

Monitoring Student Work

1 Peg Smith: Monitoring is important, but it's clearly very challenging.

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3 When you begin the monitoring practice, you are actually now in the lesson.

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5 You have your monitoring chart, maybe on a clipboard, and you're walking
6 around, ready to record what you see kids doing.

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8 The biggest challenge, I think, is actually writing down what you're learning when
9 you interact with the group because your focus at that moment is really trying to
10 understand what the group has done, trying to make sure that you're then leaving
11 them with something to work on, and at the same time, you're trying to keep track
12 of everything

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14 Making sure that you actually get to every group that you get back to a group that
15 you've left with a question to pursue, so that you can see the extent to which the
16 advancing question actually served the purpose for which it was intended.

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18 Mister Strong: Understanding student thinking is always a challenge to get them to make their
19 thinking visible.

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21 I have a much clearer picture now, I think, of the individuals in my class and
22 where they are on these particular concepts.

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24 Peg Smith : So, in the who and what column of the monitoring chart, you might make note of
25 particular groups that were using specific strategies. You might highlight an
26 advancing question that you left a group with. You might put down anything that
27 would remind you of the mathematics that the students were dealing with, and
28 particularly, points that you want to make sure that you can bring out later in the
29 discussion of the task.

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31 Miss Tyus: Sometimes it is challenging to remember to take down those notes on the
32 monitoring tool. Learning is happening so fast and you can't catch it all on that
33 tool, but the tool is very important for you to look back later so that drives your
34 instruction. So it is challenging, but very necessary.

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36 Peg Smith: While you now have all this laid out for you on a nice little chart, keeping track of
37 what you're learning takes a lot of experience, and I think that teachers can get
38 better with it over time