



### Indicator: All teachers reteach following questioning. (4425)

**Explanation:** Once teachers have employed the best instructional practice of asking students the “just right” questions (see Indicator 128) to ascertain levels of student mastery of the lesson taught, they then reteach to those areas revealed during the questioning phase that were weakly or not mastered. Targeted reteaching is explicit and unambiguous so that students understand which content and skills they have acquired and which need strengthening. Reteaching may include instruction that responds to a homework check, chunking the content in related and small steps, and offering students over-the-shoulder guidance with corrective feedback and instructional reinforcements while they are engaged in independent practice of deficit content and skill areas.

**Questions:** What evidence will the Leadership Team seek to determine whether teachers reteach after questioning? Do teachers clearly convey to students which content and skills are at mastery level, and which are not? Do teachers target their reteaching in response to homework results? Do teachers reteach by chunking related content and skills? Do teachers reteach by building in time for students to independently practice deficit content and skill areas while offering over-the-shoulder corrective feedback?

At least three powerful methods of instruction can readily accommodate reteaching: direct instruction/explicit teaching, mastery learning, and reciprocal teaching (Cawelti, 2004; Marzano, Pickering, & Pollock, 2001; Hattie, 2012b; Walberg, 2006). Direct instruction can be viewed as traditional or conventional whole-group teaching done well. Since teaching changed very little in the 20th century and may not change substantially in the near future, it is worthwhile knowing how the usual practice can excel. Since it has evolved from ordinary practice, direct teaching is relatively easy to carry out, does not disrupt conventional expectations, and can incorporate teaching various subcomponents such as asking questions. Scholars do not completely agree on the definition of direct instruction. They may refer to it as explicit, process-product, direct, active, or effective teaching. The earliest reviews emphasized observed traits of teachers including clarity, task orientation, enthusiasm, and flexibility, as well as their tendencies to structure their presentations and occasionally use student ideas. The early summaries of research emphasized systematic sequencing of lessons, including the use of review, the presentation of new content and skills, guided student practice, the use of feedback and correctives, and independent student practice.

Based on later observational and control-group research, reviewers identified six phased functions of explicit teaching: (1) daily homework check, review, and, if necessary, reteaching; (2) rapid presentation of new content and skills in small steps; (3) guided student practice with close monitoring by teachers; (4) corrective feedback and instructional reinforcement; (5) independent practice in seatwork and homework with high (more than 90%) success rate; and (6) weekly and monthly review (Brophy, 1999; Subotnik & Walberg, 2006).

Following the same evolution of research, reviewers identified the essential elements of “Mastery Learning.” Originally conceived by Benjamin Bloom, Mastery Learning combines suitable amounts of time for individual students and behavioral elements of teaching (Walberg, 2006):

- “Cues” show students what is to be learned and explain how to learn it. Cues are more effective with increased clarity, salience, and meaningfulness of explanations and directions provided by teachers, instructional materials, or both. As the learners gain confidence, in ideal circumstances, the salience and numbers of cues can be reduced.
- “Engagement” is the extent to which learners actively and persistently participate until appropriate responses are firmly entrenched in their repertoires. Such participation can be indexed by the extent to which the teacher engages students in overt activity – indicated by absence of irrelevant behavior, concentration on tasks, enthusiastic contributions to group discussion, and lengthy study.
- “Corrective feedback” remedies errors in oral or written responses. In ideal circumstances, students waste little time on incorrect responses, and teachers rapidly detect and remedy difficulties by reteaching or using alternate methods. When necessary, teachers provide additional time for practice.
- “Reinforcement” is illustrated in the efforts elicited by athletics, games, and other cooperative and competitive activities. Immediate and direct reinforcement make some activities intrinsically rewarding. As emphasized by some theorists, classroom reinforcement may gain efficacy mainly by a rewarding sense of accomplishment or providing knowledge of results. (p. 83)

According to Hattie (2012a), feedback is one of the top 10 influences on student achievement. He lists three feedback questions: (1) Where am I going? (When students understand their goals and what success at those goals looks like, then feedback is more powerful); How am I going? (This entails feedback about past or present performance or how to progress relative to the starting or finishing point, and is often expressed in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task); and (3) Where to next? (Such feedback can assist in choosing the next most appropriate challenges, more self-regulation over the learning process, greater fluency and

automaticity, different strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood) (pp. 268–269).

Hattie also lists four feedback levels: (1) Task or product (Feedback about the task or product can be powerful if it is more information focused – e.g., correct or incorrect – and if it leads to acquiring more or different information and builds more surface knowledge); (2) Processes (Feedback aimed at the processes used to create the product or complete the task can lead to alternative processing, reduction of cognitive load, providing strategies for error detection, reassessment of approach, cueing to seek more effective information search, and employment of task strategies); (3) Self-regulation (Feedback at this level is more focused at the level of the students’ monitoring of their learning processes, which can enhance students’ skills in self-evaluation, can provide greater confidence to engage further on the task, can assist in the student seeking or accepting feedback, and can enhance the willingness to invest effort into seeking and dealing with feedback information; and (4) The self (e.g., “You are a great student,” “Well done” -- feedback that often directs attention away from the tasks, processes, or self-regulation, and rarely enhances achievement or learning).

Hattie also lists seven moderators of feedback and achievement:

1. Giving is not receiving: Teachers may claim they give much feedback, but the more appropriate measure is the nature of feedback received (and the amount is often quite little) – plus most teacher feedback is presented to groups and, so often, students believe that such class feedback is not about *them*;
2. The culture of the student can influence the feedback effects: Feedback is not only differentially given but also differentially received;
3. Disconfirmation is more powerful than confirmation: When feedback is provided that disconfirms, then there can be greater change, provided it is accepted;
4. Errors need to be welcomed: The exposure to errors in a safe environment can lead to higher performance;
5. The power of peers: Interventions that aim to foster correct peer feedback are needed, particularly as many teachers seem reluctant to involve peers as

agents of feedback; if there are positive affiliative relations between peers, the feedback – particularly critical feedback – is more likely to be considered constructive and less hurtful;

6. Feedback from assessment: While assessment provides feedback to students about their learning, it could and should also provide feedback to teachers about their methods;
7. There are many strategies to maximize the power of feedback: Shute (2008) provided nine guidelines for using feedback to enhance learning: focus feedback on the task, not the learner; provide elaborated feedback (describing the what, how, why); present elaborated feedback in manageable units; be specific and clear with feedback messages; keep feedback as simple as possible but no simpler; reduce uncertainty between performance and goals (i.e., helping students to see where they are now relative to success on a task); give unbiased, objective feedback, written or via computer; promote a learning goal orientation via feedback (move focus from performance to the learning, welcome errors); and provide feedback after learners have attempted a solution (leading to more self-regulation).

Redding (2006) includes this description of the “Show” portion of direct instruction:

### Show

**Time:** Approximately 20% of the Think/Know/Show sequence time.

**Purpose:** To find out what students have learned and rehearse their learning

**Methods:** Conducting verbal drills, recitations; discussions; quiz games

- Teacher asks students to put new learning into their own words
- Teacher asks students to apply what they have just learned in solving a problem
- Teacher may ask class to recite memorized facts or passages
- Teacher utilizes the 6 Characteristics of Good Questions (Grossier, 1964) when conducting recitations. Questions are: Clear, Purposeful, Brief, Natural, Sequenced, Thought-Provoking
- Teacher equitably distributes questions among students

- Teacher gives quick feedback about student responses

### The End of Show

The end of the Show segment includes lesson closure. This is where the “ribbon” comes in. It signifies a wrap-up to the learning and prompts students where to store the information for later retrieval.

- Teacher finishes the Show segment with a quick review of the lesson’s main points
- Teacher may return to the advance organizer, visual, or “rope” object
- This may only take 2 or 3 minutes, but it is necessary to help students know where and how to store the information they just learned; the teacher is organizing it for the students once more
- Teacher analyzes whether or not reteaching of the day’s concept is necessary
- Teacher does a quick introduction to the Work Time activities, if this has not already been previewed earlier in the day

**Summing Up Show:** The teacher again is the decision maker, choosing appropriate questioning strategies, discussion, or inquiry to ascertain what the students have learned. The teacher is a master at questioning, balancing the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The Show segment should end with a definite closure statement (a “ribbon” to tie up the package) to assist students in organizing the learning in their brains once again. (pp. 100-101)

### References and Resources

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