

CHECKING FOR UNDERSTANDING

Professional Learning Processing Guide

This processing guide is designed to provide teachers with a self-moderated professional learning experience through deepening their understanding of *Checking for Understanding*.



Effective language learning experiences are facilitated by the use of strategies that allow teachers to check for understanding which creates a picture of learning so that teachers can be sure of what students have learned and make any changes needed to increase their understanding. The Learning Experience domain of the *Teacher Effectiveness for Language Learning Framework* identifies the characteristics and behaviors exhibited by a model world language teacher and supports the need for *Checking for Understanding*.

This Professional Learning Processing Guide will take you on a growth path that will lead to a better understanding and a plan for implementation of effective strategies for *Checking for Understanding*. You will be interacting with the following resources designed to support your professional learning. As you progress through this guide, you will explore your initial understanding of the topic, dig a little deeper into the topic, explore and try a new strategy or two, and see what it could look like in a classroom.



Overview Document

This overview document written by world language experts, Helena Curtain and Alyssa Villarreal, provides an introduction to checking for understanding as well as a listing of classroom strategies.



Video Vignette

This overview video features classroom vignettes, as well as interviews with teachers and students reflecting on the impact of checking for understanding.



Teacher Presentation

This narrated PowerPoint presentation developed by a practicing teacher provides an explanation of checking for understanding as well as practical tips from the classroom.



At-a-Glance Infographic

This visual representation provides an overview to checking for understanding highlighting important features of the concept, sample strategies, helpful tips and more.



Additional Resources

This link collection includes scholarly readings, journal publication, videos and other online resources selected to support additional professional learning on the topic.

As you engage with the resource and complete the posed questions, think deeply about your current practices, use evidence to support your opinions, and engage critical friends who can give you meaningful feedback and expand the discussion.





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Getting Familiar



Consider what you already know about *Checking for Understanding* and think about what role it plays in your current practice. Then review the at-a-glance infographic and answer the questions below.

What do you know already about *Checking for Understanding*?

TELL ME MORE!

What more do you want to learn about *Checking for Understanding*?

Explore More



Read through the overview document and view the video vignette to learn more about *Checking for Understanding*. Then reflect on your learning by answering the questions below.

WHAT I LEARNED ...

List some of the larger lessons or principles you learned both from what you read and viewed.





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HOW DO YOU FEEL?

What is your emotional response to the new learning?

I THOUGHT SO!

What understandings did you have validated as a result of your reading?

AH-HA!

What surprised you in your reading/viewing or what "ah-ha" moments did you have?





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Digging Deeper



Now that you have gotten an overview on the topic and explored the basics about *Checking for Understanding*, let's learn more specifics about strategies that you can implement in your classroom and that will enhance student performance. While interacting with the teacher presentation, consider these questions and then take a moment to reflect on your learning.

LET'S GET SPECIFIC

Which specific strategies mentioned in the teacher presentation caught your attention? Why?

WHAT IF?

Consider how you might apply what you've learned in your own teaching situation.





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Commitment Time



Consider what actions you'll take next as a result of your learning and reflection. Identify at least one next step you will take in your teaching situation. Consider how you will know that you have been successful in your implementation of a new idea.

WHAT'S NEXT

How do you want to apply your learning going forward?

Extend Learning



If you still have questions about *Checking for Understanding* or want additional information explore the resources listed below. These professional learning resources include scholarly readings, journal publications, videos and other online resources that will support your learning.



STARTALK teacher development: Checking for comprehension.

Greg Duncan & Mimi Met (2012).
<https://startalk.umd.edu/teacher-development/comprehension>



Checking for understanding.

Instructional Leader (NASSP). Douglas Fisher & Nancy Frey.
https://www.nassp.org/Content/158/PLSept11_instructldr.pdf



The teacher toolkit: Checking for understanding.

Region 13 Educator Certification Program (ECP)
<http://www.theteachertoolkit.com/index.php/tool/category/C7>

