Re-Teaching, Re-Assessing, & Enriching:
Meeting the Needs of All Students
Workshop Goals

• This workshop dissects what re-teaching is, what it looks like, and strategies to increase student engagement. In addition, as re-teaching is only one aspect of increasing student success, we will also address re-assessment’s and enrichment’s roles in meeting the needs of all of the students within your environment.
Re-Teaching

Re-Assessing

Enriching

Resources
Re-Teaching: What Is It?

• Write down your personal definition of re-teaching.

• As a group, create one definition of re-teaching.
Re-Teaching: What Is It?

• “At a basic level, reteaching means ‘teaching again’ content that students failed to learn”.

~ Marzano, 2010
Re-Teaching What Is It?

• It is the adjusting of delivery of content by addressing an individual student’s learning style, preference, interest, learning rate, and/or readiness.

• Madeline Hunter is credited with introducing the term in the 1980s within her framework for mastery teaching.
Instructional Theory into Practice

"Planning for Effective Instruction: Lesson Design" in Enhancing Teaching by Madeline Hunter, 1994, pp. 87-95.
Re-Teaching: Components

- In order for re-teaching to be effective the following must occur:
  - Assessment
    - Formal or Informal
  - Data Analysis
  - Plan of Action
    - Environment
    - Strategies
  - Post Assessment
Re-Teaching: Components

- When re-teaching is needed, teachers should:
  - Deconstruct the standard by breaking it down into progressive learning targets.
  - Understand exactly where the student currently is on that progression.
  - Know what steps are needed next for that student to continue toward meeting the grade level standards.
  - Clearly communicate the learning targets in student-friendly terms with the student.
  - Encourage the student to set goals for themselves as they are learning to develop self-efficacy.
Re-Teaching: When Should I?
• Re-teaching typically occurs in two situations:

  • Introducing new content in a lesson
  
  • Reviewing previously taught content that students need for an upcoming lesson.
Re-Teaching: When?

• Introducing New Content in a Lesson

  • When introducing new content, it is important that you continually monitor students' levels of understanding to determine whether immediate re-teaching is necessary.
Re-Teaching: When?

• How Do I Continuously Monitor Their Levels?

• Periodically ask students to use various hand signals to assess understanding.
  • I.E. Thumbs up means they understand the new content. Thumbs down means they don't understand. Thumbs held horizontal means they understand some parts and are confused regarding others.

• Questions asked should address key aspects of the new content; an incorrect response would indicate severe misunderstanding.
One strategy that greatly facilitates re-teaching is to present the content in small increments (chunking).

A teacher presenting new content about the human skeletal system might present a few selected characteristics and then allow students time to process this new information by having them ask questions or summarize what it means.

He or she would then present a few more characteristics, and so on. After exposing students to each small chunk of information, the teacher can ask students to rate their confidence in their understanding or ask them questions to verify their understanding.

If confusion, errors, or misconceptions surface, the teacher would immediately re-address the content. In many cases, re-teaching might simply involve providing alternative examples or explanations.
Re-Teaching: When

- Reviewing previously taught content that students need for an upcoming lesson.

- The teacher has already taught the content; he or she now assumes that students understand it.

- This commonly takes place when the teacher reviews information or skills that students need before they can learn upcoming content.
Re-Teaching: What Does It Look Like?

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Teaching: Appearance

- Reviewing previously taught content that students need for an upcoming lesson.

- The teacher might use a brief quiz or simply ask a series of questions. If these disclose errors or misconceptions, re-teaching is warranted.

- He or she could either ignore any plans to address new content and focus instead on student misunderstandings or group students temporarily on the basis of their needs.

- In this small-group setting, the teacher would then briefly re-teach students who need more help to understand.

- Should be done during class time and not viewed as punitive to students (i.e., missing recess, staying after school, etc.)
Re-Teaching: Appearance

• When planning re-teaching activities, teachers should consider:
  • Teacher presentation style
  • Student learning styles
  • Multimedia presentations
  • Multiple intelligences
  • Multi-sensory approaches, such as Visual, Auditory or Kinesthetic
Re-Teaching: Appearance

• The re-teaching lesson looks a general lesson plan.

• Scaffold Steps of Student Practice
  • Controlled Practice
  • Coached Practice
  • Independent Practice
Re-Teaching: Appearance

• Controlled Practice:
  • Begin by modeling and directly guiding students.
  • Differentiate the content.
  • All students should eventually meet or exceed the layer of learning that the standard calls for.

• Coached Practice
  • Students work on the assignment with coaching, suggestions, and feedback.
  • All students should eventually meet or exceed the layer of learning that the standard calls for.
Re-Teaching: Appearance

• Independent Practice:

• Students work with little guidance or feedback.

• Allow time to work cooperatively.

• Student Product should be based on the differentiated content and course of action appropriate for each student.

• In most cases you will not “grade” the independent practice product, using it instead to determine specific strengths and remaining weaknesses.
Re-Teaching

Creating Personalized Learning Time

Learning the Language of the Standard

Scaffolding the Learning

Customizing the Learning Groups

Developing Concept Attainment

Effective Teaching Practices

Doty, 2008, p. 111
Teaching: Appearance

• Creating Personalized Learning Time
  • Incorporates time to challenge the group with complex questions and specific feedback.
  • Prepare several fun tasks with visual, auditory, and kinesthetic learners in mind.
  • Allow students the freedom to select which activity they will be engaging in to prove mastery.
Teaching: Appearance

• Learning the Language of the Standard
  • Teach precise vocabulary that is needed in order to be successful with the current standard.
The highest student success in learning and retaining the meanings of terms and concepts occurs when the following occurs during instruction:

- Activate student prior knowledge about a term or concept of create an experience to give them that knowledge.

- Explicitly teach a word or concept definition, and then ask students to create their own definition and visual representation of the word.

- Provide multiple exposures to new terms through a variety of modalities.

- Revisit student-created definitions and visual representations periodically, and allow them to revise, modify, and update their definitions and visuals.

Marzano, Pickering, & Pollock, 2011
Teaching: Appearance

• Scaffolding the Learning
  • Needs to be planned prior to re-teaching beginning.
  • Structure of framework for student learning
    • Clear expectations
    • Outline of Goals
    • Process to Accomplish It
    • The Product
    • Modeling
    • Personalized
Teaching: Appearance

• Scaffolding the Learning
  • Examples
    • Learning Logs
    • Writing Frames
    • Timelines
    • Forms: Student Contracts, Rubrics, Checklists
    • Concept and Thinking Maps
    • Layered Learning
Teaching: Appearance

• Customizing the Learning Groups
  • Casual Collaborative Learning
    • Usually impromptu
    • “Turn to your partner and state this concept in your own words”.
    • “Discuss this information with your table and be ready to share an *ah-ha* with the whole class”.
    • “You and your partner take opposing sides on this issue. Try to convince your partner that your opinion is the correct one”.

• Re-Teaching: Appearance
Teaching: Appearance

• Structured Collaborative Learning
  • Planed component of the lesson.
  • Heterogeneous or Homogeneous
  • In order to be effective must:
    • Give clear guidelines and expectations
    • Role-Play or Model for students what you want it to look like.
Teaching: Appearance

• Developing Concept Attainment Steps

  • Have students identify what they already know.

  • Read the teacher’s definition and discuss how it compares to what they know.

  • Students create their own definition of the word and the class discusses.

  • A visual reminder (quick sketch or symbol) will help with remembering the definition.
Re-Teaching: Concept Attainment

What I already know about this term:

Teacher definition:

My definition:

My visual reminder:

Doty, 2008, p. 111
### Re-Teaching: Concept Attainment

<table>
<thead>
<tr>
<th>Word</th>
<th>Current Knowledge</th>
<th>Teacher Definition</th>
<th>My Own Definition</th>
<th>My Visual Reminder</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Doty, 2008, p. 111
<table>
<thead>
<tr>
<th><strong>THE TEN STEPS OF CONCEPT ATTAINMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select the concept and define the attributes.</td>
</tr>
<tr>
<td>2. Develop positive and negative examples.</td>
</tr>
<tr>
<td>3. Introduce the process to the students.</td>
</tr>
<tr>
<td>4. Present the examples and list the non-examples.</td>
</tr>
<tr>
<td>5. Ask students to tell under which column the next examples fit.</td>
</tr>
<tr>
<td>6. Allow students who are ready to generate their own examples.</td>
</tr>
<tr>
<td>7. Develop a concept definition.</td>
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<tr>
<td>8. Give additional examples.</td>
</tr>
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<td>9. Discuss the process with the class.</td>
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<td>10. Evaluate.</td>
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</tbody>
</table>

Doty, 2008, p. 111
Re-Teaching: Examples

Re-Teaching Activities May Include:

- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments
- new tasks assigned by teacher
- manipulatives
- presenting the information again in a different way
- review sessions
- graphic organizers
- small-group instruction
- practice activities
- computer tutorials / programs
- picture associations
- peer tutoring
- breaking down concept into smaller components
- games and hands-on activities
- parent involvement
- cooperative learning
- using “Tracking My Progress” graphs

(Marzano, 2007)
Features Matrix

• Students see concept words and their relationships visually reinforced.

• Similar but frequently confused terms are clarified.

• Similarities and differences within a category are graphically represented.
# Example

<table>
<thead>
<tr>
<th>Animal</th>
<th>Spine?</th>
<th>Mammary glands</th>
<th>Outer Shell</th>
<th>Scaly Skin</th>
<th>Legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snail</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lizard</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Snake</td>
<td>?</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>
Re-Teaching: Summary

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For re-teaching to be effective, however, teachers must use a different approach from the one they initially used.

It should build on previous activities but focus on the omissions or errors in student thinking that resulted from these activities.
Re-Assessing

• After re-teaching occurs, re-assessment opportunities should be offered for the student to demonstrate their learning and understanding.

• Re-assessments may be different from the original assessments to provide students different ways to demonstrate their understanding (i.e., oral explanations, graphic organizers, pictures, etc).
The term *formative evaluation* was first used in 1967 by Michael Scriven to describe the role that evaluation could play “in the on-going improvement of the curriculum” (William, 2011, p. 33).
“By formative evaluation we mean evaluation by brief tests used by teachers and students as aids in the learning process. While such tests may be graded and used as part of the judging and classificatory function of evaluation, we see much more effective use of formative evaluation if it is separated from the grading process and used primarily as an aid to teaching” (Bloom, 1969, p. 48).
Assessing: What Is It?

• Re-Assessing:
  • It is a process which should improve instruction.
  • Can occur more then once during re-teaching.
• For successful re-assessing to improve learning it must include the following:

  • The provision of effective feedback to students.

  • The active involvement of students in their own learning.

  • The adjustment of teaching to take into account the results of assessment.

  • The recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.

  • The need for students to be able to assess themselves and understand how to improve.

(William, 2011, p. 39)
Assessing: What Is It?

• Leahy, Lyon, Thompson, & Wiliam (2005) stated that there is a need for five key strategies:
  
  • Clarifying, sharing, and understanding learning intentions and criteria for success.
  
  • Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.
  
  • Providing feedback that moves learning forward.
  
  • Activating learners as instructional resources for one another.
  
  • Activating learners as the owners of their own learning.

(William, 2011, p. 46)
Re-Assessing: Types of Questions?

“There are only two good reasons to ask questions in class: to cause thinking and to provide information for the teacher about what to do next” (William, 2011, p. 79).
Re-Assessing: Types of Questions?

• Types of Questions:
  • Discussion
    • Should lead to fruitful discussion.
    • Must have at least 20 minutes for the class discussion.
  • Diagnostic
    • Based on the thought process that students do not know something when they do.
    • This type of questioning must be asked in a way that it is very unlikely that the students gets the correct answer for the wrong reason.
Re-Assessing: Types of Questions?

- Hinge Point Questions
  - Should take no longer than two minutes for all students to respond to the question.
  - It must be interpretable by the teacher in under thirty seconds.
Re-Assessing: Types of Assessments?

• Question Shells:
  - Can help frame questions in ways that are more likely to reveal students’ thinking.
  - “Why is ________________ an example of ________________?”
  - This type of question structure promotes more thoughtful and reasoned responses.
Re-Assessing: Types of Assessments?

• Hot Seat Questioning:
  • The teacher asks a student a question and then a series of follow-up questions to probe the student’s ideas in depth.
  • Other students in the class pay close attention because they know that at any minute, the teacher can turn from the student in the hot seat to anyone else in the class and say, “Ok, summarize for me what Jamilla just said”.
Re-Assessing: Types of Assessments?

- All-Student Response Systems:
  - The teacher asks a question in such a way that allows her/him to get a response from every student in real time.
  - Examples:
    - Exit Passes
    - Thinking Thumbs
    - Fist to Five
    - ABCD Cards
      - Right and Wrong Answers
      - Opinions
Re-Assessing: Types of Assessments?

• Evaluative and Interpretive Listening

  • When teachers listen to student responses, many focus more on the correctness of the answers than what they can learn about the student’s understanding.
  
  • This type of *evaluative listening* was coined by Brent Davis in 1997.
  
  • This type of teacher only listen to their students’ answers to learn if the student know what they want them to know.
  
  • Interpretive Listening is when teachers realize how to teach something better based on what the student is saying.
Re-Assessing: Examples

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### Assessing: Question Shells

<table>
<thead>
<tr>
<th>Question</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a square a trapezoid?</td>
<td>Why is a square a trapezoid?</td>
</tr>
<tr>
<td>Is carbon a metal?</td>
<td>Why is carbon not a metal?</td>
</tr>
<tr>
<td>Is <em>être</em> a regular verb?</td>
<td>Why is <em>être</em> an irregular verb?</td>
</tr>
<tr>
<td>Original Question</td>
<td>Reframed Question</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>What is a prime number?</td>
<td>Why is 17 prime and 15 not?</td>
</tr>
<tr>
<td>What was life under apartheid like?</td>
<td>How were the lives of blacks and whites different</td>
</tr>
<tr>
<td></td>
<td>under apartheid?</td>
</tr>
<tr>
<td>Is a bat a mammal?</td>
<td>Why is a bat a mammal and a penguin not?</td>
</tr>
<tr>
<td>Your Turn!</td>
<td></td>
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<tr>
<td>-----------</td>
<td></td>
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<tr>
<td>ORIGINAL</td>
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<td>RIGINA</td>
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</tbody>
</table>
A RAFT is a differentiated activity designed to address diverse interest or abilities.

In a RAFT activity, participants assume a role and develop a product on a selected topic for a specific audience.

Role, Audience, Format, Topic
### Activity: RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student who never speaks up in class.</td>
<td>Sarcastic, Yet Popular Teacher.</td>
<td>Anonymous Letter</td>
<td>What I Really Think About You</td>
</tr>
<tr>
<td>Mean Girl</td>
<td>Unpopular Students</td>
<td>How to Manual</td>
<td>How to Win Friends and Influence People</td>
</tr>
<tr>
<td>Student in detention.</td>
<td>Teacher Who Insists “Rules are Rules”</td>
<td>Confession</td>
<td>Why I Insist on Chewing Gum in Your Class</td>
</tr>
<tr>
<td>Underachieving student with three zeros in the grade book.</td>
<td>Over Achieving Honor Student</td>
<td>Secret Love Letter</td>
<td>We’re Not as Different as You Think</td>
</tr>
<tr>
<td>Mrs. Smith’s 3rd Grade Students</td>
<td>Mrs. Smith</td>
<td>Top Ten List</td>
<td>Things We Enjoy More Than Stickers</td>
</tr>
</tbody>
</table>

*Essential Question: How do students respond to external motivators?*
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Problem</td>
<td>Students</td>
<td>Directions</td>
<td>How to Get to Know Me</td>
</tr>
<tr>
<td>Semicolon</td>
<td>Students</td>
<td>Diary Entry</td>
<td>If You Really Knew Where I Belong</td>
</tr>
<tr>
<td>Rain Drop</td>
<td>Future Rain Drops</td>
<td>Advice Column</td>
<td>The Beauty of Cycles</td>
</tr>
</tbody>
</table>
Enriching

- Education Revolution
Tiered Assignment Unit: Dinosaurs

Objective: In their study of dinosaurs, the students will be able to research and identify various theories of dinosaur extinction.

Task 1 - After researching and identifying various theories of dinosaur extinction, students will be able to create their own theory and draw a picture or diagram illustrating that theory.

Task 2 - After researching and identifying various theories of dinosaur extinction, students will be able to create a visual representation of their theory (i.e. diorama, timeline, or three dimensional model).

Task 3 - After researching and identifying various theories of dinosaur extinction, students will be able to create a visual representation of their theory and defend their theory during a class debate.
Menu Boards

• A menu offers students a way to make decisions about what they will do in order to meet class requirements.

• A menu could be for a single lesson, a week-long lesson, or even a month-long period of study.

• Once the teacher has decided on what the essential understandings and/or skills are, she/he can begin to create a menu.
The meal menu is a menu of at least 9 predetermined choices as well as two enrichment options for students. The choices are created at the various levels of Bloom’s Revised Taxonomy and incorporate different learning styles.

All products carry the same weight for grading and have similar expectations for completion time and effort. The enrichment options can be used as extra credit or replace another meal option at the teacher’s discretion.
Tic – Tac - Toe

• Tic-Tac-Toe is a basic menu that contains a total of eight predetermined choices and on free choice for students. All choices are created at the same level of Bloom’s Revised taxonomy.

• From the board, students either choose or are assigned three adjacent or diagonal tasks to complete.

• Each choice carries the same weight for grading and has similar expectations for completion time and effort.
• The List menus, or Challenge List is a more complex menu than the tic-tac-toe menu, with a total of at least 10 predetermined choices, each with its own point value, and at least one free choice for students. Choices are simply listed with assigned points based on the levels of Bloom’s Revised Taxonomy.

• The choices carry different weights and have different expectations for completion time and effort. A point criterion is set forth that equals 100%, and students choose how they wish to attain that point goal.
A 2-5-8 Menu is a variation of a List Menu, with a total of at least eight predetermined choices: at least two choices with a point value of two, at least four choices with a point value of five, and at least two choices with a point value of eight. Choices are assigned points based on the levels of Blooms Revised Taxonomy.

All levels of choices carry different weighs and have different expectations for completion time and effort.
Engagement

• Engaging Students...Dangling the Carrot

• Unusual Information

• 10 Rules of Student Engagement
What 8th graders say “engages” them....

• Working with their peers-interacting and “talking”
• Working with technology-learning by doing
• Connecting the real world to work done in class-real life problems and trying to solve them
• It’s not the subject or the grades-it’s the TEACHER! Excitement and enthusiasm is contagious.
• Get me out of my seat!
• Pictures, visuals, and cartoons help with understanding
• Student choice in assignments-more variety leads to more creativity
• Partnership with students-teachers connecting to students
• Mix things up!
• Enjoy what you do, be human and humor!
Engagement could be defined as:

- Motivation
- Attention
- Interest
- Enthusiasm
- Participation
- Involvement

Thinking Big About Engagement
Building Positive Relationships

“Research supports the conclusion that if we feel safe, confident, accepted, valued and interested we will learn more rapidly and effectively.”

Eric Jensen “Enriching the Brain”
Marzano’s Model of Attention and Engagement from *The Highly Engaged Classroom*

**Attention:**
- How do I feel?
- Am I interested?

**Engagement:**
- Is this important?
- Can I do this?
Attention: How do I feel?

- Building Positive Relationships-Teacher-Student and Peers
- Effective Pacing
- Physical Movement
- Demonstrating Intensity and Enthusiasm
• Students need to be provided with the tools to become engaged and need to be active participants in the learning process.

• “Improving meaningful learning depends on the ability of educators to engage the imaginations of students – to involve them in new realms of knowledge, building on what they already know and believe, what they care about now, and what they hope for in the future.” (National Research Council, 2003, p. 14)


• Sullo, B. (2007). Activating the desire to learn. Association for Supervision and Curriculum Development. Alexandria, VA.


Resources

- http://www.hope.edu/academic/education/wessman/2block/unit4/hunter2.htm
Workshop Goals

• This workshop dissects what re-teaching is, what it looks like, and strategies to increase student engagement. In addition, as re-teaching is only one aspect of increasing student success, we will also address re-assessment’s and enrichment’s roles in meeting the needs of all of the students within your environment.
In the last two pages of your AIE Quick Reference booklet, write...

**HOW...**

will this session help you further
YOUR school improvement?

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