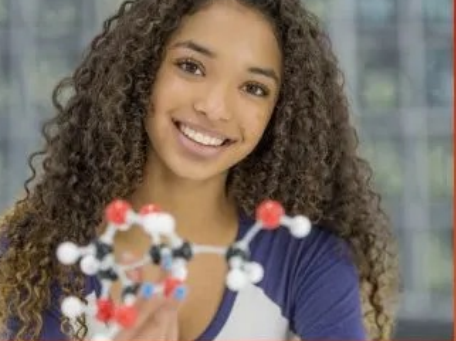




When Black Students Excel

How Schools Can Engage and Empower Black Students



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An Eye On Education Book



RETEACHING
Providing Access to
Standards Based
Instruction

THE POWER OF RETEACHING



Reteaching small groups of students is an effective way to ensure students receive instruction that targets their misconceptions. In all learning environments, small-group reteach lessons are vital because they provide equity and opportunity to students to master grade level standards.

1

BREAK DOWN STANDARDS INTO LEARNING TARGETS

- Break down standards into learning targets so you can target the skills students are struggling with.
- If you want to diagnose what is causing a student to struggle with a concept, you need to break the concept down into steps or teachable skills to figure out where he or she is struggling.
- For example, after teaching a lesson on inferring, an informal assessment shows that some students can't infer — but that doesn't help me know why they can't infer. However, if I understand which step in the process is causing trouble, I can make that the focus of my re-teaching.

1

EXAMPLE

STANDARDS VS. UNPACKED STANDARDS (STEPS)

STANDARD:

Read closely to make logical inferences from a text.

**STANDARD UNPACKED
AND BROKEN DOWN INTO
TEACHABLE SKILLS:**

1. Identify clues from a text.
2. Access your background knowledge about this topic.
3. Combine the information from the text and your background knowledge to make an inference.



2

DIAGNOSE USING FORMATIVE ASSESSMENTS

- Re-teaching is targeted instruction to address a student's needs. Assessment will help identify that need.
- Breaking down the standard into clear, teachable skills means you can create a formative assessment that helps diagnose the skill or concept that's causing difficulty for students.

2

EXAMPLE

FORMATIVE ASSESSMENT EXAMPLES:

- Observations
- Questioning
- Exit tickets
- Written questions
- Visual representations
- Think-Pair-Share
- Graphic organizers
- Kinesthetic assessments
- Individual whiteboards
- Rate your understanding
- Conferencing
- Projects



3

GROUP STUDENTS

- Grouping allows you to personalize your instruction in a way that best meets the needs of groups of particular students. In addition, working with small groups of students allows you to monitor students more closely to provide instant and individualized feedback.
- Grouping students is really an art form in and of itself.
- First group based on students' self-reported level of understanding, observations, and other formative assessments. If you can further break apart groups of students who don't understand the content, try to group them to address a range of student learning.



4

RETEACH WITH A DIFFERENT APPROACH

- Small-group or 1:1 instruction
- Chunking or breaking down tough concepts into smaller chunks
- Using manipulatives and visual representations
- Modeling the concepts for students
- Demonstrating to students how they can show mastery in different ways (oral explanations, graphic organizers, or visual representations vs. written answers)
- Creating a series of steps or a repeatable strategy that students can apply to master the skill
- Using games, competitions, or tournaments to assess or review key concepts



STRATEGY 1: IN THE MOMENT RETEACH

This is where the teacher immediately adjusts their teaching support to re-teach a concept based on informal checks for understanding before the lesson concludes.

GRADE LEVEL AND CONTENT	EXAMPLE
6th Grade Math Lesson: Dividing Multi digit Whole Numbers	Teacher circulates the room after modeling dividing multi digit whole numbers and notices that 70% of the class have a misconception regarding the process. The teacher immediately re-teaches the concept another way-using a different strategy and asks students to demonstrate their understanding again while she circulates the room and checks student work.



STRATEGY 2: END OF SMALL GROUP

This is where the teacher pulls a small group of learners to work with based on observations/checking for understanding. The teacher teaches the lesson, perhaps using different materials and texts that students can access, while addressing the same grade level standards.

GRADE LEVEL AND CONTENT	EXAMPLE
3 rd Grade ELA: Comparing Themes Written by the Same Author	Teacher asks students to use their whiteboards to write the theme of a text in shared reading. Based on student responses, she pulls a small group of students to meet with for 10-15 minutes. Students are held to the same standard of determining the main idea, while accessing a text at their reading level.



STRATEGY 3: WHOLE CLASS RETEACH

This is where the teacher pulls a small group of learners to work with based on observations/checking for understanding. The teacher teaches the lesson, perhaps using different materials and texts that students can access, while addressing the same grade level standards.

GRADE LEVEL AND CONTENT	EXAMPLE
9th Grade Literacy: Analyze How Complex Characters Develop Over the Course of a Text	Teacher asks students to write in their journals the character’s motivation and his this changed over a series of events. Based on student’s responses, the teacher revisits this lesson-using the same text to address the concept of “motivation” as this was a misconception that students demonstrated in their responses.