

Practice and Feedback

Perfected practice over time makes perfect and permanent
Feedback feeds forward

Overview

Appropriate independent practice along with feedback is a critical part of the learning process. Without it, students have difficulty retaining or becoming fluent in the skill. Designing practice for the purpose of maintaining skill proficiency is a key element of explicit instruction.

Summary

Purpose	Purpose 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 and Independent Practice	Initial Practice - Occurs under the watchful eye of the teacher - Provides numerous practice opportunities within the lesson - Immediate feedback provided	Independent Practice - Initial acquisition levels are met 85% accuracy 90-95% full accuracy - Extensive monitoring no longer needed - Delayed feedback is sufficient	
Practice Types	Deliberate Practice - Goal-oriented - Devoted to improvement of skill	Retrieval Practice - Recall from memory - Enhances and boosts learning	Spaced Practice - Spaced intervals - Forgetting helps remembering

	Hattie Effect Size: 0.79	Hattie Effect Size: 0.54	Hattie Effect Size: 0.60
Feedback	Corrective Feedback is: - Provided - Immediate - Specific and Informative - Focused on the correct response - Delivered with appropriate tone - Ended with students' giving the correct response Affirmative Feedback is: - Contingent (If- Then) - Specific - Provided for noteworthy performance - Focused on achievement and effort - Comparing students to themselves - Positive, credible, and genuine - Unobtrusive		

Planning for Practice

	Skill has been taught and students are capable of completing the task independently. 90-95% accuracy
	Establish a clear purpose for the assignment
	Design or select a practice task/activity that matches the skill and learning objective
	Provide clear, concise directions
	Clarify and verify students' understanding of the assignment
	Establish evaluation criteria
	Provide feedback on student performance

Relevant Resources

Archer, A., Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guildford Press.

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