# Teach-Back Sessions

**Instructions:** Use this checklist as a starting point for items to consider. Customize this document, adding relevant information as appropriate or removing information that does not apply to your situation.

## Conducting a Teach-Back Session

### General Trainer Preparation

| Check Box | I Have: |
| --- | --- |
|  | Read and studied background information on the research and rationale for conducting teach-back sessions (a list of relevant resources is provided at the end of this document) |
|  | Articulated clearly the rationale for providing teach-back sessions in training |
|  | Identified, practiced, and feel confident using the skills required for facilitating an effective teach-back session |

### Before Training

| Check Box | I Have Answered and Attended to the Following Guiding Questions: |
| --- | --- |
|  | Do I have ample time to conduct feedback sessions in this training? |
|  | What are the critical lessons/activities in this curriculum/program that should be practiced? |
|  | Based on the number of participants and number of teach-back lessons/activities, how will participants be grouped? |
|  | How much time do we have/need for the teach-back session? |
|  | Where does the teach-back session best fit in the agenda? Will participants have plenty of time to prepare? |
|  | What materials will participants need in order to conduct each teach-back session? |
|  | What materials do I need to provide to effectively facilitate the teach-back session? |
|  | What questions/strategies will I use to process the teach-back session? |

### During Training

| Check Box | I Will: |
| --- | --- |
|  | Confidently expect that participants will engage in conducting teach-backs |
|  | Model at least one lesson/activity in order to set the climate and showcase the process |
|  | Provide, visually and verbally, specific directions and time lines for the teach-back and the feedback phases of the process |
|  | Provide a template to guide the participants through the teach-back and feedback phases |
|  | Create a safe learning environment and monitor the “vulnerability levels” (keeping the high challenge/low threat balance in check) |
|  | Provide all necessary materials for each teach-back lesson/activity |
|  | Emphasize the importance of self-reflection during the feedback phase |

## Conducting a Teach-Back Session

### Trainer

The person conducting the training performs the following steps:

| Step | Action |
| --- | --- |
|  | Model lesson/activity |
|  | Set up the teach-back process:   * Assign activities/lessons * Describe the teach-back steps * Provide descriptions of roles * Set parameters for the process |

### Participant Presenters

Individually, in pairs, or in triads, the training participants who are conducting the practice teach-back session perform the following steps:

| Step | Action |
| --- | --- |
|  | Identify the activity, lesson, or module to be presented to the larger group |
|  | Prepare the activity/lesson to be presented |
|  | Present activity/lesson, with fidelity and within the assigned time period, to a group of participant observers |

### Participant Observers

Training participants who are acting as observer participants for the teach-back session will perform the following steps:

| Step | Action |
| --- | --- |
|  | During presentation, take on the assigned observer role (intended audience)  Suggested observer roles in teach-back sessions include:   * Inquisitive but well-behaved students in the grade level(s) addressed in the program * Students in the grade levels addressed in the curriculum, building in difficult student questions |
|  | Critique presenter performance using the Teach-Back Critique Form |

### Trainer

The trainer performs the following steps:

| Step | Action |
| --- | --- |
|  | Facilitate the feedback process, to include  Presenter feedback   * Presenter’s self-reflections/reactions * What went well? * What would I do differently? * Request specific feedback from observers   Observer feedback   * Positive feedback * Clarifying questions * Verbal and written feedback   Presenter advice   * Advice on preparing for and presenting this activity/lesson   Trainer comments   * Suggestions/nuances related to this particular activity/lesson |
|  | Lead discussion on implications and application of this lesson/activity |
|  | Provide closure and transition to the next teach-back |

## Resources and References

Costa, A. L. & Garmston, R.J. (2002). *Cognitive coaching: A foundation for Renaissance schools.* Norwood, MA: Christopher-Gordon Publishers.

Guskey, T.R. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin Press.

Guskey, T.R. (1986). “Staff development and the process of teacher change.” *Educational Researcher, 15*(5), 5-12.

Joyce, B. & Showers, B. (2002). *Student achievement through staff development: Fundamentals of school renewal* (second edition). White Plains, NY: Longman Publishers USA.