

PRACTICING AND DEEPENING
LESSONS

Structured Practice Sessions

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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CONTENTS

INTRODUCTION	1
STRUCTURED PRACTICE SESSIONS	2
STRATEGIES	4
Modeling	5
Guided Practice	6
Close Monitoring	8
Frequent Structured Practice	10
Varied Practice	12
Fluency Practice	13
Worked Examples	15
Practice Sessions Prior to Testing	17
REPRODUCIBLES	18

INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

STRUCTURED PRACTICE SESSIONS

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency. Effective practice is more than repetition; it involves students gradually learning and then shaping the steps of a process, and should be thoughtfully designed and guided by the teacher.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students perform the skill, strategy, or process with increased confidence.
- Students perform the skill, strategy, or process with increased competence.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor

Structured Practice Sessions

their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Structured Practice Sessions

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I use structured practice sessions, and I monitor the extent to which my actions affect students.	I use structured practice sessions, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher often assigns homework that asks his students to perform new skills, strategies, or processes after they are introduced. The teacher does not model procedures before students perform them and does not set aside additional time in class to practice processes and skills.

Beginning (1): A teacher engages her students in fluency practice of summarizing short texts. Before asking the students to summarize, the teacher demonstrates the skill but does not engage the students in trying the skill. During the fluency practice, the teacher creates strict time limits for the students to generate and write down their summaries, and some of the students are not able to complete the fluency activities in the allotted time.

Developing (2): The teacher models the long division procedure for his students. He describes each step of the procedure as he performs it on the whiteboard and explains when students will need to use this procedure. Afterwards, he asks students to solve the same problem using the methods he has described. The teacher then presents additional examples and asks students to solve them with increasing levels of independence. Over the next few days, he provides similar practice sessions. However, he does not have a way of monitoring whether this strategy has helped students understand the procedure better or develop their fluency with the procedure.

Applying (3): A teacher schedules practice sessions before assessments to help students succeed. She creates a scale and asks students to rate their level of comfort and certainty for various processes from recent lessons. She then conducts special practice sessions to go over the procedures that students are unsure about. After the practice sessions, she asks students to rate their comfort levels again. The teacher is careful to stagger the practice sessions so that there is enough time for students to become fluent in the processes before test day.

Innovating (4): A teacher uses varied practice to challenge his students. He creates a series of word problems and asks students to work in groups of two to complete the set of problems. The teacher monitors how quickly each group seems to be moving forward and reminds groups who appear to be struggling of an important step or procedure they could use to solve the problem. There are two sets of students who finish their word problems quickly, so he asks them to write out a step-by-step guide of what they did and why to share with the class later.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Modeling

When any skill, strategy, or process is presented to students, it should first be modeled for them. This involves the teacher walking through the steps involved in the skill, strategy, or process. Teachers often use “think-aloud” techniques to model.

Teacher Actions

- Clearly articulating the steps involved in a skill, strategy, or process
- Walking students through the steps using think-aloud techniques

Desired Student Responses

- Repeating the steps back to the teacher verbally
- Performing the skill, strategy, or process without errors

Extra Support

- Asking students to perform one step of the skill, strategy, or process at a time before performing the entire skill, strategy, or process

Extension

- Asking students to model the skill, strategy, or process for their peers using think-aloud techniques

Different Methods of Modeling

The modeling process can include a number of steps and can incorporate different media to make content engaging and easy to comprehend. Teachers can use the following techniques to model a skill, strategy, or process for students.

- Demonstrating a skill, strategy, or process step-by-step
- Verbally explaining each step of a skill, strategy, or process
- Showing a video that demonstrates a procedure or process
- Showing a completed example with significant parts labeled for students
- Demonstrating several different ways a student can effectively perform a skill, strategy, or process
- Providing multiple completed examples
- Pointing out common errors in completed examples
- Performing an error while demonstrating a skill, strategy, or process and then explaining why it was incorrect

In addition to the use of these modeling techniques, teachers can use think-alouds to explain why and how a skill, strategy, or process should be used. Each time they enact a step in a procedure, they should explain why they are performing this step, how they are going to perform this step, and how students can recognize when they need to use the procedure. Think-alouds should also help students relate the procedure to what they already know. Students can use think-alouds to explain their own decisions if they demonstrate a procedure for the class or the teacher.

Guided Practice

Guided practice involves well-structured opportunities for students to engage in new skills, strategies, or processes. During these opportunities, activities move from very simple to more complex versions of the skill, strategy, or process.

Teacher Actions

- Presenting an opportunity for students to engage in a very simple version of a new skill, strategy, or process
- Elaborating on and making connections to the very simple version of the skill, strategy, or process when presenting a more complex version of the skill, strategy, or process

Desired Student Responses

- Executing the very simple and more complex versions of the skill, strategy, or process effectively and accurately
- Knowing how the more complex version of the skill, strategy, or process builds upon the simpler version of the skill, strategy, or process

Extra Support

- Repeating the very simple version of a new skill, strategy, or process multiple times to ensure student understanding before moving to a more complex version of the skill, strategy, or process

Extension

- Asking students to decide which version of a new skill, strategy, or process is most suitable for a given task or situation

Guided Practice Planning Guide

Skill, strategy, or process to be taught: _____

Write down the type of guided practice activities to be used in this unit in the far left column, moving from simple to complex versions of the skill. Indicate with an "X" which days will incorporate guided practice of this activity. Fill in dates in the topmost row.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Practice Activity 1:								
Practice Activity 2:								
Practice Activity 3:								
Practice Activity 4:								
Practice Activity 5:								

How will I draw connections between the simple and complex versions of this procedure?

How will I further assist students who are struggling with the procedure even after guided practice?

Close Monitoring

When students are learning a new skill, the teacher provides a highly structured environment and monitors student actions very closely to correct early errors or misunderstandings. As students become more adept with a skill, strategy, or process, the teacher encourages them to monitor their own progress and evaluate their own performances.

Teacher Actions

- Creating a highly structured environment for students to practice new skills
- Monitoring students' actions very closely to correct early errors or misunderstandings
- Prompting students to monitor their own performance of a skill

Desired Student Responses

- Quickly correcting errors or misunderstandings about a process or skill
- Describing their level of performance and improvement with a skill

Extra Support

- Breaking strategies or skills into smaller chunks that students can practice separately before putting them together

Extension

- Asking students to compare different parts of a strategy or skill to make generalizations about the process

Technology Tips

- Embed audio guidance for students to use as needed in a variety of software tools, such as word processing, spreadsheet, and presentation software. If a student is practicing the process of balancing chemical equations, for instance, you might create and share a practice guide in word processing software or spreadsheet software. Embed audio clips of yourself explaining the process to students.
- Use screen recording tools to enhance close monitoring. Students use the screen recording tools in interactive whiteboard software or use screencast software—such as Jing, ScreenChomp, Educreations, or TouchCast—to record their practice with a new strategy, skill, or process. These tools allow students to explain their thought processes as they apply the new skill or procedure and provide teachers with insight about student understanding so that they can more readily administer interventions before incorrect thinking becomes ingrained.

Implementing Close Monitoring

Use the following techniques to implement close monitoring in the classroom in a way that scaffolds the attainment of a skill, strategy, or process for students.

- Break procedures or processes into steps or chunks so that students can easily practice each piece.
- Model each step of the procedure or process.
- Ask students to work independently only when you have completed modeling the step so that you are available to observe their actions.
- Observe students as they practice each step. Only move on to the next step in a procedure or process after every student has completed the first step correctly.
- Gradually move students from simple examples to more difficult examples. One way to do this is to have students simply imitate or replicate your actions at first and then gradually have them execute the skill, strategy, or process on their own.
- When students are first learning processes or skills, ask them to repeat information in chorus. As students grow familiar with the information, call on individual students for answers or explanations to a question.
- Stop the whole class when you notice a pattern of errors in the students' performance of a skill, strategy, or process. Explain the errors to the class and have them practice that specific element of the procedure several times.
- Once students are able to complete the skill, strategy, or process independently, place students in small groups and have them complete several problems within the group. Ask each group member to contribute to the completion of the task and speak up if the group has made an error.

Frequent Structured Practice

When students are learning a new skill or process, the teacher first provides a clear demonstration of the skill or process. After this demonstration, students should have frequent opportunities to practice discrete elements of the skill or process and the process as a whole in situations where they have a high probability of success. Students should experience success multiple times before moving away from this type of practice.

Teacher Actions

- Providing a clear demonstration of the skill or process to be learned
- Giving students frequent opportunities to practice a skill or process with a high rate of success
- Ensuring that students experience success with a skill or process multiple times

Desired Student Responses

- Explaining the steps required to correctly perform a process or skill
- Experiencing success repeatedly and often during frequent structured practice

Extra Support

- Creating a visual representation of the skill or process for students that explains each step using words and pictures

Extension

- Asking students to track their progress with a skill or strategy to determine when they are ready to move to varied practice

Technology Tips

- Enhance structured practice with audio recording software like Audacity or the audio recording tools in interactive whiteboard, presentation, or word processing software. Highlight and embed important problem-solving steps, clues, or guidance that can be accessed by students who need it. Students can access these files on a variety of devices—such as desktop computers, laptops, or tablets—to guide their structured practice of new processes, strategies, or skills.

Frequent Structured Practice Planning Chart

I will initially introduce the procedure or skill on _____

I will have students practice this procedure or skill _____ times over the course of _____ weeks.

By _____, I expect all students to be able to use this skill or procedure.

Date	Practice Activity	Observations or Results

Do student artifacts show that they are easily using this skill correctly by the last practice session?

How will I deepen students' understanding and use of this skill or process?

Varied Practice

Once students have engaged in frequent structured practice, they begin practicing a skill or process in more challenging situations. Students should still experience success, but they might be required to work a bit harder than was necessary during frequent structured practice. During this type of practice, the teacher should encourage students to monitor their progress with the skill or process and to identify their strengths and weaknesses.

Teacher Actions

- Creating challenging situations for students to practice a skill or process
- Ensuring that students experience success after overcoming challenges and obstacles
- Prompting students to monitor their progress with a skill or process

Desired Student Responses

- Persevering with a process or skill when confronted with challenges
- Experiencing success on a regular basis during varied practice
- Describing their levels of performance and improvement with a skill or process

Extra Support

- Warning students that they may encounter challenges during varied practice and describing common challenges and how to overcome them

Extension

- Asking students to describe how they overcame the challenges or obstacles they faced

Technology Tips

- Encourage students to use screen capture tools (such as Jing, ScreenChomp, Educreations, or TouchCast) or the audio or video recording features of laptops, tablets, or smartphones to describe the important steps in a procedure in their own words.

Implementing Varied Practice

Students are ready to begin practicing a skill, strategy, or process in more challenging and varied situations when they can do the following.

- Summarize how to perform the skill, strategy, or process
- Explain when to use the skill, strategy, or process
- Write out a step-by-step procedure for performing the skill, strategy, or process
- Describe why the skill, strategy, or process is generally used
- Execute the skill, strategy, or process independently

Once a teacher is certain that students are ready to vary their use of the skill, strategy, or process, they can design more difficult practice problems.

Fluency Practice

Once students are comfortable with a skill or process and have experienced success with it in a wide range of situations, they engage in independent practice in which they focus on performing the skill or process skillfully, accurately, quickly, and automatically. The teacher can assign this type of practice with a skill or process as homework. Students can track their progress over time by keeping self-monitoring charts, such as the following example from *The Art and Science of Teaching* by Robert J. Marzano (2007).

Progress Measurement	Practice Session				
	1	2	3	4	5
Number of items in my practice set	5	5	5	10	10
Number of items performed correctly	2	3	4	7	9
Number of minutes to complete the items	3	3	2	5	4

Teachers and students can also rate their fluency using a scale such as the following.

Beginning	Intermediate	Fluent
Students are comfortable attempting a skill, strategy, or process independently. They may need to write out the steps for performing the skill, strategy or process, or refer to notes as they are practicing.	Students are comfortable performing the skill, strategy, or process. They may struggle from time to time with difficult examples, but they perform easier examples with ease.	Students can use the skill, strategy, or process with no guidance and perform all aspects correctly. They can adapt the skill, strategy, or process to solve a range of problems efficiently.

Teacher Actions

- Ensuring that students are comfortable with a skill or process and have experienced success in a wide range of situations
- Asking students to focus on performing a skill with increasing speed and accuracy
- Helping students track their progress and improvement with a skill or process

Desired Student Responses

- Feeling comfortable with a skill or process
- Experiencing success with a skill or process in a wide range of situations
- Performing a skill or process with increasing speed and accuracy
- Describing their levels of performance and improvement with a skill or process

Extra Support

- Helping students set a series of small goals so they continue to experience success while improving their fluency, accuracy, and skill

Extension

- Asking students to describe techniques that helped them improve in their fluency, accuracy, and skill

Student Fluency Progress Chart

Name: _____

Skill or process: _____

Progress Measurement	Practice Session				
	1	2	3	4	5
<i>Number of items in my practice set</i>					
<i>Number of items performed correctly</i>					
<i>Number of minutes to complete the items</i>					

How comfortable do I feel performing this skill, strategy, or process compared to when I first learned it?

What did I do to increase my fluency? Are there any techniques or tricks I learned that were particularly helpful?

Rate your fluency using the following scale.

Beginning	Intermediate	Fluent
I am comfortable attempting a skill, strategy, or process independently. I may need to write out the steps for performing the skill, strategy or process, or refer to notes as I am practicing.	I am comfortable performing the skill, strategy, or process. I may struggle from time to time with difficult examples, but perform easier examples with ease.	I can use the skill, strategy, or process with no guidance and perform all aspects correctly. I can adapt the skill, strategy, or process to solve a range of problems efficiently.

Worked Examples

While students are practicing skills and processes, the teacher provides them with problems or examples that have already been worked out so they receive a clear image of the correct procedure.

Teacher Actions

- Creating examples showing each step involved in solving a problem
- Discussing worked examples with students

Desired Student Responses

- Explaining each step involved in solving a problem
- Identifying discrepancies between their performance of a skill or process and what is shown in the worked example

Extra Support

- Using pictures, diagrams, arrows, and labels to clearly illustrate the correct procedure for solving a problem

Extension

- Having students annotate problems (using pictures, diagrams, arrows, and labels) to show the procedure they used to solve them

Using Worked Examples

Create a written script to accompany each worked example to help students understand what is being demonstrated. For example, in the following worked example of adding fractions with different denominators, the teacher has provided a script outlining each step in the process.

One Method for Adding Fractions With Different Denominators

$\frac{3}{4} + \frac{1}{2} = ?$	In order to add two fractions, their denominators must match. When the denominators of two fractions in an addition problem are different, we must first find the fractions' common denominator.
$\frac{3}{4} + \frac{1}{2} = ?$ $4 \times 2 = 8$ New denominator = 8	One way to find a common denominator is to multiply the two denominators. The product of the two numbers will be the new denominator.
$\frac{3}{4} \times \frac{2}{2} = \frac{6}{8}$ $\frac{1}{2} \times \frac{4}{4} = \frac{4}{8}$ So, $\frac{6}{8} + \frac{4}{8} = ?$	However, since we multiplied the denominators, we must also multiply the numerators. In order to keep the fractions proportional, we must do what we did to the denominators to the numerators.
$\frac{6}{8} + \frac{4}{8} = ?$ $6 + 4 = 10$ So, $\frac{6}{8} + \frac{4}{8} = \frac{10}{8}$	Now that the denominators are the same, we can add the fraction like we normally would. This means that we add the numerators only and leave the denominators the same.

After students have reviewed the script, have them answer several questions that ask them to explain what the worked example shows and to demonstrate their understanding of the example. For example, to accompany the previous worked example, a teacher might include these questions:

1. Is it possible to add two fractions with different denominators? Explain your answer.
2. What is one way we can find a common denominator?
3. What do we have to do to the numerator when we find the common denominator?

These questions help students reflect on and review the steps outlined in the worked example.

Practice Sessions Prior to Testing

The teacher sets up a practice schedule to ensure that students have a chance to review and practice skills and processes before they are tested or retested on them.

Teacher Actions

- Creating a practice schedule to ensure that each student practices a skill or process before being tested or retested
- Monitoring students to ensure that they practice skills and processes prior to testing or retesting

Desired Student Responses

- Practicing skills or processes multiple times before testing or retesting
- Explaining how their practice sessions have improved their performance of a skill or process
- Improving their performance on tests

Extra Support

- Giving individual students feedback about what specific part of a process or skill is most important for them to work on during their practice sessions

Extension

- Asking students to investigate new techniques for performing a process or skill that are as effective as the ones taught

Relating Practice to a Learning Goal or Scale

- Tell students which content will be tested on the assessment.
- If students have been charting their progress throughout the unit, have them estimate their current position on the proficiency scale and decide what score they would like to earn on the assessment. Ask students to propose ways they can practice skills and achieve their individual learning goals. Students can also provide explanations for why their activities are good ways to practice a skill, strategy, or process.
- Identify independent or group practice activities students can complete to strengthen their mastery of the learning goal. Have students complete the activities in class or ask them to perform them at home and monitor their ability to complete the tasks. Ask students to rate how fluently they were able to complete a task by providing them with a scale to measure their success.
- Create group practice sessions that review an important skill or process specifically addressed by the learning target or scale. Sessions may be required, or they can be offered as an optional practice activity.
- Create a calendar of practice dates and sessions that will prepare the class for the assessment. Post this calendar in the classroom or on a class website to help students plan for the practice sessions.

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow an observer in a classroom to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

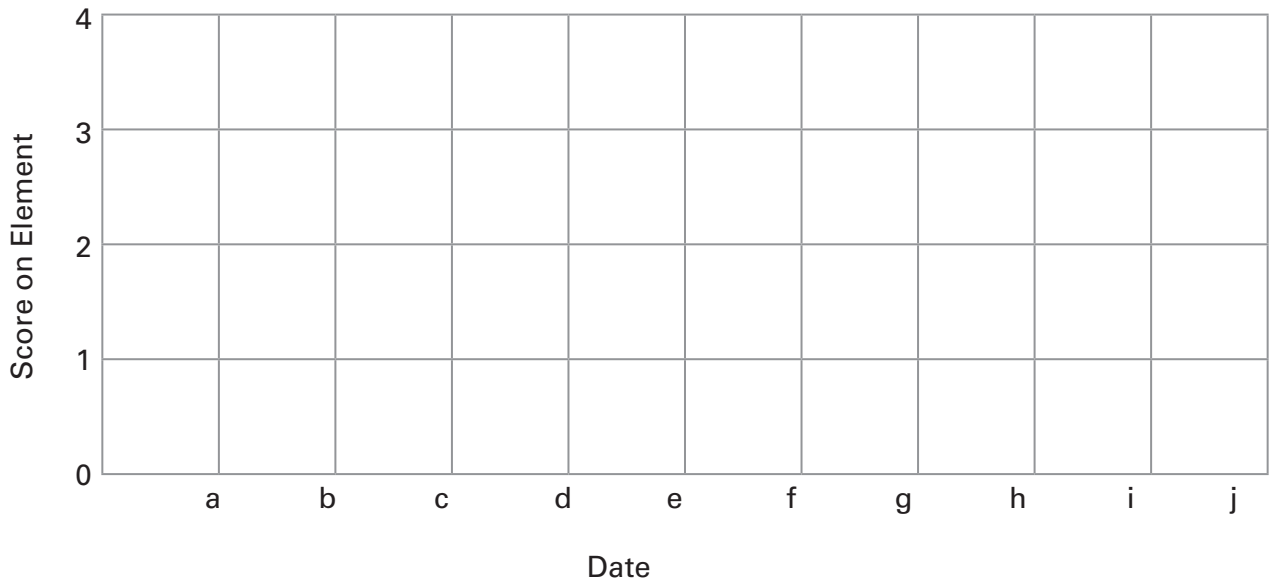
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of structured practice sessions.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Modeling	
	Guided Practice	
	Close Monitoring	
	Frequent Structured Practice	
	Varied Practice	
	Fluency Practice	
	Worked Examples	
	Practice Sessions Prior to Testing	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with structured practice sessions. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Explaining how to perform a skill, strategy, or process	
Tracking how well they have performed a skill, strategy, or process	
Explaining when to use a skill, strategy, or process	
Practicing a skill, strategy, or process before an exam	
Demonstrating fluency with a skill, strategy, or process	
Making errors or having difficulty with a skill, strategy, or process*	
Applying a skill, strategy, or process to solve complex problems	
Correcting an error made while performing a skill, strategy, or process	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Structured Practice Sessions

1. My teacher asks me to practice things over and over until I get good at them.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

2. When I first learn a skill, my teacher gives me lots of practice activities that I can be successful at.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

3. When I am already pretty good at a skill, my teacher gives me harder activities.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

4. My teacher lets me practice a skill until I feel confident doing it.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

5. If I can't perform a skill by myself, my teacher helps me practice until I can.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

6. If I can perform a skill by myself, my teacher gives me activities that help me do it better and faster.

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

Teacher Survey for Structured Practice Sessions

1. I model a skill, strategy, or process for students before asking them to do it.

Often Sometimes Rarely Never I don't know

2. I engage students in guided practice of skills, strategies, and processes.

Often Sometimes Rarely Never I don't know

3. I engage students in independent practice of skills, strategies, and processes.

Often Sometimes Rarely Never I don't know

4. I increase the difficulty of student practice items as students become more comfortable with the skill, strategy, or process.

Often Sometimes Rarely Never I don't know

5. I ask students to monitor their fluency with important skills, strategies, and processes.

Often Sometimes Rarely Never I don't know

6. I have students practice a skill, strategy, or process before an assessment.

Often Sometimes Rarely Never I don't know

7. I provide students with examples of the skill, strategy, or process before asking them to practice it.

Often Sometimes Rarely Never I don't know