



*Great Public Schools for Every Student*

## Utilizing Practice Activities within Content Areas

Educator utilizes student-centered, grade, and subject area practice activities to contribute to and/or enhance student learning.

### Key Method

The educator designs and utilizes practice activities that support students in meeting rigorous learning goals and developing a deep understanding of learning as well as making the connection between content areas.

### Method Components

Educators understand that effective design and use of practice activities affect learner expectations and outcomes. They recognize that providing reflective practice activities and experiences will support students in meeting rigorous learning goals in all content areas. The educator also uses a variety of instructional strategies, including practice activities, to deepen understanding of the content areas. They design practice activities by utilizing learner performance data and their knowledge of the learners in their classroom to identify those in need of significant support and/or advanced learning. Educators also adjust their practice activities based on the needs of their students.

### Practice activities:

- Activities are well-structured experiences and offer opportunities for students to interact with new knowledge.
- Practice activities can be whole-group, small-group, or individual.
- Practice activities can be completed in class or out of class. Practice activities can include homework.
- Practice activities can be linguistic in nature, such as discussions, readings, and questioning, or nonlinguistic in nature, such as graphic representations, pictures, models, etc.

### Key elements of the utilization of effective practice activities:

- Practice activities are utilized specifically to reinforce concepts taught in the classroom.
- The teacher utilizes data on learner performance to guide their choices of practice activities.
- Performance data from the specific activities is used to inform planning for future content.
- A wide range of explicit and understandable activities are utilized.
- Cultural resources are utilized to meet the needs of all learners.
- Practice activities are linked to learning objectives and content standards.
- Scaffolding is included when designing practice activities to meet the needs of all learners.
- Appropriate accommodations are made for students with disabilities.
- Both linguistic and nonlinguistic representations are utilized when expressing the understanding of concepts

through practice activities.

The educator engages learners in connecting concepts across content areas.

## Supporting Research

ASCD. (n.d.). Chapter 3. What will I do to help students practice and deepen their understanding of new knowledge? Retrieved from

<http://www.ascd.org/publications/books/107001/chapters/What-will-I-do-to-help-students-practice-and-deepen-their-understanding-of-new-knowledge%C2%A2.aspx>

Brabeck, M., Jeffrey, J., & Fry, S. (n.d.). Practice for knowledge acquisition (Not drill and kill). Retrieved from

<http://www.apa.org/education/k12/practice-acquisition.aspx>

Carnine, D. (2016, February 25). Designing Practice Activities. Retrieved from

[https://www.researchgate.net/publication/20563077\\_Designing\\_Practice\\_Activities](https://www.researchgate.net/publication/20563077_Designing_Practice_Activities)

InTASC Standards:

[https://drive.google.com/openid=1OV410Mwlkg\\_JchcFMabJb2LztHLcLlz](https://drive.google.com/openid=1OV410Mwlkg_JchcFMabJb2LztHLcLlz)

## Resources

Lesson curriculum and planning:

<https://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources>

Lesson planning and practice ideas:

[http://www.teach-nology.com/tutorials/teaching/lesson\\_plan/](http://www.teach-nology.com/tutorials/teaching/lesson_plan/)

Linguistic and nonlinguistic representations:

<https://docs.google.com/presentation/d/1viGBR3ArhC81wCiXS4ahk8Ljkq9G3F1VW04A6hABSuo/edit?usp=sharing>

Schmidt, R. A., & Marzano, R. J. (2015). *Recording & representing knowledge: Classroom techniques to help students accurately organize and summarize content*. Learning Sciences.

[https://www.learningsciences.com/media/catalog/product//r/r/rrk\\_lookinside.pdf](https://www.learningsciences.com/media/catalog/product//r/r/rrk_lookinside.pdf)

Teaching strategies to help check understanding:

<https://www.facinghistory.org/resource-library/teaching-strategies>

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a "Proficient" score for each component in Part 2.

### Part 1. Overview Questions

300 word limit

Please respond to the following:

Describe your current use of practice activities. How are these activities decided upon? Are they already built into your curriculum, or do you choose/create your own?

How do you utilize data from learner performance to make adjustments to your practice activity assignments?

How do you differentiate practice activities to meet the needs of all students?

- **Passing:** Response completely addresses each of the questions using personal examples and supporting evidence that clearly illustrates deliberate intentions for decisions related to assigning practice activities. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

**Artifact 1: Lesson Description and Practice Activity**-(300 word limit) Submit a description of a previously taught lesson that includes an example of an individual practice activity assigned to students after the content was taught. The description should address the following:

- Outline the content of the lesson and the delivery method
- Include an example of the practice activity – can be submitted as a PDF, image, or description (remember the 300-word limit for this artifact)
- Explain how the activity was differentiated to meet the needs of all learners

**Artifact 2: Redesigned Activities**-(300 word limit) Choose an activity you have used in your class that is in a linguistic format. Redesign the activity to provide the opportunity for a linguistic and nonlinguistic demonstration of the content. Be sure to address the following in your redesign:

- Ensure that the activity is cross-curricular, pulling together at least two different content areas.
- Submit examples of both activities, the original as well as the redesigned. (Examples may be submitted at PDFs, images, or completed student work)
- Include a narrative describing the differences between the two activities and how having choices will enhance student learning of the content.

Helpful hints:

To redesign the activity, the original activity may be completely changed but focused on the same content, or it may be extended to provide for both linguistic and nonlinguistic representations of the content being practiced.

Please refer to the linguistic and nonlinguistic reference noted in the resources.

Examples of activities can be submitted as PDFs, images, or completed student work.

**Artifact 3: Reflection on Student Understanding**-Focusing on a lesson recently taught in the classroom, please do the following:

- Design two different practice activities to clarify or further the understanding of the content.
- Choose a student or small group of students and utilize the practice activities created.
- Submit one of the following:
  - a video (10-minute maximum)
  - a narrative (400-word limit)
  - The artifact you choose to submit should demonstrate or outline the utilization of the practice activities and how student understanding was clarified by utilizing the activities.
- Submit at least two authentic student work samples of the practice activities in the form of PDFs or images.
- Annotate the work samples to demonstrate how the activity furthered student understanding.

*Please combine the activities, student work and narrative or annotations into one document for the assessor.*

null	Proficient	Basic	Developing
Artifact 1: Lesson Description and Practice Activity	Artifact includes the required elements:	Artifact is missing one of the required elements Grammar, spelling, and	Artifact is missing two or more of the required elements

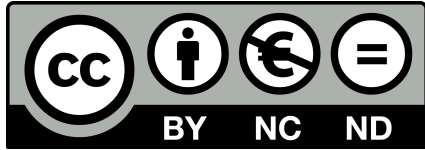
	<p>Lesson narrative Practice activity sample Explanation of differentiation</p> <p>Attention paid to word limits and other expected submission parameters</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>sentence structure allow for clear communication</p>	<p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>
Artifact 2: Redesigned Activities	<p>Artifact includes the required elements:</p> <p>Cross-curricular Two practice activities samples Practice activities narrative</p> <p>Attention paid to word limits and other expected submission parameters</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>Artifact is missing two or more of the required elements</p> <p>Grammar, spelling, and sentence structure allow for clear communication</p>	<p>Artifact is missing two or more of the required elements</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>
Artifact 3: Reflection on Student Understanding	<p>Artifact includes the required elements:</p> <p>Practice activity samples Video OR narrative Student work samples Annotations of work samples</p> <p>Attention paid to word limits and other expected submission parameters</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>Artifact is missing two or more of the required elements</p> <p>Grammar, spelling, and sentence structure allow for clear communication</p>	<p>Artifact is missing two or more of the required elements</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>

### Reflection

400 word limit

Provide a reflection on what you learned, using the following questions as guidance:

- What have you learned about the process of utilizing student-centered, appropriate practice activities to solidify and/or enhance student learning?
  - Moving forward, how might what you have learned affect your practice?
- **Passing:** Response thoughtfully addresses the impact on the educator's current practice, using personal examples and supporting evidence. Writing is organized and easy to understand.



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