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Refining Practice in a Changing Landscape: Effective Re-teaching.

Feature Presentation
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SUCCESSFUL LEARNING CONFERENCE 2016
In a changing landscape: Working together for quality education

CRICOS Provider #12415

Getting Started

- Re-teaching
 - Teaching again
 - Students who didn't 'get' it from first teaching
 - Small(er) group
- Not well established in literature and research
 - Yet
- Plenty of suggestions for teachers to re-teach
 - Teaching text books, programs, reports
- Teachers do re-teaching as part of their everyday work (Marzano, 2010)

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Content



Context – refining practice

Program of Research

Results to Date

Focus on effective re-teaching

Future research

Blendspace site

<https://www.tes.com/lessons/Qeze1q7kO9LiTg/edit>

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Refining Practice in a Changing Landscape

- The cycle of instruction
 - Formative assessment and using data
- A thoughtful teacher asked a question:
 - How do I do re-teaching?
- Re-teaching is a precious resource
 - Use wisely
 - Make it sustainable



The Cycle of Formative Assessment

Re-teaching in a formative cycle of instruction

.....expected, but implicit



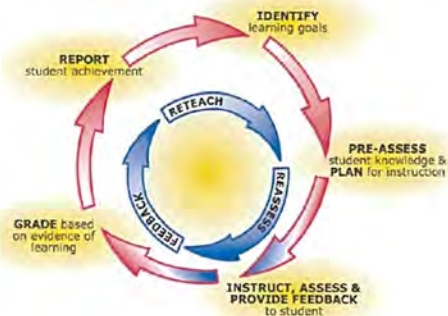
Model from
Greenstein, L. 2010. What Teachers really
need to know about formative assessment.
Alexandria, VA: ASCD.

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Re-teaching made explicit within a formative cycle of instruction

- [Link](#)

INSTRUCTIONAL CYCLE



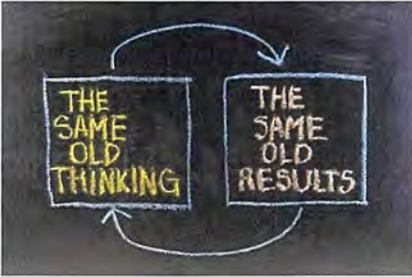
- Montgomery County Public Schools
<http://www.montgomeryschoolsmd.org/departments/development/resources/instructional%20cycle/engage.html>

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Re-teaching is not...

- A 'catch-up' lesson,
- Repeating the lesson in the same way
- Extra classes
- Revision
- Remedial lessons



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Refining Practice: Students with Learning Difficulties (LD)

- Re-teaching has potential to support students to 'catch-up'
 - In class early intervention
 - Re-teaching is Tier 1 instruction
 - consistent progress monitoring
- For many students with LD, literacy and numeracy difficulties are not the only learning difficulty
 - Need more time and repeated exposure to learn new content, concept or procedure
 - In science, maths, history etc.
- What do teachers do with formative assessment data when it shows students did not achieve the intended learning outcome?

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Effective re-teaching matters more for students experiencing LD

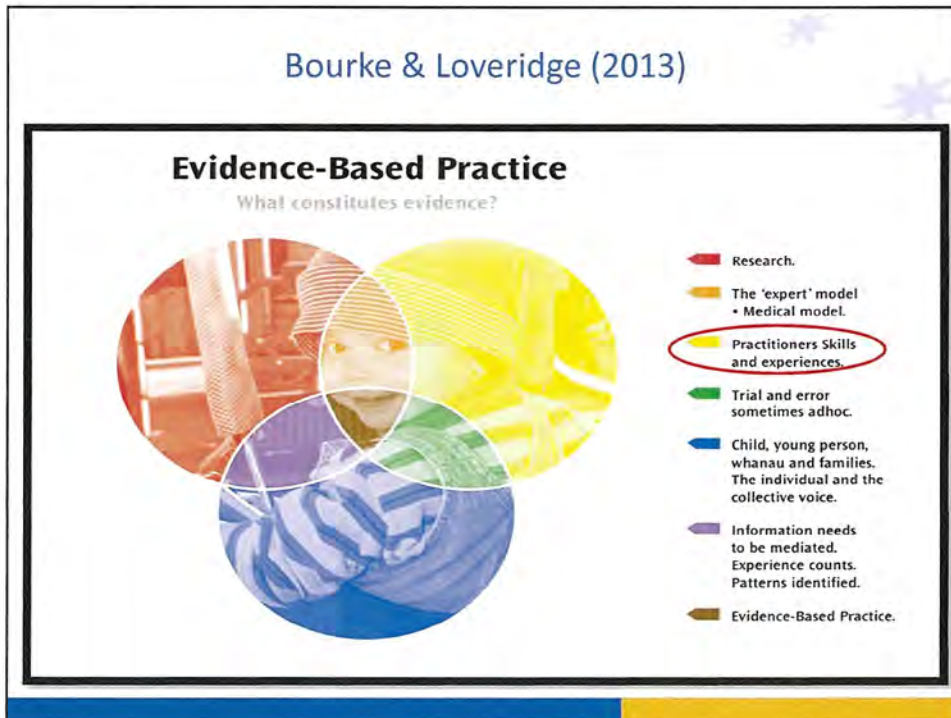
- It can bridge the gap...
 - Improved formative assessment helps low-achievers most
 - Raises overall achievement
 - (Black and Wiliam, 1998)
- It's Sustainable
 - Another opportunity to learn in Tier 1
 - Supports further learning and participation in the 'main game'
 - Reduces need for remediation / intervention



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Bourke & Loveridge (2013)



Effective Re-Teaching: Program of Research

- Research Question – Phase 1
 - What is Effective re-teaching? Literature review
 - Bellert, A. (2015). Effective re-teaching. *Australian Journal of Learning Difficulties*, 20 (2), pp. 163-183.
- Research Questions – Phase 2
 - How do teachers do re-teaching?
 - Surveys, classroom observations, teacher interviews
 - How can re-teaching be sustainable?
 - Investigate the role of self-regulation and metacognition
- Research Question - Phase 3
 - What are students views about re-teaching?
 - How can teachers approach re-teaching so that it is positively perceived by students and teachers?

Review Paper

- Bellert, A. (2015). Effective Re-Teaching. *Australian Journal of Learning Difficulties*, 20 (2), 163-183
 - See [Blendspace site](#) for post-print version

- Method
 - Scoping review of available literature
 - Specified search strategy
 - Replicable
 - Identified articles
 - 43 - re-teaching as key word, no specific information
 - 18 - relevant to review questions (+ 6 internet sites)

ACU@010.00

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Literature about re-teaching

- Marzano, 'Reviving re-teaching' (2010)
 - Contexts for re-teaching
 - When teaching new information
 - Revision
 - DISAGREE: Revision & re-teaching are different

- Guskey, T. (2007) 'The rest of the story'
 - It's what comes after assessment that matters
 - Corrective instruction, more than just re-teaching the same way
 - Same content (or part), must have a different approach

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Research about re-teaching

Re-teaching does happen

- Sometimes it happens ineffectively
- An overt focus on procedural content
- Low expectations

Issue for teacher
education systems
AND
-School leadership
systems: Need for
professional
learning

**“more than half of teachers failing
to make fundamental changes to
the way the content or the students
were taught”**



Consortium for Policy Research in Education
University of Pennsylvania | Teachers College | Harvard University |
Stanford University | University of Michigan | University of Wisconsin-
Madison | Northwestern University

From Testing to Teaching: The Use of Interim Assessments in Classroom Instruction

By

Margaret E. Goertz
Leslie Nabors Olah
Matthew Riggan

CPRE Research Report # RR-05

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Effective re-teaching: Definition

**“Re-teaching is responding to a learning problem right away,
using a new method”** Saskatoon Public Schools (2013)

- An instructional response to formative assessment data
 - After formative, before summative assessment
- Delivered by a teacher to a small group
- Participants are students who ‘didn’t get it’ from first teaching
 - Likely to get it next time
- Same outcome/ content as ‘first’ teaching
- A different instructional approach
 - not a repeat or more of the same
 - more targeted to individual learning needs

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Effective re-teaching: Strategies and approaches

- Re-teaching lessons require a range of strategies and approaches, not just a single activity (Guskey, 2007)
 - Teacher led, students active
 - Short duration, fast-paced
 - Very specific content, based on error analysis
- Direct instruction
 - Efficacy
 - A scarce resource requires the most evidence-based approach
- Strategy instruction
 - Transform student learning
 - Promote independent learning and self-regulation

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Effective re-teaching: Strategies and approaches

- Think-alouds
 - Modelling thinking, asking questions of self
 - Teacher led, some student contribution
 - Ensure students don't learn incorrect information from peers
- Reciprocal teaching
 - Take turns teaching
- Practice
 - Guided practice for accuracy
 - Independent practice to build fluency and flexible use of knowledge
- Re-assessment
 - Student progress
 - Impact of re-teaching



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Re-teaching: Links to key contemporary pedagogical approaches

- Targeted teaching (personalised learning)
 - requires teachers to identify learning needs and adapt their teaching in response (see Grattan report)
- School improvement
 - Teacher collaboration and use of data
- (Formative assessment)
- Response to Intervention (RtI) model
 - Tier 1 high-quality instruction
 - Frequent progress monitoring

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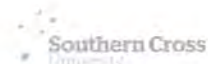
Re-teaching in practice



Re-teach and enrich. 2011. Mesquite Elementary School, Vail School District. Tucson, Arizona. Retrieved from:

<https://www.youtube.com/watch?v=J8DQugVxHv0>

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Perceptions of re-teaching

- Caution re students' academic self concept
 - re-teaching as an opportunity to learn more
 - NOT a consequence of failure
- Re-teaching needs to be seen as
 - Having another go at learning
 - “The teachers use assessment to become better teachers.”
- Teacher resilience
 - Having another go at teaching
 - specifically for this group
 - Need to re-teach diminishes

Effective Re-Teaching: Key Ideas Summary

- Planned, different to 1st teaching
 - a distinct instructional step
 - change the way the content or the students are taught
- After formative assessment, before summative
 - A tight, structured, fast-paced routine
 - Frequent responses required from all students
- Effective re-teaching has 3 phases
 - Direct instruction & strategy instruction
 - Practice
 - Re-assessment
- Build student capacity to learn from first teaching

Recommendations



- Re-teaching needs to come out of the closet!
 - no longer assumed knowledge for teachers
 - Better understanding of the 'inner link' within a formative instructional cycle (feedback, re-teach, re-assess)
 - enables students to participate who may otherwise remain 'stuck' (e.g. student with LD)
- Greater focus on re-teaching as a distinct instructional approach
 - Pre-service teacher education
 - In-service teacher professional learning
 - Research

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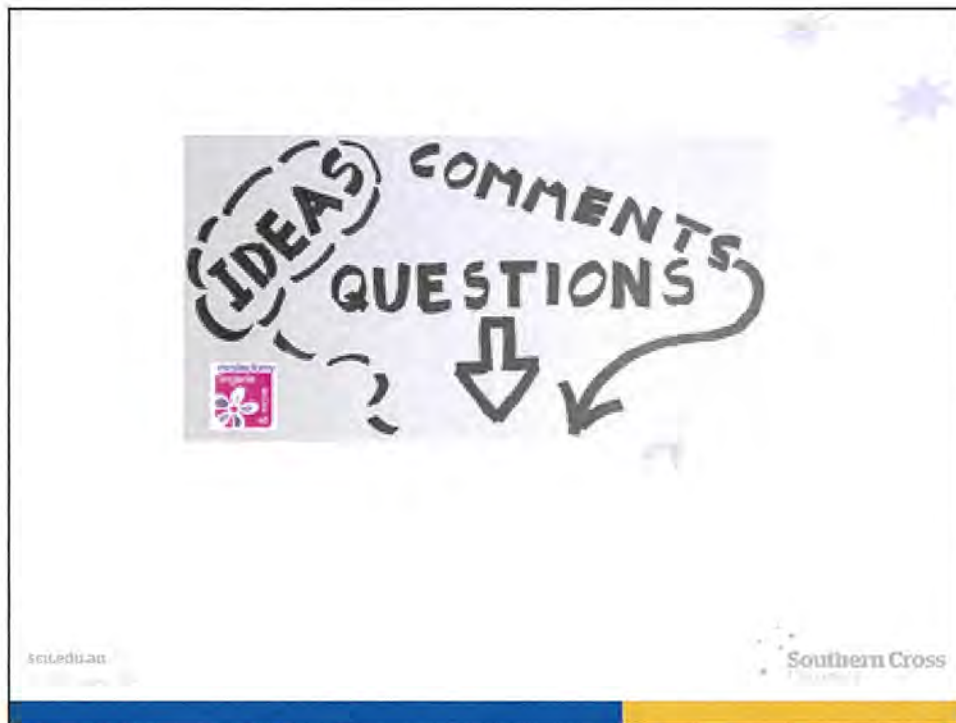
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Future Research

- A small but interesting program of research
 - Practice-based evidence
 - How do teachers re-teach?
 - Surveys, classroom observations, teacher interview
 - Empirical investigations
 - Quantifying most effective strategies & approaches
 - Impact of teaching on student learning
 - Different re-teaching strategies for
 - types of learning
 - different subjects
 - Pre-teach vs. re-teach
 - Re-teaching with strategy instruction & metacognitive approaches

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- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.
- Goertz, M. E., Nabors Oláh, L., & Riggan, M. (2009). *From testing to teaching: The use of interim assessments in classroom instruction*. Philadelphia: The Consortium for Policy Research in Education.
- Guskey, T. R. (2007). The rest of the story. *Educational Leadership*, 65(4), 28-35.
- Marzano, R. J. (2010). Reviving reteaching. *Educational Leadership*, 68(2), 82-83.
- Montgomery County Public Schools (n.d.) Instructional Cycle Overview. Retrieved from <http://www.montgomeryschoolsmd.org/departments/development/resources/instructional%20cycle/engage.html>

See paper for further references & lists of relevant articles

