

Timberlane Regional High School
SLT Instructional Rounds
January 9, 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:

IF teachers model a variety of ways to summarize and teach students how to connect their learning to other disciplines and real life through a personalized learning approach, 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.

OBSERVATION NOTES:

Students:

- Students were observed asking their peers clarifying questions.
- Students struggled to paraphrase at the request of their teacher and most students skipped the paraphrasing step of the assignment.
- Student mentioned aloud that she didn't know the meaning of two words and didn't use a resource or tool to help herself.
- Students played a board game to practice conjugation of verbs. Some students used wall charts to help remember.
- Students responded to “yes” and “no” questions.
- Students referenced notes, lab binders, partner's notes, and teacher provided informational sheets.
- Students used technology to create a brochure, flyer, or slide.
- Students were asked to create notecards to assist with studying for math midterm.
- Student stated that the repetition or practicing of previously learning material along with some new material helped her remember what had been learned.
- Students created a concept map to organize the content they were learning.
- Students engaged in hands-on learning in the lab. Students said that the use of the tool and referencing their notes helped them understand the physics concepts.
- Students were asked to demonstrate their understanding of Imagery by creating a poem using a photo from their phones.

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- Students had opportunities to demonstrate their learning in a variety of ways.
- Students used the last few minutes of class time to reflect on learning and to plan their writing.
- Students responded to teacher's prompts to make personal connections to the content they were learning.
- Students checked their own understanding of the topic through peer discussion.
- Students referenced charts/posters on classroom wall to help complete a task.
- Students responded to teachers prompts (How so?, Explain further, Give me examples).
- Students discussed real-life example of advocacy.

Teachers:

- Teachers referred back to previous lessons.
- Teacher provided verbal instructions, provided handouts, and followed up with reflection.
- Teacher asked questions with minimal wait time for student response.

Classrooms:

- Agendas and learning goals were posted, and were referred to at times.
- Many classrooms were observed preparing for midterms/reviewing content.
- Some students were engaged in taking a quiz.
- Exit tickets were utilized.
- Class warm-up activity included previously learning material and new content as well.

RECOMMENDATIONS for Next Level of Work Consolidate:

- Provide training to ensure a consistent understanding of educators and students 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)
- Reference learning goals, essential questions, anchor charts, and other visuals from around the classroom to ensure students are making connections between what they are being asked to do and the intended learning outcome.
- Model for students and expect them to summarize new learning, make connections to previous learning, other disciplines, and to real-life both orally and in writing.
- Recognize students and provide feedback to them about their use of "consolidation" strategies.
- Encourage student use of quality tools that help students to organize information and access it for review or future reference (Organizers, Concept maps, Diagrams, Google Slides, etc.)
- Increase use of open-ended questioning and higher levels of questioning.
- Limit fast-firing of questions. Instead pose a question and allow students to "Turn and Talk" to process the question and then express their thoughts.

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- When asking students to describe something using specific criteria, require students to share which criteria they chose and why (give evidence). Avoid “yes” and “no” response type questions.
- 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” assessment designing technique helps students make connections between the previously learned material and the present, and assists with content/skill retention.
- As a staff, choose a consolidation strategy to try school-wide, monitor its effectiveness, and identify and discuss its impact on student learning. Support one another as teachers and students try new strategies in the classroom.
- Encourage staff to brainstorm their own recommendations and next steps.

THANK YOU!

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