



# Administrator Support of the Use of Practice Routines

November 2020

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

The content for this training day was developed based on the work of:

- Dr. Anita Archer – Author, International Instruction Consultant
- Kate Smith – SE Teacher / School Leadership Team member
- Dr. Angela Telfer – Director, Woods Edge Learning Center
- Dr. Travis Thomsen – Principal, Portage North Middle School

# Purpose

- The purpose of this brief module is to provide guidance for administrators in supporting and advancing the use of the powerful practice routines Dr. Archer outlined in her webinar.

## Agenda

- 1.0 A Brief Review of Practice Routines
- 2.0 Installation and Initial Implementation of Practice Routines
- 3.0 Ongoing Implementation of Practice Routines
- 4.0 Great Resources

# A Brief Review of Practice Routines

“Practice does not make perfect, **but** perfected practice makes perfect and permanent” – A. Archer

# Practice Routines that Work

- Deliberate Practice (ES=0.79) is a special kind of practice that is purposeful, systematic, and requires teacher clarity (ES= 0.75)
- Retrieval Practice is the act of recalling information from memory (ES= 0,54, 0.73) <https://www.learningscientists.org/blog/2016/6/23-1>
- Spaced Practice is the act of spreading out practice over time (ES=0.60) <https://www.learningscientists.org/blog/2016/7/21-1>

Effect sizes (ES) from Hattie meta-analysis unless noted: <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>

# Installation and Initial Implementation of Practice Routines

# Administrator Support – Step 1

- Learn the strategies yourself
  - Know what they look like, sound like ...
  - Know what critical features make them effective, efficient, and equitable
  - Protect teachers from competing initiatives
  - Commit to the long haul

# Initial Administrator Support – Step 2

- Recruit and build the skills of your “teacher leaders”
  - Support and prioritize their learning
  - Provide them time and space to share, model, and observe
  - Get used to honest feedback (people really do want to get better)

See companion video “Leadership Team Support of Practice Strategies” for more information regarding teacher leaders



# Initial Administrator Support – Step 3

- Commit to training all staff – albeit incrementally
  - No exceptions – all in
  - Provide time for observing each other (live or via video)

# Ongoing Implementation of Practice Routines

# Use Data

- The purpose of practice is to increase the long-term retention and expansion of students' learning. Data should reflect this! Make sure examples shared include the data that reflects the increased learning
- Support with common ways to capture the data within and across departments / grade levels
- Results from deliberate practice and spaced practice efforts should be readily available

# Ongoing Administrator Support

- Once all have been trained, create space for visibility, creativity, and ongoing learning
  - Staff meetings
  - Standing agenda item on department / grade level meetings
  - Use Video for teacher self-assessment and peer review - it is powerful! (ES=0.88)

# Ongoing Administrator Support (continued)

- Support / Empower Your Leadership Team
  - Identify and recruit influencers to be Teacher Leaders
  - Provide space and time for their learning
  - Support their initial attempts at implementation
  - Make reporting and highlighting practice routines a standard agenda item

# Use a Fidelity Checklist

- Planning Guide
- Self-reflection
- Coaching Feedback

<https://mimtsstac.org/covid-19-resources/high-leverage-instruction>

# Closing Review

- For initial implementation
  - Step 1 – Learn the strategies yourself
  - Step 2 – Recruit teacher leaders to be the early adopters and to support moving the rest of the staff along
  - Step 3 – Commit to creating a culture where use of the strategies is just a way of business for all staff
- For sustaining
  - Continue your support via data and fidelity checklists
  - Consider the use of video as a means of continuous improvement

# Great Resources

- *Practice Perfect* – Lemov, Woolway, & Yezzi (2012)
- *Explicit Instruction* – Archer & Hughes (2011)
- The Learning Scientists Blog
- *Managing Transitions* – Bridges and Bridges (2009)
- “Considerations When Using Instructional Packets”  
([https://mimtsstac.org/sites/default/files/Documents/Covid/Educators/Considerations\\_for\\_Instructional\\_Packets\\_Final.pdf](https://mimtsstac.org/sites/default/files/Documents/Covid/Educators/Considerations_for_Instructional_Packets_Final.pdf))