

Re-teaching Guidelines

Re-teaching is an essential part of instruction that promotes student learning and motivation. Teachers should continuously monitor the progress of students to make sure the concepts and skills are mastered. When teachers identify students who have not understood the concepts presented, either by formal or informal assessments, they should then select re-teaching activities that present the content in a *new* or *different* way.

When re-teaching is needed, teachers should:

- 1) deconstruct the standard by breaking it down into progressive learning targets
- 2) understand exactly where the student currently is on that progression
- 3) know what steps are needed next for that student to continue toward meeting the grade level standards
- 4) clearly communicate the learning targets in student-friendly terms with the student
- 5) encourage the student to set goals for themselves as they are learning to develop self-efficacy

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

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).

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 activities may include, but are not limited to:

- 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)

References:

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