



Utilizing Practice Activities within Content Areas

Competency

Educator utilizes student-centered, grade, and subject area practice activities to contribute to and/or enhance student learning.

Key Method

The educator designs and utilizes practice activities that support students in meeting rigorous learning goals and developing a deep understanding of learning as well as making the connection between content areas.

Method Components

Background

Educators understand that effective design and use of practice activities affect learner expectations and outcomes. They recognize that providing reflective practice activities and experiences will support students in meeting rigorous learning goals in all content areas. The educator also uses a variety of instructional strategies, including practice activities, to deepen understanding of the content areas. They design practice activities by utilizing learner performance data and their knowledge of the learners in their classroom to identify those in need of significant support and/or advanced learning. Educators also adjust their practice activities based on the needs of their students.



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Practice Activities

- Experiences are well-structured experiences and offer opportunities for students to interact with new knowledge.
- Practice activities can be whole-group, small-group, or individual.
- Practice activities can be completed in class or out of class. Practice activities can include homework.
- Practice activities can be linguistic in nature, such as discussions, readings, and questioning, or nonlinguistic in nature, such as graphic representations, pictures, models, etc.

Key Elements of Effective Practice Activities

- Practice activities are utilized specifically to reinforce concepts taught in the classroom.
- The teacher utilizes data on learner performance to guide their choices of practice activities.
- Performance data from the specific activities is used to inform planning for future content.
- A wide range of explicit and understandable activities are utilized.
- Cultural resources must be utilized to meet the needs of all learners.
- Practice activities are linked to learning objectives and content standards.
- Scaffolding is included when designing practice activities to meet the needs of all learners.
- Appropriate accommodations are made for students with disabilities.
- Both linguistic and nonlinguistic representations are utilized when expressing the understanding of concepts through practice activities.
- The educator engages learners in connecting concepts across content areas.

Supporting Rationale and Research

ASCD. (n.d.). Chapter 3. What will I do to help students practice and deepen their understanding of new knowledge? Retrieved from <http://www.ascd.org/publications/books/107001/chapters/What-will-I-do-to-help-students-practice-and-deepen-their-understanding-of-new-knowledge%C2%A2.aspx>

Brabeck, M., Jeffrey, J., & Fry, S. (n.d.). Practice for knowledge acquisition (Not drill and kill). Retrieved from <http://www.apa.org/education/k12/practice-acquisition.aspx>



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Carnine, D. (2016, February 25). Designing Practice Activities. Retrieved from https://www.researchgate.net/publication/20563077_Designing_Practice_Activities

InTASC Standards:

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Resources

[New Teachers: Lesson and Curriculum Planning](#)

[What to Consider When Writing a Lesson Plan](#)

[Linguistic and nonlinguistic representations](#)

[Teaching Strategies](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(200-300words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential. Please do not include any information that will make you identifiable to your reviewers.

1. Describe your current use of practice activities. How are these activities decided upon? Are they already built into your curriculum, or do you choose/create your own?
2. How do you utilize data from learner performance to make adjustments to your performance activity assignments?
3. How do you differentiate practice activities to meet the needs of diverse learners (Special Education Students, Gifted Learners, English Language Learners, etc.)?



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Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Lesson Description and Practice Activity

Submit a description of a previously taught lesson that includes an example of an individual practice activity assigned to students after the content was taught. Explain how the activity was differentiated to meet the needs of diverse learners. Lesson description should be no longer than 200 words, outlining the content of the lesson and the delivery method.

Submit the practice activity as a PDF, image, or description, depending on the nature of the activity. The explanation of the accommodations or adjustments made to the activity can be written **(no more than 100 words)**, or if the activity was accommodated in a way that can be shown through images, the images may be submitted to satisfy this requirement.

Artifact 2: Non Linguistic Redesign of Activity

Choose an activity you have used in your class that is in a linguistic format. Redesign the activity to provide the opportunity for a linguistic and nonlinguistic demonstration of the content.

- Ensure that the activity is cross-curricular, pulling together at least two different content areas.
- Submit examples of both activities, the original as well as the redesigned, along with a narrative describing the differences and how having the choices for the students will enhance their understanding of the content.
- To redesign the activity, the original activity may be completely changed but focused on the same content, or it may be extended to provide for both linguistic and nonlinguistic representations of the content being practiced.
- Please refer to the linguistic and nonlinguistic reference noted in the resources.
- The activities can be submitted as images or PDFs and can be completed by a student. The narrative should be no longer than 300 words.



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Artifact 3: Two Practice Activities

(400-word limit)

Focusing on a lesson recently taught in the classroom, design and submit two different practice activities to clarify or further the understanding of the content.

- Choose a student or small group of students and utilize the practice activities created.
- Submit a video or narrative outlining the utilization of the practice activities and how student understanding was clarified by utilizing the activities.
- Submit at least two authentic student work samples of the practice activities in the form of PDFs or images.

Annotate the work samples to demonstrate how the activity furthered student understanding.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Lesson Description and Practice Activity	<p>Artifact includes all the following elements:</p> <p>Lesson narrative and description or recording focused on the content of the lesson and delivery method. (200 words)</p> <p>A practice activity submitted as a PDF, image, or narrative.</p> <p>An explanation or images of the accommodations or adjustments made to the activity to meet the needs of all learners. (100 words if</p>	<p>Artifact includes two of the following elements:</p> <p>Lesson narrative and description or recording focused on the content of the lesson and delivery method. (200 words)</p> <p>A practice activity submitted as a PDF, image, or narrative.</p> <p>An explanation or images of the accommodations or adjustments made to the activity to meet the needs of all learners. (100 words if</p>	<p>Artifact is missing two or more of the following elements:</p> <p>Lesson narrative and description or recording focused on the content of the lesson and delivery method. (200 words)</p> <p>A practice activity submitted as a PDF, image, or narrative.</p> <p>An explanation or images of the accommodations or adjustments made to the activity to meet the needs of all learners. (100 words if</p>



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	written in narrative form) Grammar, spelling, and sentence structure enhance clear communication	written in narrative form) Grammar, spelling, and sentence structure allow for clear communication	written in narrative form) Grammar, spelling, and sentence structure may inhibit clear communication.
Artifact 2: Non Linguistic Redesign of Activity	Artifact includes all the following elements: An example of the original practice activity (linguistic in nature) completed during or after the lesson. An example of the redesigned practice activity with both nonlinguistic and linguistic representations of the content. The redesigned activity explicitly connects at least two content areas. A narrative, recording, video, or podcast explicitly detailing the differences between the two activities and how having both types of representation, linguistic and nonlinguistic, will help to enhance students'	Artifact includes two of the following elements: An example of the original practice activity (linguistic in nature) completed during or after the lesson. An example of the redesigned practice activity with both nonlinguistic and linguistic representations of the content. The redesigned activity explicitly connects at least two content areas. A narrative, recording, video, or podcast explicitly detailing the differences between the two activities and how having both types of representation, linguistic and nonlinguistic, will help to enhance students'	Artifact is missing two or more of the following elements: An example of the original practice activity (linguistic in nature) completed during or after the lesson. An example of the redesigned practice activity with both nonlinguistic and linguistic representations of the content. The redesigned activity explicitly connects at least two content areas. A narrative, recording, video, or podcast explicitly detailing the differences between the two activities and how having both types of representation, linguistic and nonlinguistic, will help to enhance students'



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	<p>understanding of the content. (no longer than 300 words)</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>understanding of the content. (no longer than 300 words)</p> <p>Grammar, spelling, and sentence structure allow for clear communication.</p>	<p>understanding of the content. (no longer than 300 words)</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>
<p>Artifact 3: Two Practice Activities</p>	<p>Artifact includes all the following elements:</p> <p>A narrative, recording, or video showing utilization of the practice activities in a small group or with an individual student.</p> <p>At least two practice activities utilized with the small group or individual student are annotated and included. This should be authentic student work uploaded as images or PDFs.</p> <p>Narrative describes how the practice activities were chosen or designed and how student learning progressed or was clarified through use of the activities.</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>Artifact includes two of the following elements:</p> <p>A narrative, recording, or video showing utilization of the practice activities in a small group or with an individual student.</p> <p>At least two practice activities utilized with the small group or individual student are annotated and included. This should be authentic student work uploaded as images or PDFs.</p> <p>Narrative describes how the practice activities were chosen or designed and how student learning progressed or was clarified through use of the activities.</p> <p>Grammar, spelling, and sentence structure allow for clear communication.</p>	<p>Artifact is missing two or more of the following elements:</p> <p>A narrative, recording, or video showing utilization of the practice activities in a small group or with an individual student.</p> <p>At least two practice activities utilized with the small group or individual student are annotated and included. This should be authentic student work uploaded as images or PDFs.</p> <p>Narrative describes how the practice activities were chosen or designed and how student learning progressed or was clarified through use of the activities.</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>



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Part 3 Reflection

(300-400 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. What have you learned about the process of utilizing student-centered, appropriate practice activities to solidify and/or enhance student learning
2. What positive impact did the practice activity have on your diverse learners?
3. Moving forward, how might what you have learned affect your practice?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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