learners

My Profile

This is me.

My name is _____
I am _ years old.
I am from _____

My favourite food is _____

My favourite animal is _____

At school I am good at _____

I don't like _____

_____'s Learner Profile

I am Open-Minded when I

I am caring when I

I AM PRINCIPLED WHEN I

I AM AN INQUIRER WHEN I

I am a Communicator when I

I am Balanced when I

I am Knowledgeable when I

I AM A THINKER WHEN I

I am a Risk taker when I

I am Reflective when I

Name: _____
Date: _____
How can you communicate your ideas at school?

I disagree because

I agree with you because

COMMUNICATION:

Portfolio Refection

Thinking about your Central Idea for your current IB Unit:

☐ What Line of Inquiry did you connect with the most? Explain why you were able to make a connection.

☐ What is something that you already knew about _____?

☐ What is something that you have learned about _____?

☐ What is something you noticed? Why did you notice _____?

☐ What is something that you are still wondering about? Why are you still wondering about _____?

☐ Something I would like to research more is _____ because _____.

☐ What is an action you are thinking about doing after learning more about _____. Explain why.

☐ What IB Learner Profile do you feel like you demonstrated the most? Give an example of how you demonstrated this IB Learner Profile.

☐ What IB Learner Profile do you feel like you need to improve? How will you become better at this IB Learner Profile?

☐ What IB Attitude do you feel like you demonstrated the most? Give an example of how you demonstrated this IB Attitude.

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LeaRNeR PROfiLe RefLectZON

The Minimum

___ Have good attendance	___ Meet deadlines
___ Am honest	___ Get along with supervisor
___ Arrive on time	___ Get along with coworkers
___ Follow instructions	___ Am hardworking, productive

Other Adaptive Skills

___ Coordinating	___ Intuitive	___ Problem-solving
___ Results-oriented	___ Decisive	___ Team player
___ Mentoring	___ Working well with people from diverse backgrounds	___ Multitasking
___ Friendly	___ Discreet	___ Patient
___ Ambitious	___ Quick-learning	___ Spontaneous
___ Good-natured	___ Eager	___ Persistent
___ Assertive	___ Loyal	___ Steady
___ Helpful	___ Efficient	___ Physically strong
___ Capable	___ Mature	___ Tactful
___ Humble	___ Energetic	___ Practical
___ Cheerful	___ Methodical	___ Proud of work
___ Imaginative	___ Enthusiastic	___ Competent
___ Modest	___ Reliable	___ Independent
___ Expressive	___ Tenacious	___ Well-organized
___ Motivated	___ Resourceful	___ Industrious
___ Flexible	___ Thrifty	___ Natural
___ Responsible	___ Conscientious	___ Formal

OPTIONAL: BRIEF COLLABORATIVE ACTIVITY

1. Form language Group
2. Write 3 TL question about learning styles/preferences
3. Develop sentence-stem responses (with options)
4. list 5 traits/characteristics of successful students
5. Brainstorm worksheet template to combine information