

# SOAR to Teach With Metacognition

By using a SOAR Teaching Frame—in this case, the SOAR Teaching Frame for Disciplinary Discussions—as a lens to plan, teach, and reflect upon their instructional practice, teachers are teaching with metacognition.

Based on these experiences, we have identified stages of awareness and action that instructors typically go through when using SOAR to teach with metacognition.

## Metacognitive Continuum — Teachers

### No Awareness of SOAR No Action / Implementation

It represents someone unfamiliar with SOAR and therefore cannot use it as a lens to plan, teach, and reflect.



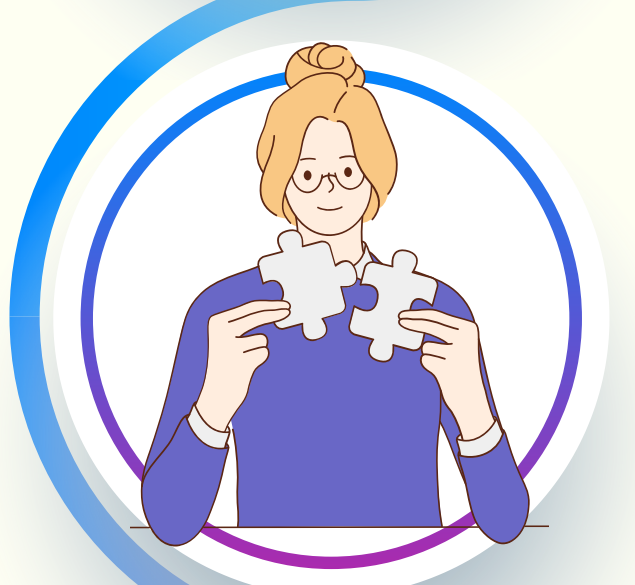
### Awareness of SOAR Limited / No Action / Implementation Instructional Strategy Focus

Teachers at this continuum stage tend to equate SOAR with specific instructional strategies.



### Awareness of SOAR Some Action / Implementation SOAR Practice Focus

Teachers have developed a deeper understanding of SOAR as evidenced by their ability to use a foundational practice as a lens to plan, teach and reflect. Still, their focus is at the practice level, so their metacognitive impact on the planning-reflecting process is limited.



### Awareness of SOAR Deep Action / Implementation SOAR Frame Focus

They have developed an understanding of how all of the practices of the SOAR Teaching Framework together can be used as a lens to plan, monitor, evaluate, and adjust their instructional goals and teaching strategies to their students' needs in the appropriate sociocultural context. Using SOAR to teach with metacognition has the most significant impact on students' academic achievement.

