

Sandown North School
SLT Instructional Rounds
January 22, 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:

- All classrooms had evidence of consolidation and various strategies were observed.
- Students engaged in various computer-based applications including Moby Max, SmartyAnts, and Book Flix.
- Students responded to teacher questioning and requests to share their understanding, explain their thinking, or to make a connection.
- Students shut their eyes to visualize the sensory details as described by the author of the book.
- Students were asked to identify specific evidence/examples of the author’s use of in the sensory details in the book.
- Students created self-portraits and were asked to include a previously learned background drawing technique.
- Two boys were assigned to “look up” words from the story as the teacher read aloud.
- Teacher told students to remember certain details of the book as the teacher read aloud as those details would be “on the quiz.” Students were not observed to be using note-taking strategies, sticky notes, information organizers, etc.
- Agendas and schedules were posted, but it was not observed that they were referred to in the lesson.
- Several lessons were teacher-directed in both large and small groups. Students responded to recall and comprehension level questions during the lesson.
- Teachers referred students back to previous learning through comments like, “last week we did...this week, we will,” “remember what we did earlier today,” “think about your earlier experience with this,” “what do you remember about the X lesson we did?”

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- Students playing BINGO math commented that the teacher was “going too fast.”
- Students worked in small groups doing independent work including SmartyAnts on the computer, multiplication game, mystery puzzles, voice recording, and Spin, Read, and Write.
- Student conferenced briefly with their teacher during independent writing. Teacher offered feedback to students.
- Student referenced the Word Wall, laminated math skills folder, and notes posted on the wall.
- Some differentiated work/assignments were observed for students.
- Students wrote their answers to questions/teacher prompts on Write n’ Wipe boards and held them for teacher to check for understanding.
- Students worked together to show 8 ways to solve a problem. Students used written directions to guide the student-led activity.
- Students shared their work/explained their thinking with a partner and in a small group.
- Teacher moved about the room, checking in with students, asking questions, offering feedback.
- Student said he couldn’t read the mystery story in the first few pages of his packet, but went on to solve the mystery math puzzle.
- Student said using the word in a sentence helps her learn the meaning.
- Teacher encouraged students to explain how they solved the problem and to tell what strategies you used.
- The Morning Meeting message included a revisit of previously learned skills. Students were asked to write an answer for each item on the Morning Message board.

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.
- 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

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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.
- 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.
- As a staff, choose a consolidation strategy to try school-wide, identify its impact on student learning, monitor and discuss 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 Sandown North School to be a great experience. Thank you for opening your classrooms. We enjoyed our visit tremendously!