

Segment 2: Lesson Addressing Content

Design Question 3: What will I do to help students practise and deepen their understanding of new knowledge?

Element: 19 – Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

AITSL STANDARDS: Standard 2 – Know the content and how to teach it; Standard 3 – Plan for and implement effective teaching and learning

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught, such as:	Sample Activities
4.0	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently <input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence; monitor the extent to which the practice is increasing student fluency. <input type="checkbox"/> Teacher adapts and creates new strategies for unique student needs and situations 	<p>Innovating Tips:</p> <ol style="list-style-type: none"> 1. Use http://classtools.net/ to create games that test student fluency in simple practise activities. 2. Tailor remedial or extension quizzes or activities to individual student needs. 3. Organise students to create an e-portfolio explaining the procedure or strategy, including worked examples, videos or screen recordings of examples of correct and incorrect approaches, tips for success and a reflection of the learning process. 4. Encourage students to post annotated diagrams of their procedures and strategies on a discussion board to get feedback or tips from other students or their teacher for any areas of the process they are struggling to achieve fluency in. <p>Resources</p> <p>Fluency Strategies using Technology: http://powerupwhatworks.org/strategy-guide/fluency</p> <ul style="list-style-type: none"> • Arcade Game Generator: http://www.classtools.net/_mobileQuiz/index.php • Technology Supported Mathematics Instruction for students with disabilities: http://www.idonline.org/article/6291/ • Instructional Techniques Online - Drill and Practise: http://olc.spsd.sk.ca/De/PD/instr/strats/drill/index.html
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently • Independent practice if students can perform the skill, strategy, or process independently <input type="checkbox"/> Students perform the skill, strategy, or process with increased confidence; monitor the extent to which the practice is increasing student fluency. <p>The teacher exhibits no major errors or omissions.</p>	<p>Emerging Tips:</p> <ol style="list-style-type: none"> 1. Set up self-marking quizzes in a virtual classroom to give students the opportunity to practise what they have just learned and monitor their progress through the blackboard dashboard. 2. Organise students to track their progress toward a fluency goal using a journal, blog or wiki in a virtual classroom. Encourage students to post before and after photographs and videos if appropriate. 3. Get students to use an online graphic organiser to create a flow chart showing each step of the procedure or strategy and annotate the flow chart with reflections that identify the difficult steps that they need more practise in to achieve the fluency goal. Encourage students to post their annotated diagrams on a discussion board to get feedback or tips from other students or their teacher.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process <ul style="list-style-type: none"> • Guided practice if students cannot perform the skill, strategy, or process independently <p>However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Beginning Tips:</p> <ol style="list-style-type: none"> 1. Email students a list of practise activities and record their progress in an excel spreadsheet. 2. Video students completing practical activities (eg. using a protractor, kicking a ball, icing a cake) and ask them to reflect using the video to observe their techniques. 3. Include fluency goals when communicating learning goals to students. 4. Use a graphic organiser to outline the basic procedure or strategy. 5. Use specialised practise software.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

