

AGGRESSIVE MONITORING

Every Student. Every Moment.



LEARNING TARGET

We will learn how to implement Aggressive Monitoring with strategic tips and feedback to ensure all students are held accountable for learning and receive timely support during independent practice.



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LOOK CLOSELY.
COLLECT DATA.



GIVE FEEDBACK.
ADJUST TEACHING.

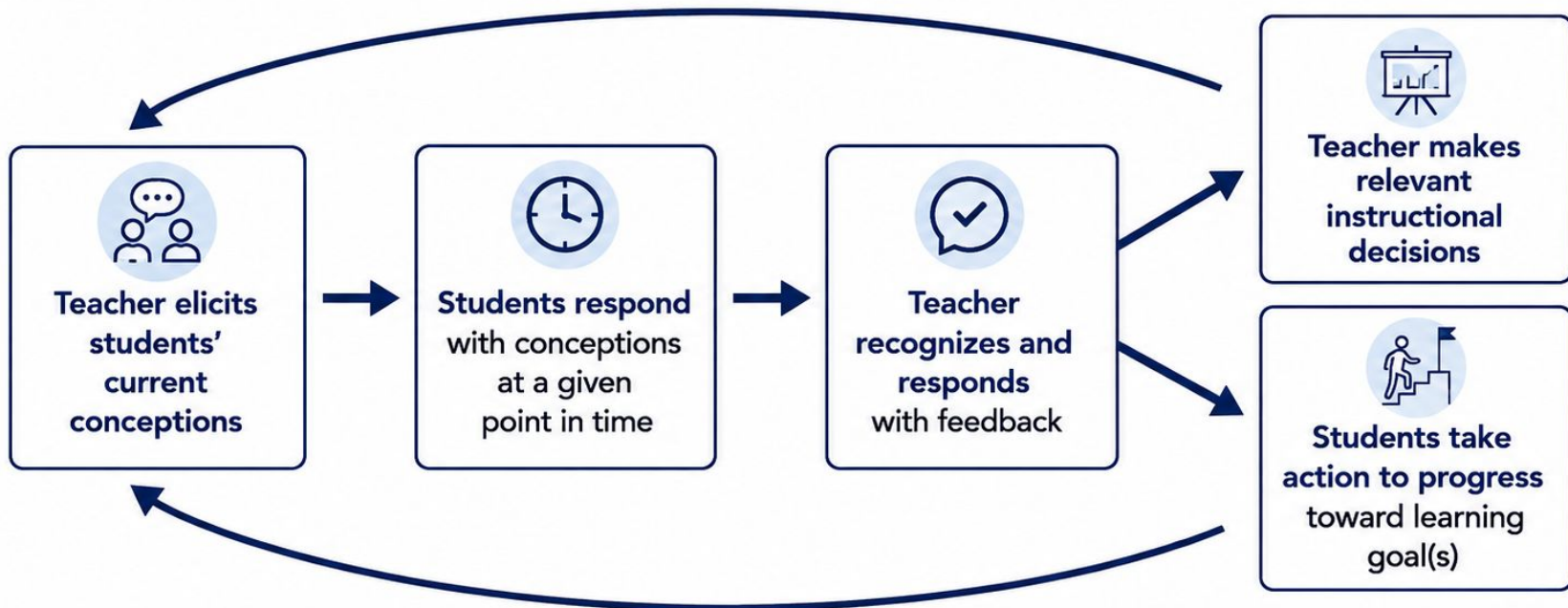


IMPROVE LEARNING.
TOGETHER.



Formative Assessment

An **ongoing cycle** that informs instruction and drives student progress.



Formative assessment is not an event—it's a continuous cycle.



Core Idea

**Formative
assessments are about
making better
decisions in the
moment and after the
lesson based on data .**



Table Talk



Think about the most **meaningful** feedback you have received.



What made the feedback meaningful? How was it delivered? How did it change or improve your teaching practice?



Share with your table group.
Select a spokesperson to share whole-group.





Let's share!

Meaningful Feedback is...



Timely



Specific



Bite-size



Clear



Individualized



Positive / Asset-based



Helps you learn, grow or improve!



AGGRESSIVE MONITORING



What is it?

A **proactive** approach where teachers **monitor every student**, provide immediate feedback, and adjust instruction in **real time**.



Why does it matter?

- ✓ Identifies misconceptions **before** the lesson ends
- ✓ Provides **timely** feedback
- ✓ Supports **every** student
- ✓ **Reduces** the need for reteaching



Aggressive Monitoring turns independent practice into *instructional time*—**not** just work time.

WATCH & NOTICE



What **Coach Jones** says and does in this video.



What kind of **culture** is **Coach Jones** Building?



As you watch, write down **ONE** thing Coach Jones says and **ONE** thing he does that builds a culture of learning.



LISTEN.

What does he say?



OBSERVE.

What does he do?



CONNECT.

What kind of culture does this create?

SEE IT: *Aggressive* MONITORING



Describe the teacher's
interactions with students.



What was the teacher
doing as she circulated
the room?



What was the teacher
saying as she circulated
the room?



How does this look the
same or different to **your**
classroom monitoring
during independent
practice?



Aggressive Monitoring, ***Get Better Faster***, Clip 18



Watch the video
(Clip 18: ***Get Better Faster***)
and look for the details!

Name It: *What did we see?*



Teacher **named** the lap and shared a **coding system** with students, **wrote** on student work, and gave **verbal feedback**.



Monitored the **student responses** as students were generating them. She seemed to be **recording notes** on her **clipboard**.



The independent practice time had a **sense of urgency**. Instead of being a time for the teacher to sit back, it was a time for the teacher to **lean in, be active**, and for students to **get feedback**.

Every moment matters.
WE SAW AGGRESSIVE MONITORING IN ACTION! ☆

Aggressive Monitoring Success Criteria



SETUP

- Classroom design allows quick access to all students.
- Seating chart identifies fast finishers/slow to start and shows understanding of past performance.
- Three specific, manageable laps show what the teacher will monitor (focus on the most important parts).



MONITOR

- Monitor fastest writers first, then students who need more support (follow the planned path from Set Up).
- Name each lap before monitoring and do not veer from the stated lap.
- Track data on clipboard.
- Identify and name positive and upgrade trends across the room.



MARK UP

- Use a coding system to affirm correct answers.
- Cue students to revise with minimal verbal feedback (name error, ask student to fix it, follow up).

CLASSROOM *SETUP*



What needs to happen for these success criteria to be met?



Talk to a partner.



Classroom is designed for **quick teacher access**

- Easy movement throughout the room
- Every student is accessible



Seating chart is intentional

- Fast finishers
- Slow to start
- Historical performance



Monitoring path is planned

- Teacher knows where to go first



Three laps are planned

- Specific
- Manageable
- Focused on the most important learning



NAME IT: *Aggressive Monitoring Plan*



- ✓ **PHYSICAL SPACE** is conducive to walking quickly through classroom.



- ✓ **PURPOSE OF LESSON** (TEK(s) and lesson objective) clearly identified.



- ✓ **MONITORING PATHWAY** reflects knowledge of:



FAST
FINISHERS



SLOW
TO START



HISTORICAL
STUDENT
PERFORMANCE



- ✓ **EACH TEACHER LAP** has a purpose (at least 3 laps).



- ✓ **CODING PLAN** is clear and shared with students prior to monitoring.



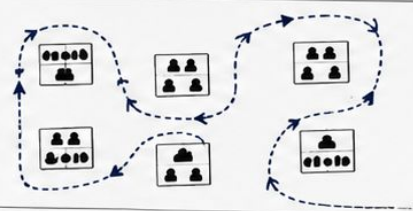
Plan it.
MONITOR IT. IMPACT LEARNING.

TEKS: 5.4C Model the effects of changes in ecosystems caused by living...

Lesson Objective: Students will explain how changes in the population of an organism affect other organisms in the food web.

Aggressive Monitoring Plan

Seating Chart / Monitoring Path



FAST FINISHERS:

Hunter, Nahlia,
Trey, Dorian

SLOW TO START:

Justin, Sammy,
Ian

LAPS (Purpose):

- 1 Annotate questions for key vocabulary (circle and write)
- 2 Describe the role of each organism in food web (producer, consumer, decomposer)
- 3 Explain how population will change / explain your answer

CODING PLAN:

- ★ Strong response! Please be ready to share!
- ✓ You've got it! Good work!
- ? Try again / explain your answer

Example:
Teacher may
customize form
based on
preferences.

CRITICAL COMPONENT: *The "Laps"*

LAP
1

PROCEDURAL



EXAMPLE:

*Underline key words
in Question 1.*

LAP
2

CONCEPTUAL



EXAMPLE:

*Write correct formula
to answer Question 2.*

LAP
3

ACCURACY



EXAMPLE:

*Correctly cross-multiply
to solve Questions 3 and 4.*



Strong laps.

STRONG LEARNING!

NOTICE & *Discuss*

Study the Aggressive Monitoring Tracker.

With your table, discuss:



What do you **notice**?



What does this tracker help the teacher **know**?



Take 1 minute.

SAMPLE - Aggressive Monitoring Data Tracker

Lesson Objective	Analyze a character's motivations and relationships by citing evidence.
Laps	- Lap 1: Annotates fourth and fifth paragraphs, identifying dog's emotions. - Lap 2: In answer, names one or more emotions for the dog. - Lap 3: Makes an inference about dog's motivation and cites evidence from text.

Student Name	Lap 1	Lap 2	Lap 3	Notes
Jaden	X	✓	✓	
Ariana	✓	✓	✓	
Lucy	✓	✓	✓	
Luca	✓	✓	X	✓Emotions ?Motivation -> scared of cat!
Victor	✓	✓	✓	
Sammy	✓	✓	✓	
Naomi	✓	✓	✓	
Ivan	✓	X	✓	2: "Jealous's unsure about the future."
Fernando	✓	✓	✓	
Rukiya	? ✓	✓	✓	?ID emotions ✓Annotating text
Omar	✓	✓	✓	
Andre	✓	✓	✓	
Suri	? ✓	✓	X	Needed help annotating
Otis	✓	✓	X	3: "Wants to keep his best friend."
Leon	✓	✓	✓	
Buddi	ABSENT	-	-	
Simone	X	X	? ✓	Could not ID emotions ?What is motivation?

Trending Misconception(s):

- How to infer emotions → not always the exact words in the text.
→ Annotating means putting in your own words
- Difference between "emotions" and "motivation."



Name It: *Aggressive* Monitoring Tracker

The tracker helps teachers...



Identify patterns and trends

See class-wide misconceptions and learning needs.



Ensure every student receives timely feedback

Affirm understanding or address misconceptions.



Capture observations that inform instruction

Record evidence that guides next instructional steps.



**ADDED
VALUE**



Provides documentation to support instructional decisions



RTI/MTSS



Intervention
planning



Parent
conferences



Special education
documentation

HOW AM I DOING?

Symbol	Meaning
	Excellent work! I want you to share this with the class.
	This is correct. You are on the right path.
	This is not quite right, unclear, and/or needs more explanation.
	This is incorrect. Take a second to evaluate your task and try again.



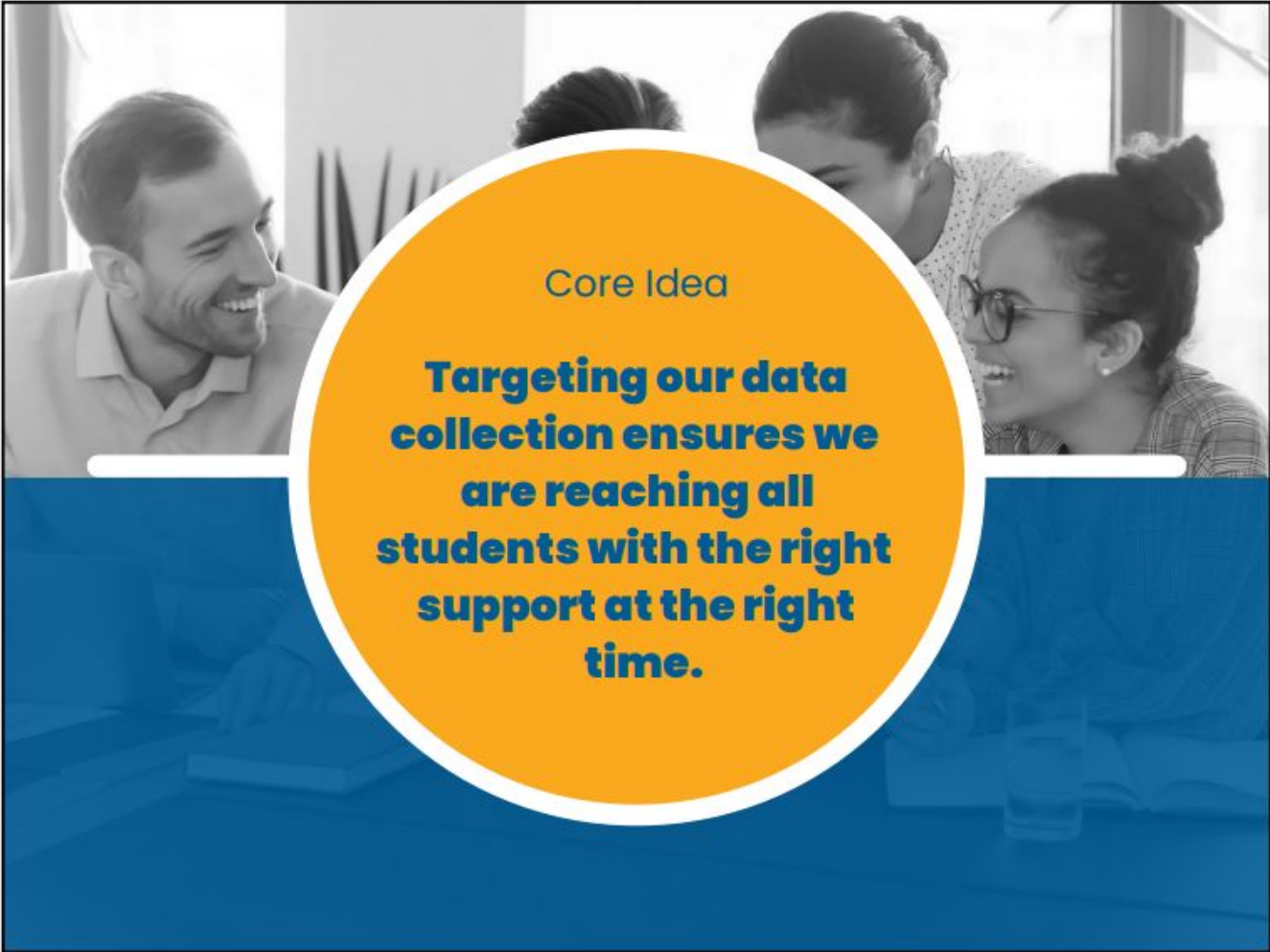
Mark-Up Codes

Use a consistent coding system to provide immediate, actionable feedback.

-  **Reinforce** correct thinking
-  **Prompt** students to revise independently
-  **Keep** students doing the thinking
-  **Reduce** unnecessary teacher talk



Feedback should **move learning forward**—not replace student thinking.



Core Idea

**Targeting our data
collection ensures we
are reaching all
students with the right
support at the right
time.**