What do you do when the kids didn't get it (the first time)?

Activating the power of the re-teach cycle

By Nancy Love, RBT Director of Products and Programs, author of *The Data Coach's Guide to Improving Learning for All Students*, and Mary Ann Haley-Speca, Senior Consultant and co-author of *The Skillful Teacher.*

Effective and engaging teachers thoughtfully plan and deliver their lessons. Sometimes, unfortunately, a teacher comes to the realization (usually after administering a formative assessment) that the students, in fact, did not learn what was intended.
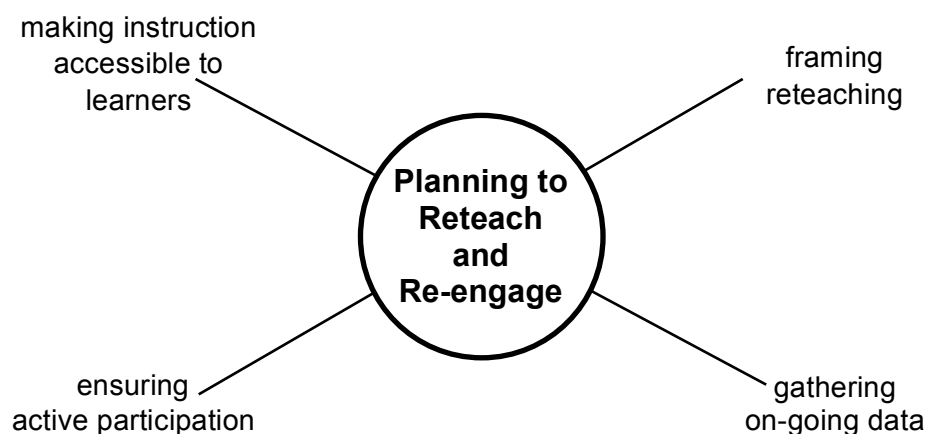
> *"We must be prepared to provide both corrective activities and enrichment activities for those who need them. An important caveat to keep in mind, however, is that the follow-up, corrective instruction designed to help students must present concepts in new ways and engage students in different learning experiences that are more appropriate for them (Guskey, 2007/2008)." (Dodge, 2009, p. 7)*

Reteaching is what needs to happen when we identify through formal or informal assessments the students who don't yet have understanding or mastery of an important skill or concept that has been taught. In other words, we taught it but they haven't got it yet and we have to decide what to do next to ensure that they do get it. Reteaching means taking into account how something was initially presented to the student and providing alternative opportunities for the learning to occur. It also means creating learning experiences where the skill, content, or concept is taught in a new or different way that might better match the needs of the student(s) involved.

In addition, re-engaging – a partner (of sorts) to reteaching – is also necessary. Re-engaging means considering not only how material is going to be re-presented to the learner, but how learners will be engaged in the learning experience in a different way to best meet their needs.

Some authors (e.g., Marzano) include feedback as one type of reteaching activity, and indeed when student work doesn't yet measure up to the criteria for success, the first thing we might opt to do is to provide objective feedback to the student and give him/her the option to refine the work.

Designing Effective Reteaching and Re-engaging

making instruction accessible to learners

framing reteaching

Planning to Reteach and Re-engage

ensuring active participation

gathering on-going data

Based on course handout, *Formative Assessment for Results (FAR).* Nancy Love. 2016. Used in conjunction with a Research for Better Teaching professional development course.

<u>Key Considerations for Designing Effective Reteaching and Re-engaging</u>
Planning for reteaching and re-engaging learners should take into account:

1) How to frame the reteaching for them, including (not necessarily in this order):
   - The learning target they are aiming for
   - That it is important that they "get it" and why
   - Our absolute conviction that they can do it with their effort and ours
   - That we won't give up on them achieving it and will reteach it in a variety of ways until we have found the right match for them to learn it
   - The types of errors or confusions we found in the work they have already produced (i.e., what needs to be retaught)
   - The criteria we (and they) will use to ensure that they have achieved the learning target

2) How to approach the reteaching and our presentation in a way that makes it more accessible to the learner(s) by:
   - Breaking down a complex learning target or task into progressive learning targets that will successively lead students to the outcome
   - Presenting an abstract concept or skill in a concrete or semi-abstract form or progression
   - Connecting the skill, concept, or examples we use to something relevant and meaningful in the student's life or lived experience
   - Integrating modality (visual, kinesthetic, auditory, and tactile) and learning style dimensions in our presentation format and in the design of the learning activities
   - Modeling—or providing models—as a frame of reference for the learner

3) How to ensure active participation, cognitive engagement, and incremental success of the learners throughout the reteaching experience by:
   - Having students simultaneously do something themselves as they are watching and listening to us teach (e.g., filling in key words on a concept map or graphic organizer, sketching an image of what we are describing, using concrete manipulatives to build a model of what they are trying to understand)
   - Strategically pairing or grouping students to work together as thought and learning partners during the reteaching
   - Pausing strategically in our presentations or explanations to have students reconstruct "in their own words" (sketches, diagrams, modeling, verbal explanation to a partner, etc.)
   - Using structures like "turn and talk" to enable all learners to simultaneously process, reconstruct in their own words, generate examples, and figure out what they do and don't understand
   - Providing an adequate degree of guidance, support, and feedback to the learner as s/he re-engages

4) How to gather ongoing data about the learning that is occurring and adjusting in the moment when learners are struggling by:
   - Checking for understanding with all students frequently at a level of depth that will surface subtle and significant misconceptions or gaps in understanding
   - Getting students to explain their thinking and make their thinking visible

- Presenting confusions or misconceptions that have surfaced in earlier work and having learners explain why and how those are inaccurate

Most of these considerations are backed by principles of learning that are based in research on how learning occurs most effectively and efficiently. For more information and an elaboration of these principles see Chapter 12: Principles of Learning in *The Skillful Teacher* (Saphier, Haley-Speca, & Gower, 2017).

The options for how to reteach and re-engage students are many and varied. To design effective reteaching experiences requires us to develop a wide repertoire of instructional approaches for presenting material and for engaging students. The menu of options we have to draw upon is the same menu we have to choose from when we initially plan lessons. The difference in the reteaching is that we have more data about what elements of our initial plan are and are not working for some or all students, and we can use those data to make more informed and strategic next-step decisions on behalf of the learners.

In the RBT program, Coaching High-Impact Teacher Teams, participants learn to implement the Formative Assessment for Results (FAR) Cycle, which incorporates the reteach and re-engage process. To learn more about Coaching High-Impact Teacher Teams, the FAR Cycle, and how it can be used to positively impact teaching and learning in your district, please contact RBT Client Services at 978-263-9449 or visit our website at
http://www.rbteach.com/sites/default/files/rbt.coaching_high_impact_teacher_teams.8mar2017.pdf.

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