

Sandown Central at TLC
SLT Instructional Rounds
January 22, 2018

TRIPOD 7C: CHALLENGE - Hold students to rigorous academic standards, encourage persistence, and monitor and support student effort. Lessons are consistently challenging and differentiated, teachers ask high-level questions of all students, and students are required to think deeply and explain their responses.

THEORY OF ACTION: Challenge

- *IF* teachers are explicit in providing opportunities for individual students to demonstrate rigorous thinking, quality work and persistence, *THEN* teachers are helping students learn how to challenge themselves.
- *IF* Teachers know where each student's Zone of Proximal Development is in relation to learning specific tasks, *THEN* they are able to scaffold instruction and encourage students to persevere and make progress, at his/her individual level.
- *IF* Teachers can scaffold instruction and model ways that students can encourage each other and persevere in difficult situations, *THEN* students have the opportunity to do it on their own and challenge themselves and each other in independent learning situations.
- *If* students have the opportunity to challenge themselves in different learning environments and are supported by teachers each day, *THEN* students learn to take risks, improve self-efficacy, and advance in their learning.

OBSERVATION NOTES:

- Teachers referenced their learning targets during instruction.
- Students completed the Morning Message together with their teacher.
- Students were encouraged to use the word wall and calendar to help them with accurate spelling.
- Teacher prompted higher levels of thinking by asking questions like, "What's another way," "what did you notice," "where could you find that information," "what did you learn from the way that your friend did it?"
- Students interpreted the weather graph by identifying MOST, LEAST, and noticing patterns.
- Teacher supported the student to arrive at an answer himself by offering prompts.
- Students used hands-on materials to create bundles of tens and ones.
- Two students demonstrated how they used the hundreds chart (2 different ways) to figure how many days until the 100th day of school.
- Students reinforced their understanding of counting by tens through a "Body Count" physical-movement song.
- Some students in the back of the group did not engage in the "Body Count" activity and some of the choral exercises.

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- Some students seemed disengaged in the library letter sound sort activity. All students responded correctly.
- Student was asked to model how he should ask a friend to join him in bringing the attendance to the office.

RECOMMENDATIONS: for Next Level of Work for Challenge

- Provide training to educators and students to ensure a consistent understanding of about what CHALLENGE means, what it looks like in the classroom, and reflect on progress. (Ex. Tripod Toolkit, page 8)
 - Continue use of high levels of questioning. Young children will benefit from the exposure and surprise you with their answers.
 - Pair visual and verbal supports whenever possible, especially to support those struggle with ideas, concepts, or higher levels of questioning.
 - Avoid excessive “teacher talk”. Provide more opportunities for students to engage in talking, explaining, and questioning.
 - Monitor wait time to allow students to process their thinking and respond.
 - Model persistence for students and recognize students who go beyond expectations.
 - Avoid whole group activities that assume everyone needs the same thing. Try splitting the group and use the adults to engage students in an alternative exercise.
 - Set challenges that are at the right level for optimal GROWTH for all levels of learners.
 - Raise the level of challenge... add to the level of challenge through various practice opportunities of a concept or skill.
 - Small group and center activities must be specific and targeted and include some challenge, stretch or rigor. Consider developing center activities that go beyond the first few levels of Bloom’s.
 - Develop exemplars and rubrics with pictures and words to allow students to check their learning.
 - Limit tasks that are highly prescriptive - done one way and only one way. Encourage students to take risks, try something new, explore, and solve problems.
 - Encourage staff to brainstorm their own recommendations and next steps.

THANK YOU!

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