

Timberlane Regional Middle School
SLT Instructional Rounds
January 8 , 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:

Teachers:

- Teachers asked recall type questions to activate prior learning, to review previously learned material, to reinforce learning, and to assess retention.
- Teachers used a variety of strategies to call for student’s attention before attempting to summarize the day’s learning or to help students synthesize the new material.
- Teachers used technology to refer to previous lessons, to review, and to introduce new content.
- Some teachers referred to previous instruction to connect with the new learning of the day.
- Teachers answered student’s individual questions. It was unclear if the teacher’s answer was instructional, or if it was helping the student in consolidating their learning.
- Many teachers checked for understanding by visiting groups and asking questions.
- Some teachers used verbal prompting or questioning to help scaffold some “consolidating” strategies.
- Only a few teachers modeled how to summarize or requested students to summarize their ideas or new learning.

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Students:

- Students were involved in learning games such as “Memory”, and students remarked that the game helped them review the English/WL translation.
- Students answered many recall type questions.
- Students responded to the teachers question about what facts they had learned and to share what they had recorded on their graphic organizer.
- Students reported that their Social Studies project helped them remember the various parts of the Constitution.
- Students made a choice of reading material.
- Students mentioned that the task was simple or “too easy”.
- Students appeared to have greater levels of engagement in less traditional classrooms. Movement in the classroom, flexible seating, small group – hands-on tasks, etc.

Classrooms:

- Classes used Q&A templates to write questions they had and students were asked to listen for answers to their questions as the class discussion took place and as new learning occurred.
- Classrooms had essential questions and/or learning goals posted, though they were not referred to during the lesson to make connections or to remind students of the target.
- In some classrooms, the activity used different accommodations which seemed to take into account different learning needs of students.
- Some classrooms included students using technology to complete visual representations, organize content, and fill-in templates.
- Most classroom observations included more of the teacher’s use of technology vs. students use.
- Observations included students actively engaged in a hands-on Science projects in a collaborative group format.
- A quiz was given to assess students’ current level of understanding.
- Several classes made references to how the learning connected to real-life.
- Lab reports, tables, and graphic organizers were used to help students to organize the content. The recording of information was helpful as a few students referred to their previously completed table for reference or as a reminder.
- The interactive whiteboard was used to present group instruction.

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RECOMMENDATIONS for Next Level of Work for Consolidation:

- 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)
- 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.
- Expect students to verbally and in writing summarize their learning and make connections to previously learned material.
- Model and encourage student use of quality tools that help students to organize information and access it for review or future reference (Doodle Notes, Venn Diagrams, KWL Charts, Concept maps, 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.
- Monitor wait time to allow students to think and then answer.
- 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.
- Ensure tasks/assignments build on prior learning and raise 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.
- Ask students to check their own work against exemplars and rubrics.
- 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 Middle School to be a great experience. Thank you for opening your classrooms. We enjoyed our visit tremendously!