

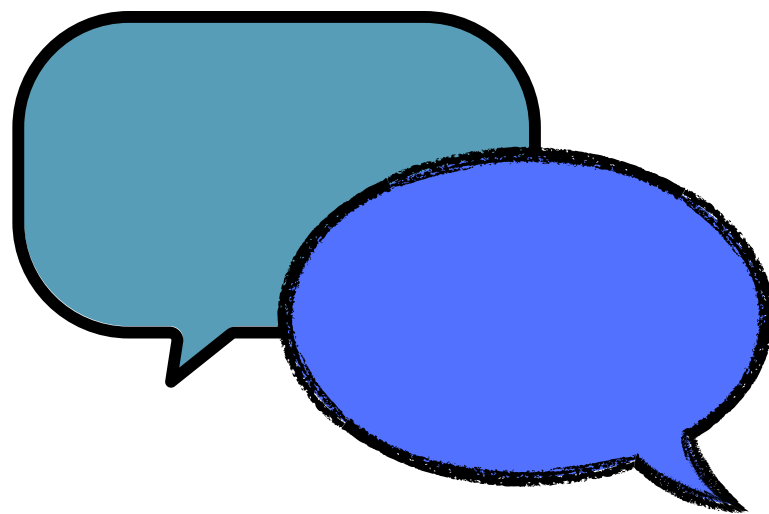
TRER: Building a Thinking Culture Through Accountable Talk



THINK



REPEAT



EVALUATE



RESPOND

“TRER was built in the trenches—with students, in real time, through trial, reflection, and the science of thinking.”



To the students who made me a better thinker,
and to every educator who believes in the power of student
voice.

This is for the thinkers, the question-askers, and the conversation
starters.

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Thinking Out Loud—The Origin of TRER



When I first started developing TRER—Think, Repeat, Evaluate, Respond—the professional benchmark I kept hearing was 80% student talk, 20% teacher talk. I was up for the challenge... but I wanted to push it further. My real goal? Full student autonomy. I wanted to build a space where students weren't just participating in dialogue—they were leading it. I wanted to see if they could hold high-level, respectful discussions without constant teacher direction. And not just sometimes. Every day.

TRER didn't come from a textbook. It started as a spark—one of those “this might be something” ideas that kept tapping me on the shoulder. It came together over time from everything I was reading, teaching, and trying out in real time with students. I remember coming across an article about the Tree of Thoughts (ToT) technique, and it shifted how I viewed thinking. The idea of branching out thoughts—visually and cognitively—felt like a blueprint for how conversations should move. That layered thinking model stayed with me.

Around the same time, I was serving as a Science Content Lead and trying to bring Bloom's Taxonomy to life through inquiry-based learning. I wasn't

interested in surface-level recall. I wanted my students to evaluate, analyze, and synthesize—not because it was on a checklist, but because it gave their thinking purpose and power.

That's when I really fell into the world of cognitive science and metacognition. I became obsessed with not just what students were thinking, but how they were thinking about their thinking. I wanted them to name their thought processes, track them, and adjust them in real time. I didn't want them just memorizing—I wanted them to own their voice and trust their minds.

So I started testing what would eventually become TRER in my own classroom—kindergarten through eighth grade. I treated my students like thinkers, regardless of their age. And what I saw was powerful: richer discussions, stronger written responses, more authentic self-expression, and a major shift in classroom energy. Students showed up differently. They were engaged, thoughtful, and in control of their own learning.

It worked. And I kept going. I refined the process, shared it with colleagues, and saw them get results too. When I stepped into instructional leadership, TRER came with me. I began coaching teachers on how to embed it into their classrooms, and the

growth was immediate—better scores, more student confidence, and a deeper sense of intellectual community.

TRER was built in the trenches—with students, in real time, through trial, reflection, and the science of thinking. What started as a classroom experiment has become a whole culture-building tool. It's not just about talking—it's about thinking out loud with purpose, with structure, and with power.



Welcome to **TRER**—Think, Repeat, Evaluate, Respond .

This isn't just another learning space routine—it's a whole mindset and cultural shift. TRER is grounded in diverse forms of intentional thinking practice and draws inspiration from techniques like ToT (Tree of Thoughts)—a prompting method that helps organize complex ideas by branching them out—and Bloom's Taxonomy, which guides learners toward deeper, higher-order thinking.

But don't get it twisted—this ain't just educator talk. TRER is a flexible framework that works anywhere people gather to learn and lead: classrooms, sports teams, church groups, afterschool programs, clubs, student orgs—you name it.

TRER creates intentional spaces where people actually show up in conversation. We're not talking just to talk. We're building habits where folks think before they speak, listen to understand, and respond with purpose. It's reflection over reaction, every time. This approach gets people processing out loud, bouncing ideas off one another, and staying fully present. It transforms talk from surface-level performance into meaningful, grounded dialogue. In short—TRER makes conversations matter.



Why TRER?

Too many spaces let low-level convo pass for engagement. TRER flips that. It pushes people to go deeper, sit with a thought, repeat what they heard to make sure they got it, evaluate it with their own lens, and then respond with something that moves the conversation forward.

We anchor this using Bloom's Taxonomy—questions that go beyond "what" into the "how" and "why." It builds habits of thinking that lead to stronger ideas, clearer communication, and way more ownership in the room.

And we're not about the "sage on the stage" model here. TRER follows the 80/20 rule: participants lead

the conversation 80% of the time, while the facilitator jumps in just 20% to guide, stretch, and redirect when needed. That keeps the energy real and the learning peer-powered.

Bottom line: TRER builds a culture of voice, intellect, and respect. It trains folks to not just be heard—but to be thoughtful, sharp, and accountable in how they speak and engage.



Want the full TRER guide?

Send a request to [***inquiry@urbanrevamped.com***](mailto:inquiry@urbanrevamped.com) for the complete downloadable version.

Ready to Transform Your Learning Space Conversations?



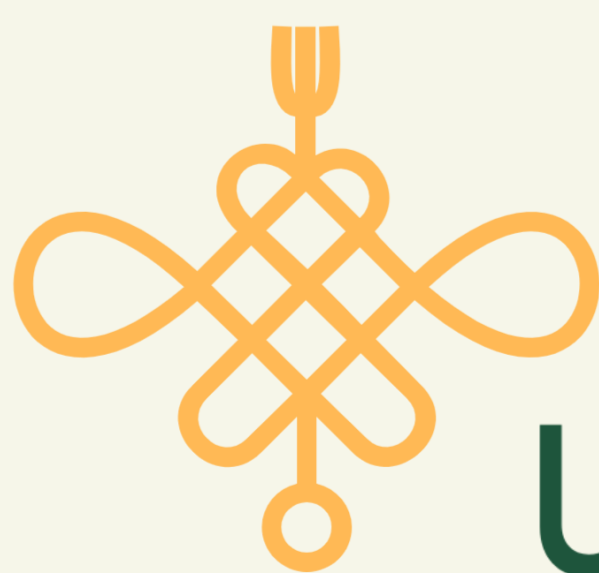
Implement the TRER approach—Think, Repeat, Evaluate, Respond—and empower your participants to become thoughtful communicators and critical thinkers. TRER turns everyday dialogue into a tool for growth, transforming any learning space into a vibrant thinking culture, one conversation at a time.

When participants engage in structured, high-level discussions, they not only build confidence in speaking—they become better writers, better problem-solvers, and stronger expressionists overall. Research and instructional outcomes show that regular, accountable talk leads to clearer written communication, improved comprehension, and deeper cognitive processing.

Looking to bring this transformation to your organization? I offer professional development workshops and tailored training experiences to help educators, facilitators, and program leaders embed TRER into their culture with confidence and clarity. Backed by over seven years of developing and refining this system—alongside extensive classroom and leadership experience—I'll support your team in bringing TRER to life in ways that are sustainable, practical, and deeply impactful.

Let's connect. To learn more or book a free consultation, email inquiry@urbanrevamped.com.

Let's work together to build a culture where meaningful conversation drives meaningful change—one voice, one thought, one response at a time.



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