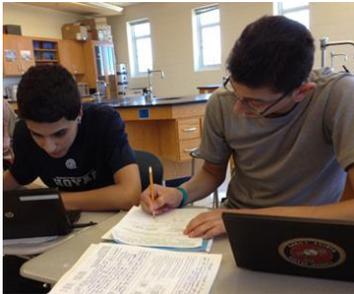


Tips for Teachers: Re-Teaching and One-on-One and Small Group Instruction

INSIDE THIS ISSUE:

A Message from Dr. Mozingo	1
Re-Teaching Strategies	1
Research-Based Principles	2
20 High-Yield Strategies	2
Formative Assessment	3
Small Group Instruction	3
Station Teaching	3
Reflective Questionnaire	4
Current Research	4



A Message from Dr. Terri H. Mozingo, Chief Academic Officer

Welcome to this second edition of a series of “*Tips for Teachers,*” produced by the Department of Curriculum and Instruction. These resources are designed to address teacher and administrator requests for strategies and suggestions related to high-needs areas of student achievement.

Our first edition, “*The Reading and Writing Connection,*” focused on techniques for improving student reading and writing in multiple genres. This **second edition** focuses on three important—and frequently underutilized—instructional practices:

- The Power of **Re-teaching** to Enhance Student Understanding and Mastery
- The Importance of **One-on-One Coaching and Formative Assessment Feedback**
- The Value of **Small-Group Instruction** in Promoting Student Engagement and Learning



- Research is clear that **re-teaching** is essential when introducing new content and in helping students to extend and refine their understanding of knowledge and skills previously taught.
- **One-on-one feedback**—like all great coaching strategies—personalizes student learning and provides on-the-spot advice to help learners acquire, adjust, and extend their achievement.
- **Small-group instruction** can involve a range of interaction strategies (including cooperative learning structures) that promote student discourse, engagement, and efficacy.
- When students receive ongoing criterion-based feedback via **formative assessment**, they can adjust their learning and gain insight into how they can move toward standards mastery.

The Power of Re-Teaching Strategies

Students benefit greatly from opportunities to revisit challenging content and clarify questions.

1. **Re-teaching** involves responding to a problem right away, using a new method or approach.
2. The teacher **uses data** to identify areas of **misunderstanding**.
3. **Re-teaching** can be quick (no more than 20 minutes).
4. **Re-teaching** usually involves **three interrelated strategies**: error analysis, grouping, and think aloud processes.
5. **Error Analysis**: Discover common errors and misconceptions, encouraging students to self-correct and modify their learning.
6. **Purposeful Grouping**: Use small group tasks and debriefing to clear up errors and misconceptions.
7. **Think Aloud**: Model key skills and processes while explaining your thinking to help students “unpack”



“The more active and engaged the individual learner, the greater the likelihood that learning will occur—and be sustained over time. The effective use of formative assessment ensures that students understand what they are learning, why they are learning it, and how they can adjust their learning to achieve identified targets. Similarly, one-on-one and small group instruction ensures that students are actively involved in their own learning—and receive the kind of personalized learning experiences needed to ensure their success.”

Terri H. Mazingo,
Chief Academic
Officer

Research-Based Principles for Effective Re-Teaching

- Effective re-teaching **requires that instructors continually monitor** students’ progress to make sure that they master key skills and concepts.
- **Key steps** include: (1) **deconstructing standards** by breaking them down into progressive learning targets; (2) clearly **communicating and revisiting learning targets**; (3) knowing exactly **where each student is** in mastering the standard(s); (4) determining **specific steps** for individual and groups of students to move **toward mastery**; and (5) reinforcing **student goal setting** and **self-monitoring** relative to learning targets.
- After re-teaching, **re-assessment** opportunities should allow students to demonstrate their growth in learning and understanding. Ideally, re-assessments should allow students **different ways to show learning** (e.g., oral explanations, graphic organizers, visual representations).

20 High-Yield Re-Teaching Strategies

1. Provide **descriptive feedback** on tasks and assessments
2. Ask for **student examples** of learning expectations
3. **Model key steps** in a strategy or process
4. Engage students in **self-assessments** and self-reflections
5. Assign objective-related **extension and refinement** tasks
6. Use **manipulatives**, models, and visual representations
7. Present content in new, unique, and engaging ways
8. Conduct **review sessions**, highlighting important content
9. Have students create **graphic representations** of content
10. Engage students in **small-group instruction**
11. Provide **practice activities** that move students toward guided and independent transfer
12. Offer **computer tutorials** and related forms of blended learning
13. Use **games, competitions, and tournaments** to revisit key concepts, skills, and strategies
14. Offer opportunities for **peer coaching** and interaction
15. **Break down complex concepts** into smaller chunks
16. Encourage **parent involvement** in supporting learning
17. Use **cooperative learning structures** to promote student discourse
18. Have students **track their own progress** using data
19. Allow for **small-group independent inquiry and projects**
20. Use **station teaching** to promote differentiation

The Power of Formative Assessment

- Formative assessment is **assessment for learning**. It involves ongoing feedback and coaching to students to help them understand **learning targets** and related **evaluation criteria**.
- This on-the-spot feedback is carried out **while learning is in progress**. This process ensures that students are clear about what they are learning, why they are learning it, and how they can monitor their own progress.
- **Effective small group instruction** allows the teacher to provide immediate feedback in a direct and personalized fashion. **Formative assessment** ensures that the instructor knows where each student is in relation to learning targets.
- **Formative assessment** is the heart of great coaching and involves easy-to-use and efficient strategies such as:
 1. Ask students to **elaborate** and offer evidence
 2. **Reinforcing** useful idea, processes, or concepts contained within a response
 3. Encouraging **questioning** and speculation
 4. **Modeling** key skills and concepts
 5. Encouraging **summarizing and paraphrasing**
 6. Asking students to **reflect** on their use of a strategy or process



“Teachers have to make specific and continually evolving plans to connect each learner with key content. A flexible approach to teaching makes room for student variance. Teachers should continually ask: ‘What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?’” Carol Ann Tomlinson and Marcia B. Imbeau, Leading and Managing A Differentiated Classroom, ASCD, 2010.

Small Group Instruction

- Grouping within the classroom can address a range of student learning needs, including: (1) varying **readiness levels**, (2) **English proficiency levels**, (3) **interests and choices**, and (4) **learner profiles** (e.g., Concrete v. Abstract; Visual, Auditory, and/or Kinesthetic learning preferences).
- Small group instruction can range from groups requiring high levels of support to those with students ready for independent application and inquiry. Within a small group learning session, the effective teacher:
 1. Presents objectives and **evaluation criteria**.
 2. Ensures students understand the “**compelling why**” of the lesson.
 3. **Demonstrates** key strategy or skill.
 4. Guides the students’ use of the strategy or skill through **interaction processes**, e.g., writing.
 5. Helps students to **apply** the strategy or skill.
 6. **Coaches** students (individually and/or as a small group) as they work.
 7. Makes **links and connections** to future work.
- Small group instruction uses **strategies such as** aloud, shared reading and writing, guided reading, oral discourse and reflection, interactive writing, strategy lessons to help students acquire and apply key learning strategies, guided inquiry, literature circles, reader’s theater).

Station Teaching

- A highly effective strategy for small-group instruction and re-teaching is **station teaching**.
- In traditional station teaching, students rotate through three groups (two incorporating teacher-led instruction and the third station an independent activity).
- Some stations can be used to **reteach and reinforce** while others can provide **extension and/or enrichment opportunities**.
- Tasks can be differentiated according to **differing levels of complexity or challenge**.
- Ideally, stations are designed to accommodate students’ varying readiness levels and prior knowledge. They should help learners move from the **Concrete to Representational to Abstract (CRA)**.



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**Every Student
Succeeds...**



A Reflective Questionnaire:

What Should We See in Effective Re-Teaching and One-on-One Small Group Instruction?

1. In my classroom, I use **re-teaching** as a key part of my instructional delivery process, ensuring that I revisit with students key points of challenge or difficulty.
2. As part of the re-teaching process, I engage my students in **error analysis, purposeful grouping, and think-aloud activities**.
3. In every lesson, **formative assessment** provides on-the-spot feedback to learners to help them adjust their learning and move closer to **identified learning targets**.
4. My **feedback** consistently helps my students understand lesson objectives and encourages students to monitor their own progress.
5. I make certain that my students understand **what** they are learning—and **why** they are learning it.
6. My teaching repertoire reflects many of the **high-yield teaching techniques** and strategies identified in this “Tips for Teachers.”
7. I use a range of **small group instructional techniques**, including **station teaching**.

What Is Current Research Telling Us?

Harvard researchers **Will Dobbie** and **Roland Fryer** have identified five practices that together explain **50 percent** of the difference between high-performing and low-performing schools (each of which supports the power of formative assessment and one-on-one and small group learning):

1. **Frequent Teacher Feedback:** Providing standards-based, on-the-spot coaching and feedback to help students self-monitor and adjust their own learning.
2. **Data-Driven Instruction:** Using a range of standards-based performance data to monitor and assess student progress.
3. **Coaching and Tutoring:** Providing intensive coaching and early intervention to students requiring extra support.
4. **Increased Instructional Time:** Eliminating distractions and interruptions to ensure on-time, on-task learning for all.
5. **A “Relentless” Focus on Academic Achievement:** Engaging all students in a rigorous and engaging learning process focused upon clearly articulated and well understood performance standards for every lesson and unit.