**METACOGNITIVE REFLECTIONS**



**METACOGNITIVE REFLECTION: 3-2-1**

|  |  |
| --- | --- |
| **3** |  |
| **2** |  |
| **1** |  |

Metacognitive Reflection: Using the Multiple Intelligences Grid

|  |  |  |
| --- | --- | --- |
| **+** | **-** | **i** |
| **PLUS** | **MINUS** | **INTRIGUING** |
|  |  |  |

**METACOGNITIVE REFLECTION**

Question 1: Which theory do you feel has had or could have the greatest positive impact on improving student achievement? Why?

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Question 2: Which theory do you feel has had or could have the greatest positive impact on improving student behavior? Why?

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METACOGNITIVE REFLECTION: INTERPERSONAL SKILLS PROBLEM-SOLVING APPLICATION

Directions: Review the strategies in this chapter and brainstorm possible solutions to a real problem you have with a student.

1. Write a brief description of a student you have taught or are currently teaching who has poor interpersonal skills.

Student’s First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_ Grade: \_\_\_\_\_\_

|  |
| --- |
| Description of Problem |

2. Based upon the strategies reviewed in this chapter and your own ideas, brainstorm possible solutions to the problem.

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| --- |
| Solution: |

**METACOGNITIVE REFLECTION**



I’m feeling

I’m thinking

I’m seeing

I’m wondering

I’m noticing

**METACOGNITIVE REFLECTION: CLOSURE**

1. Write down five new strategies you plan to implement in your classroom.
2. Pair with a partner.
3. One person talks for one minute; the other person talks for one minute.
4. Alternate talking for thirty seconds.
5. Alternate talking for fifteen seconds.

Strategy #1

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Strategy #2

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Strategy #3

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Strategy #4

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Strategy #5

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