

**Pollard School**  
**SLT Instructional Rounds**  
**January 29, 2018**

**TRIPOD 7C: CONSOLIDATE** - to help students organize content and make connections in ways that make it easier to remember or build upon over time, to summarize and synthesize learning, and to build upon prior learning.

**THEORY OF ACTION: Consolidate**

- IF teachers use a variety of ways to summarize and teach individual students how to connect their learning to other disciplines or real life, THEN students have the opportunity to learn important strategies integrating and transferring their learning.
- IF students integrate and transfer their learning to new situations, THEN the learning will “stick” and they will be able to perform better with deeper understanding.
- IF students perform better with deeper understanding, THEN students are prepared to be innovative critical thinkers for a global society, which reflects the characteristics identified as the hallmarks of a Timberlane graduate.

**OBSERVATIONS:**

- Students organized their learning and new content by using graphic organizers, letter tile magnetic boards, writing templates, and Write n’Wipe boards.
- Teacher showed students a hand signal to use if they were able to make a personal connection with what she was speaking about.
- Teacher encouraged students to use what they know about forming one letter to form another letter (C, O)
- Teachers used Turn n’ Talk strategy. In one instance, the strategy was used to involve students in sharing with a partner, but no students were asked to share out.
  - In another instance, the Turn n’ Talk strategy revealed that most students were confused about asking a question or adding feeling to the introduction of their persuasive writing piece.
- Students reviewed “mystery” vocabulary words and their meanings aloud with teacher, then students highlighted those words as they came up in the text they were reading.
- Students engaged in chants/songs to help them remember their new learning.
- Students used apps like Smarty Ants and Achieve3000. In one class, the Achieve3000 article related to the “Mysteries” theme students were studying.
- Students used a familiar tapping strategy to decode words. In another setting, the tapping strategy was replaced by a puppet chomping the letters.
- Students engaged in rotating station/center activities.
- Teacher used an Exit Ticket to prompt students to share something they remembered or had learned.

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- Teachers often asked students to recall of what they could recall from previous lessons, units, or days prior...“Who remembers how we use X,” “Think back to when...,” “Remember that last time...,” “ Remember to use...”
- Teachers paired movement and song with key concepts/learning targets.
- Learning targets were posted though reference to them was not consistently observed.
- Teachers made some connections to real-life (Energy, Monkeys).
- Document cameras, chromebooks, interactive projectors, and video clips were used as teaching tools.
- Wait time was used to allow students time to process and respond.
- Teacher prompted a student to think back to when the topic was previously discussed.
- Behavior expectations were reviewed.
- Students used a checklist to review their personal narrative writing piece.
- Students shared an explanation of their understanding and the teacher expanded upon their thought.
- Students in small group work were sometimes observed as unfocused on the task.
- Students worked in pairs and were observed “challenging” each other to stretch their thinking.

**RECOMMENDATIONS For Next Level of Work for Consolidate:**

- Provide training to educators and students to ensure a consistent understanding of about what consolidation means, what it looks like in the classroom, and reflect on progress. (Ex. Tripod Toolkit, page 7 and there are several online resources for CONSOLIDATING A LESSON)
- Summarize or illustrate key concepts and post them for students to reference.
- Reference learning goals, essential questions, visuals around the classroom to ensure students are making connections between what they are being asked to do and the learning goal.
- Ensure that tasks, activities, and center stations build on prior learning and steadily raises the level of challenge.
- Engage students in activities that require them to summarize, synthesize, compare, contrast, create, and USE their learning in new and different ways.
- Model for students how to summarize and make connections to previous learning, other disciplines, and to real-life both orally and in writing/drawing.
- Ensure assessments are designed with items that incorporate topics/skills from previous lessons and units as well as the present. The review and “build upon” technique helps students make connections between the previously learned material and the present, and helps with retention.
- Monitor your amount of wait-time to allow student to think and then answer.

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- Use “Turn and Talk” strategy for questioning and discussions to provide all students with an opportunity to answer before calling on one or two to share. This prevents passive learning when students rely on someone else to answer the question.
- Ask students to check their own work against exemplars and rubrics.
- Use KWL charts, Venn Diagrams, and Concepts maps to consolidate learning. Have students create these too.
- As a staff, choose a consolidation strategy to try school-wide, monitor its effectiveness, identify its impact on student learning, and engage in discussion before incorporating another strategy.
- Encourage staff to brainstorm their own next steps based off the observations listed above.

**THANK YOU!**

**The Superintendent Leadership Team found Instructional Rounds at Pollard School to be a great experience. Thank you for opening your classrooms. We enjoyed our visit tremendously!**