



# Explicit Instruction Facilitator Network Network Gathering Four: Practice and Feedback

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March 17, 2026

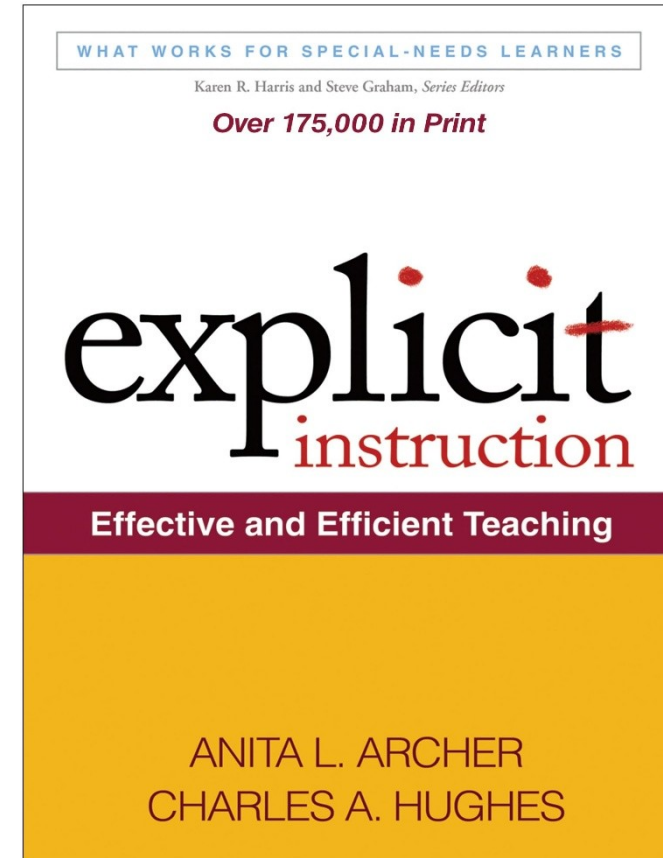
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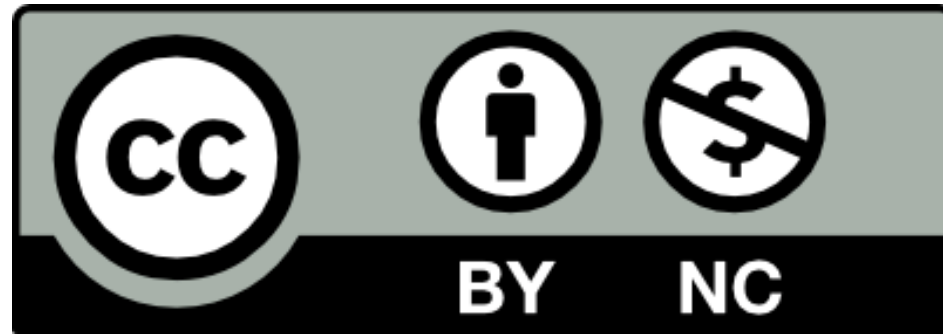
# Acknowledgments

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

- Drs. Anita Archer & Charles Hughes



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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

- To support the successful implementation of practice and feedback by:
  - Ensuring strong content knowledge
  - Equipping Network Facilitators with strategies and tools to lead professional learning
  - Empowering Network Facilitators to support the successful transfer of critical concepts to practice

# Intended Outcomes

At the end of this session, I will...

1. Expand knowledge and understanding of deliberate, spaced, and retrieval practice.
2. Expand knowledge and understanding of effective feedback
3. Refine professional development skills for delivering engaging and effective sessions
4. Plan for delivering professional development in the local context

# Agenda

1.0 Connections

2.0 Practice and Feedback

3.0 Leading Professional Learning

4.0 Planning for Professional Learning

5.0 Closing

# 1.0 Connections

# Activity 1.1: Check In

Type in the chat:

- Name
- Role
- If your success this year had a headline, what would it be?
  - Drop in the chat
  - Read and react to others



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## 2.0 Practice and Feedback

Perfected Practice Over Time Makes Perfect and Permanent

## Drill and Skill... Drill and Thrill

- Reinforces the basic skills needed to learn more advanced skills
  - Proficiency
  - Fluency
  - Automaticity
- Protects against forgetting
  - Retention and maintenance
- Improves transfer

Archer & Hughes, 2011

# Purposes of Practice

- To gain minimum competency on a skill
- To improve and gain proficiency on a skill
- To gain automaticity on foundation skills needed for higher order skills
- To protect against forgetting
- To improve transfer of skills

# Initial vs. Independent Practice

## Initial Practice

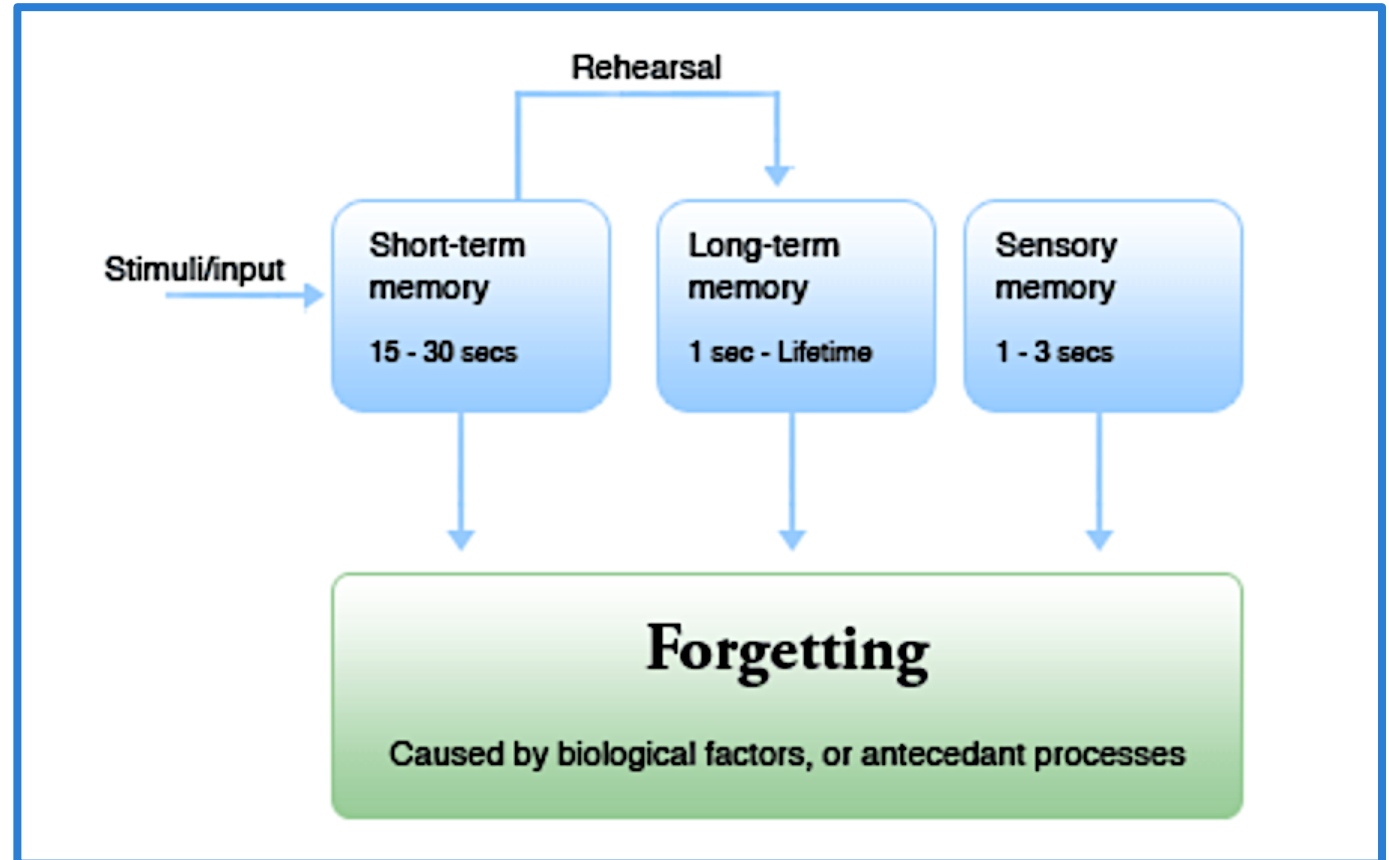
- Occurs under the watchful eye of the teacher
- Provides numerous practice opportunities within the teacher-directed lesson to build accuracy
- Provide immediate feedback after each item

## Independent Practice

- Extensive monitoring is no longer needed
- Initial acquisition levels are met
  - 85% accuracy
  - 90-95% accuracy full independence
- Delayed feedback is sufficient

# Deliberate Practice

- Goal-oriented practice consciously devoted to improvement of a skill
- Hattie Effect Size: 0.79
- Elements include:
  - Attention
  - Rehearsal
  - Repetition



Archer & Hughes (2011); Brabeck, Jeffry, & Fry (2015)

# Retrieval Practice

- Strategy in which calling information to mind subsequently enhances and boosts learning
- Improves learning for:
  - Diverse populations
  - Subject areas
  - Developmental stages
- Hattie Effect Size: 0.54

Archer & Hughes (2011); Hughes & Lee (2019)

# Spaced Practice

- Providing spaced intervals between practice attempts increases the number of unique practice sessions completed
  - Equal or expanding intervals
- Forgetting helps remembering
  - Time gaps between practice sessions allow time to forget some of what was learned
  - Embedded retrieval practice
  - The amount of information forgotten between sessions gradually decreases, as do effort and frustration

Archer & Hughes (2011); Hughes & Lee (2019)


# Feedback

- Provide systematic affirmative feedback and informative feedback on student performance
  - Specific praise
  - Corrections
- Walk around, look around, talk around
- Praise, Error, Correct
- Private and quiet
- Ended with students giving the correct response

Archer & Hughes (2011)

# Practice Planning Guide

- Supports collaborative planning
- Clarifies essential components
- Non-evaluative guide
- Encourages intentionality



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Month Year – Version 1.0

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**Practice and Feedback Planning Sheet**  
*This document can be used to support planning for appropriate practice and feedback opportunities within your classrooms.*

Critical Content:		
Content Explicitly Taught	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Acquisition Level	<input type="checkbox"/> <90-95% Plan for Independent Practice <input type="checkbox"/> >90% Continue Initial Practice	
Purpose and type of practice	Purpose <input type="checkbox"/> Proficiency <input type="checkbox"/> Fluency <input type="checkbox"/> Automaticity <input type="checkbox"/> Retention	Type <input type="checkbox"/> Initial Practice <input type="checkbox"/> Retrieval Practice <input type="checkbox"/> Spaced Practice <input type="checkbox"/> Cumulative Practice
Task: How will the students practice the skill? <input type="checkbox"/> Say <input type="checkbox"/> Write <input type="checkbox"/> Do		
Student Friendly Goal and Rationale		
Student Directions • Clear • Concise • Unambiguous		
Clarify and Verify	<input type="checkbox"/> Model task completion <input type="checkbox"/> Provide worked sample <input type="checkbox"/> Initial guided practice	
Feedback: Performance Criterion	<input type="checkbox"/> Accuracy <input type="checkbox"/> Fluency <input type="checkbox"/> Rubric	

## Activity 2.1: Planning Guide

- Consider the following sentence stems:
  - One part of this planning guide that will be most helpful in my context is...
  - A component of this guide that could most improve student success is...
  - One change I might try in my next coaching cycle using this guide is...
  - One way this document could support my co-planning conversations is...
- Select one sentence to complete and type into the chat
- Read and respond to others

# Practice and Feedback Observation Form



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March 2025 – Version 1.0

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**Practice and Feedback Observation Guide**

This checklist helps principals and coaches monitor and support effective independent practice and feedback across schools, building their knowledge and guiding school-wide professional development to ensure consistency in classrooms.

Practice and Feedback Observation Checklist

Mark a check in the column for each indicator observed during the brief visit. Visits should typically last between 5 to 15 minutes, with an emphasis on frequency rather than duration. Use the provided space for any notes or reflections that can guide follow-up discussions with the teacher. This tool is not intended for teacher evaluation but serves as a foundation for constructive conversations between school leaders and teachers, helping to identify coaching and professional development needs to enhance instruction. Teachers should receive a copy of the tool, and school leaders should provide an overview of both the tool and its purpose before its use.

**Characteristics of Independent Practice and Feedback**

Visits	Indicators	Notes on Teacher Instruction	Notes on Student Learning
• 1 • 2 • 3	Instruction communicates the goal and rationale for practice		
• 1 • 2 • 3	Instruction involves clear directions and clarification (model, guided practice, examples and non-examples)		
• 1 • 2 • 3	Students demonstrate acquisition levels for independence (95%)		
• 1 • 2 • 3	Task matches skill, learning objective, and requires overt response		

- Non-evaluative
- To support reflection
- Used in tandem with Planning Guide



## Activity 2.2: Read, Stop, Respond

- Select one of the articles listed on your note catcher
- Read your article and use the graphic organizer to identify key words, phrases, and sentences in order to prepare for the upcoming discussion/activity
- Be prepared to join a small breakout group to discuss your article using the provided questions

# Article 1: Retrieval Practice and Transfer of Learning

**Title:** [Retrieval Practice and Transfer of Learning: Fostering students' application of learning](#)

**Authors:** Pan & Agarwal

**Key Idea:**

- Retrieving information → Strengthens understanding → Improves transfer

**As You Read:**

- How do the authors define transfer?
- What evidence shows retrieval boosts it?
- What strategies can teachers use?

# Article 2: Allocating Student Study Time: "Massed" versus "Distributed" Practice

Title: [Ask the Cognitive Scientist: Allocating Student Study Time](#)

Author: Daniel Willingham

Key Idea:

- Students learn more efficiently and remember longer when study is distributed (spaced) over time rather than massed (cramming)

- As You Read:
  - How does Willingham define massed and distributed practice?
  - What evidence is presented and what does it reveal about how memory works?
  - How might teachers redesign study schedules, homework, or review sessions to support distributed practice?

# Article 3: Effective Approaches for Scheduling and Formatting Practice

Title: [Effective Approaches for Scheduling and Formatting Practice](#)  
[Distributed, Cumulative, and Interleaved Practice](#)

Author: Hughes & Lee

Key Idea:

- Combining practice approaches can maximize learning, especially for students with learning differences

• As You Read:

- How do distributed, cumulative, and interleaved practices differ, and why does each support learning?
- What evidence do the authors provide of their effectiveness with exceptional learners?
- How can these strategies be implemented in classroom instruction?

# Article 4: Fluency Practice Techniques

Title: [Fluency Practice Techniques for Building Automaticity in Foundational Knowledge and Skills](#)

Author: Datchuk & Heir

Key Idea:

- Fluency practice helps students perform foundational skills accurately, quickly, and effortlessly

• As You Read:

- What do the authors mean by fluency and automaticity?
- How do fluency practices support long-term learning and more complex skills?
- What techniques or strategies are highlighted, and how could they be applied in different classrooms?

# Article 5: Retrieval Practice for Retention and Transfer

Title: [Retrieval Practice for Retention and Transfer](#)

Author: Morano

Key Idea:

- Retrieval practice strengthens both retention (long-term memory) and transfer (applying knowledge in new contexts)

• As You Read:

- How does retrieval practice differ from traditional study or review methods?
- What evidence does the author present regarding retention and transfer?
- How can retrieval practice be incorporated into classroom instruction?

## Assignment 2.3: Read and Respond

- Select your focus article
- Pre-plan your stopping points
- Read to pre-determined stopping points
- Respond by writing key words, phrases, or sentences representing an important idea or concept
- Repeat, section by section, until finished or until time has concluded



## Activity 2.4: Breakout Room Discussion

- One person reads their list of key words
  - Other group members place a checkmark on their list if they included the same key word
  - Once the first person has read their list, any words not listed are shared
- Repeat for phrases and sentences
- Use the following dialogue prompts to engage in a discussion
  - What are some ideas that pop out for you?
  - What are some relationships between the words, phrases, and sentences?
  - What are some connections you are making between this text and your own work?



## Activity 2.5: Whole Group Share

- After reading and discussing your article, what stands out to you?
- Respond in the chat
  - A point from the article or conversation that stood out to me is...
- Read and react to others

## 3.0 Leading Professional Learning

# High Quality Professional Development

- Preparing for Learning
- Contextualizing the Content
- Engaging in Learning
- Reflecting on Learning
- Transferring Learning to Practice

Gaumer, Noonan, Ault & Brussow, 2012

**Observation Checklist for High-Quality Professional Development (Version 3)**  
**(HQPD Checklist-3)**  
May 2020

The Observation Checklist for High-Quality Professional Development - Version 3 (HQPD Checklist-3) was designed to be completed by an observer to determine the inclusion of evidence-based adult learning indicators within professional development. These data should be incorporated into ongoing feedback and coaching to the individuals who provide professional development. Furthermore, the indicators can be used as guidance when designing or revising professional development. The tool represents a compilation of indicators, identified through a review of relevant research and more than fifteen years of experience evaluating professional development, that promote learning and implementation of evidence-based practices.

Preparing for Learning
1. Prior to the professional development, provides learning objectives addressing the critical concepts.
2. Prepares participants to engage in the content by assigning activities in advance.
3. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.
4. Establishes credibility by communicating content expertise and/or experience.
Contextualizing the Content
5. Illustrates alignment between the content and participants' organizational standards, goals, or priorities.
6. Summarizes the evidence base for the content, including providing references or links.
7. Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being).
8. Provides model examples of the content in practice, connected to participants' context.
Engaging in Learning
9. Builds on or relates to participants' prior learning.
10. Engages participants in higher-order thinking to learn each critical concept.
11. Prompts each participant to relate the content to their context.
12. Facilitates opportunities for participants to collaborate related to the critical concepts.
13. Facilitates opportunities for each participant to practice applying the critical concepts.
Reflecting on Learning
14. Provides constructive feedback within practice opportunities to promote the acquisition of skills.
15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback.
16. Facilitates opportunities for participants to reflect on how learning will influence their practice.
17. Establishes a process for participants' continued reflection on implementation and impact.
Transferring Learning to Practice
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.
19. Ensures that participants leave with detailed action steps to apply their learning.
20. Provides resources and technical assistance for continued learning.
21. Establishes ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts.

Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation Checklist for High-Quality Professional Development [Version 3]. Center for Research on Learning, University of Kansas.  
<http://www.researchschoolcollaboration.org/page/high-quality-professional-development-checklist>



## Activity 3.1: HQPD Reflection

Reflecting on your previous use of the High-Quality Professional Development Checklist:

- How did using the HQPD checklist influence the design or facilitation of your last professional learning experience?
- What evidence did you observe that those changes improved the quality or outcomes of the session?

Share in the chat

# Professional Development Big Ideas

1. Select critical content
2. Prepare effective training materials
3. Establish a positive learning environment
4. Carefully structured sessions
5. Present in an engaging manner
6. Promote positive participant behavior
7. **Plan for and promote generalization**
8. **Evaluate and adjust future sessions and trainings**

## Professional Development Big Idea #7

- Plan for and promote generalization
  - Before
  - During
  - After
- What are we going to do to inspire use?

# Big Idea #7: Promote Generalization Before Session

## Before Session

- Provide participants with clear description of content
- Clearly communicate
  - Objectives
  - Target population
  - Expected benefits of the training

## Big Idea #7: Promote Generalization During Session

- Have participants maintain a “Best Practice List”
- After each break, partners share “Best Practices” from previous session/section
- When a topic has been covered, have participants summarize using a writing frame

## Big Idea #7: Promote Generalization During Session, cont.

For each skill/concept/strategy

- Provide a rationale
- Communicate where, when, and why the strategy would be used
- Carefully model the strategy
- Provide practice through simulations and other activities
- Ask participants to share how strategy might be used

## Big Idea #7: Promote Generalization After Session

- Have participants formulate an action plan or best practice list
- Have participants make a visual summary of content
- Provide visual summaries of information
  - Graphic organizer
  - Posters
  - Guided notes
- Make electronic copies of materials available

## Big Idea #7: Promote Generalization After Session, cont.

- Distribute monitoring forms for coaching or self-evaluation or have participants develop
- Use videos
  - Participants video lesson segment
  - Analyze teaching using observation form
  - Participant and coach/buddy view video and analyze teaching
  - Trainer/coach views video and provides feedback
  - Share video at a follow up session and participants provide feedback

## Big Idea #7: Promote Generalization After Session Follow Up

- Mail copies of action plans or best practices list to participants
- Have participants share information with an administrator or staff member
  - What we teach is what we also learn
- Offer review sessions
  - Assigned tasks, big ideas, successes, suggestions, Q & A
  - In person, Lunch & Learn, Virtual, Recorded

## Activity 3.2: Big Idea #7 Reflection

- Consider the variety of ways you can promote generalization before, during, and after a professional development session
- If you redesigned one of your recent PD sessions using Big Idea #7, what would you change?
- Respond in the chat
  - One change I would make to a recent PD session, based on Big Idea 7, is...
- Read and react to others

## Big Idea #8: Evaluate and Adjust

### Evaluate

- Gather feedback
- Self- reflect
  - Record and analyze
- Observe participants
- Pre/Post assessments to gauge learning

### Adjust

- Content
- Delivery
- Pacing
- Structure

## Activity 3.3: Big Idea #8 Reflection

- Consider the data you've collected from previous PD
  - Participant survey data
  - Anecdotal data
  - Other
- What tweaks or adjustments have you made based on that information?
- Respond in the chat
  - Based on feedback from my participants, one tweak I made was...
- Read and react to others

# 4.0 Planning for Professional Learning

# Practice and Feedback Instruction Materials

- Access to these materials:
  - Go to [Mimtsstac.org](http://Mimtsstac.org)
  - Log in
  - Select the Professional Learning tab
  - Select Explicit Instruction Facilitator Network
  - Scroll down to Trainers and Coaches Only, Network Gathering 4

# Activity 4.1: Material Reflection

- Preview the Practice and Feedback slideshow
- Complete the reflection in your note catcher
  - See: Key ideas, facts, or details that stand out
  - Think: Interpretations, insights, or connections
  - Wonder: Questions or curiosities that arise

See – Key ideas, facts, or details that stand out	Think – Interpretations, insights, or connections	Wonder – Questions or curiosities that arise

## Activity 4.2: HQPD Adjustments

- As we go through the provided professional learning content, reflect with HQPD in mind:
  - What adjustments might need to be made?
  - What additional information or activities will need to be considered?

Slide	HQPD Considerations	Adjustments

# Facilitation of Practice and Feedback Session: Materials



## Appropriate Practice and Feedback Explicit Instruction Facilitator Network

Presenter Name

Delivery Date

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





## Activity 4.3: Group Discussion

- In your breakout rooms:
  - Do you have any information that you're unsure about? What questions remain for you?
  - Share any adjustments or considerations you would like to make
  - How do you anticipate using these materials?
  - Ask for any feedback or suggestions

## Assignment 4.4: Independent Planning

- Turn off camera and work on adjustment slides/planning for your context
- Be prepared to share
  - What do you think will go well?
  - What roadblocks do you anticipate?
  - How do you plan to generalize the work?

# 5.0 Closing

## Closing Review

- Research shows that practice protects against forgetting and improves transfer of skills
- High-quality professional development includes: Preparing for Learning, Contextualizing the Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning to Practice
- Dr. Archer's big ideas of professional development include: planning for and promoting generalization, as well as evaluating and adjusting future sessions and trainings

# Activity 5.1: Closing Reflection



- What does this video show us about the importance of practice and feedback?
- Respond in the chat
- Read and react to others

# Reminders and Questions

- Sign up for a Check-in
- Complete an Explicit Instruction Facilitator Network Professional Learning Reflection Survey (on the website, under Data Collection) after delivering a session
- Explicit Instruction Facilitator Network cohort 2
- Explicit Instruction Facilitator Network: Coaching Institute

# References

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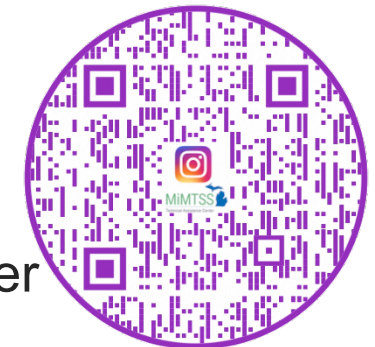
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# SESSION EVALUATION

# SCECHs and MiRegistry Credits

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**Note:** Credits can be applied for any amount of time before the session occurs but must be received [no later than 7 days](#) of completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
- Please make sure to include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).
- Please make sure to include your PIC or ID number

