

Figure 6.4 Language for Thinking Aloud

If I'm thinking or finding . . .	Then I should remember that . . .
<p>I'm working with a brand new teacher, and it seems like it would be helpful for me to just tell him what to do sometimes.</p>	<p>Most people don't learn by me doing the thinking and making the decisions for them. When I share my thinking aloud, I am modeling how to teach and giving him something to reflect on.</p>
<p>The teacher I'm working with worries that when I share my thinking aloud to her the students think we're talking about them.</p>	<p>It's actually beneficial to students to know what the teacher and I are doing when we talk together in quiet voices during class time. Being metacognitive is a practice that we want all students to be engaged in, so in <i>thinking aloud</i> with a teacher we are providing them with an excellent model.</p>
<p>I don't even know if the thinking I'm sharing with the teacher makes sense or is what's best for the students!</p>	<p>As with any coaching move, this is not about being the expert or having all the right answers. Rather the emphasis is on collaboration and modeling the importance of being reflective and thoughtful in my teaching practice.</p>