

Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 3: Intentional Step Six



Chapter 3

Intentional Step Six: Foster Student Accountability

Teacher guidance is crucial as students learn classroom norms and expectations for behavior. But as students develop these skills, teachers should gradually release responsibility to students and encourage them to develop accountability for their behavior in the classroom. They should be encouraged to engage in tasks and complete assignments not only because the teacher asks them to, but because they can recognize how these behaviors will help them progress as independent learners.

The teacher can begin by explaining and modeling how students should pay attention to and monitor their behavior. The teacher will clearly communicate assignments and requirements and provide students with success criteria by which they can evaluate their work. As students complete the assignment, they will monitor their progress. The teacher provides feedback and students apply that feedback to their work to improve it. Over time, students will be able to assess their own work and the work of their peers, fostering greater independence and self-reflection (Emmer et al., 2003).

Reflection Questions:

- How will you post assignments?
- How will you handle make-up work?
- How will you handle late or incomplete work?
- How will you monitor students' progress? And how can students' monitor their own progress?
- How will you collect completed assignments?

- What kinds of feedback will you provide on student work? And how often?
- How will you encourage students to reflect on their own work?
- Where will you display student work?
- What will you do if a student doesn't complete an assignment?

Strategy 1: Classroom Responsibilities

Give students appropriate levels of responsibility in the classroom. Delegate tasks to students, such as handing out papers, taking attendance, or cleaning up common spaces.

Teachers can assign Class Jobs as well, such as Line Leader or Plant Waterer. These jobs will rotate daily or weekly. The list should be displayed in the classroom so students can refer to it and be reminded of their responsibilities.

Giving students responsibilities in the classroom helps them develop a sense of autonomy and ownership. As they take on more responsibilities, they will begin to understand their role and how all members of the community need to pitch in and work together. This will assist them in developing leadership skills, self-efficacy (.92), and positive peer influence (.53).

Strategy 2: Announce Classroom Management Goals

The teacher states the collective goals for behavior that day/week/month, and explains how students can achieve them. Ex. *This morning the noise level was a nine, which made it difficult for everyone to focus. Let's aim for a five this afternoon.*

Clearly stating management goals helps ensure students and teachers are on the same page. It sets a positive intention and gives students an objective to work toward. It can also help promote resilience and flexibility, and reduce anxiety (.42).

Strategy 3: Check-In Grading Pile

Use bins or baskets to create three different grading piles: *I Totally Get it, I'm Almost There*, or *Help, I'm Lost*. When students hand in work, they will select which bin to place their assignments in.

This system for turning in work encourages students to reflect on their progress and whether or not they need help. Students learn how to self-monitor and can quickly communicate their needs. The teacher can also determine whether students have accurately assessed their progress (Sager, 2023).