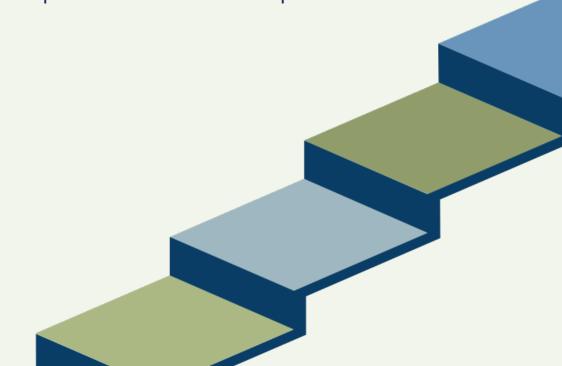# Intentional Instructional Moves

Strategic Steps to Accelerate Student Learning

Companion Guide

Chapter 15: Intentional Step Three

Chapter 15

Intentional Step Three: Monitor and Support

As groups are working, the teacher should circulate the room, observing and collecting data. Do the students understand the assignment? Are they working together effectively? Have they encountered an obstacle? Is the task too easy or too difficult? Monitoring groups as they work allows teachers to give feedback and encouragement in the moment. Teachers can also ensure that students stay on task and support those that need help. If pitfalls do arise, the teacher can assess and adapt the activity.

Strategy 1: Group Check-In

During the activity, teachers can hand out or display a Group Check-In sheet to encourage productive interactions. Are all of the group members participating? Are students listening to each other? This checklist can include self and group reflection questions:

Individual Questions

- Am I supporting and encouraging my group mates?

- Am I staying open minded and listening to others' ideas?

- Am I contributing ideas and effort in my group?

Team Questions

- Are we working together toward group goals?

- Are we demonstrating that we care about each other's success?

- Are we offering our opinions, support, and encouragement?

Students might pause their work and reflect on these questions briefly before continuing, or the teacher might offer an opportunity for groups to check in. If certain groups are struggling,

the teacher can provide support to help get them back on track.

This strategy encourages self-evaluation and reflection (.75) as well as self-efficacy (.92). Students must pause and consider their contributions to the group and how the group is functioning as a whole. If their group is stuck, how can they make changes and move forward? Again, this kind of reflection requires problem-solving, leadership skills, social influence, self-management, and relationship skills.