

Indicator: All teachers encourage students to check their own comprehension. (135)

Evidence Review:

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 re-teaching 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.

Summary/Confirmation of Mastery (20% of period)

The teacher chooses appropriate questioning strategies, drilling, recitation, and summative discussion, or inquiry to ascertain what the students have learned and to help them rehearse it. The teacher balances the factual recall questions with the higher order thinking questions to evaluate the extent and quality of the student learning during this session. The teacher asks students to put new learning into their own words, to apply what they have learned to solve a problem, and/or to recite memorized facts or passages. The teacher equitably distributes questions among students. The teacher gives quick feedback to student responses. This phase should end with a definite closure statement to assist students in organizing the learning once again.

Source: Sam Redding, *The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.*

Evidence Review:

Developed by the late Ann Brown and others, “Reciprocal Teaching” is a third approach that can incorporate re-teaching when it appears necessary (Cawelti, 2004; Subotnik & Walberg, 2006). In the 1980s, cognitive psychologists sought teaching methods to encourage “meta-cognition” or “learning to learn.” In this approach, learners monitor and manage their evolving knowledge, skills, and understanding with self-management viewed as more important than simple acquisition. Teachers transferred some of the responsibility for explicit teaching functions of planning, allocating time, and review. It turned out that such self-teaching and self-monitoring of progress fostered learner independence, particularly of more advanced content.

How does reciprocal teaching work? It is not dissimilar to the old saying: “To learn something well, teach it,” which encourages learners to coherently organize material in preparation for teaching to make it clear and memorable to themselves and others. One practical way to accomplish this is to ask students to each master separate but inter-related parts of a challenging reading selection and organize it for presentation. They take turns, often in groups of two, in imparting the pertinent features of their part of the text. In reciprocal teaching, students learn planning, structuring, and self-management by assuming the planning and executive control ordinarily exercised by teachers.

Similarly, “comprehension teaching” encourages students to measure their progress toward explicit goals. It can be described as a three-stage process of (1) modeling, where the teacher demonstrates the desired behavior; (2) guided practice, where the students perform with help from the teachers; and (3) application, where the student works independently of the teacher. Learners are encouraged to increase their self-awareness of their own progress and reallocate time for their weak points when necessary. Comprehension teaching encourages students to measure their progress toward explicit goals.

Source: Herb Walberg, *Handbook on Restructuring and Substantial School Improvement*.

References and other resources:

- Cawelti, G. (Ed.). (2004). *Handbook of research on improving student achievement*. Arlington, VA: Educational Research Service.
- Grossier, P. (1964). *How to use the fine art of questioning*. New York: Teachers' Practical Press.
- Subotnik, R. F., & Walberg, H. J. (2006). *The scientific basis of educational productivity*. Greenwich, CT: Information Age Publishing.