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

Feature Presentation
Dr Anne Bellert
School of Education, Southern Cross University
anne.bellert@scu.edu.au

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

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)
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

Blendspace site
https://www.tes.com/lessons/Qeze1g7kO9Li7g/edit
The Cycle of Formative Assessment

Re-teaching in a formative cycle of instruction

Objectives, Goals, Standards

Responding to Data

Formative Assessment

Targeted Instruction

Data Analysis

Informed Teaching

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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
Re-teaching is not...

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

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 William, 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
Bourke & Loveridge (2013)

Evidence-Based Practice

What constitutes evidence?

- Research.
- The ‘expert’ model
  + Medical model.
- Practitioners skills and experiences
- Trial and error
  sometimes adhoc.
- Child, young person,
  whanau and families,
  the individual and the
  collective voice.
- Information needs to be mediated,
  experience counts,
  Patterns identified.
- Evidence-Based Practice.

Effective Re-Teaching: Program of Research

- Research Question – Phase 1
  - What is Effective re-teaching? Literature review

- 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

  - 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)

Literature about re-teaching

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

  - 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
Research about re-teaching

Re-teaching does happen
Sometimes it happens ineffectively
An overt focus on procedural content
Low expectations

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

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
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

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
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

Re-teaching in practice

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

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
References.


*See paper for further references & lists of relevant articles*