**EFFECTIVE INSTRUCTION TEACHING MODEL – Practice and Deepening**

**Focus Question - How well do I provide quality opportunities for my students to practice and deepen their understanding of new knowledge?**

**What it looks like –** Providing opportunities for students to practice and deepen almost always occurs after students have received direct instruction about new knowledge. When practicing and deepening a students is expected to remember content in a sequential way or practice a strategy or process they have learnt. Modelling, scaffolding, and feedback play an important part in practicing and deepening as these three factors contribute greatly to building student confidence and competence.

**The practice and deepening model**

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| **Teacher Strategies (and Evidence)**   * Teacher identifies or poses a problem that must be solved using new knowledge * Teacher proves a demonstration of practice with obvious and explained modelling and/or scaffolding. * Teacher provides guided practice with less modelling and/or scaffolding. * Teacher engages students in practice activities that are appropriate to their current ability. * Teacher provides individual guidance students cannot perform the skill, strategy, or process independently. * Teacher provides an opportunity for students to practice independently. * Teacher invites students to demonstrate skill or strategy to the class. * Teacher explains how a student will recognise when they have achieved success, or poses a test question to ascertain student success. * Teacher assigns homework that allows students to practice and deepen their knowledge independently | **Student Evidence**   * Students can identify the new knowledge on which the strategy or process is based. * Students record the model or scaffold in their notebook * Students ask questions about success. * Students ask clarification questions. * Students perform the skill, strategy, or process with increased confidence * Students perform the skill, strategy, or process with increased competence * Student work indicate that their new knowledge has been extended. * When asked, students can describe why they been set homework. |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| **Practice and deepens new Knowledge** | Teacher does not obvious demonstrate new process or skill | Teacher demonstrates new process or skill in a way students have difficulty understanding – too complex or insufficient scaffolding | Teacher demonstrates new process or skill. Not all students are able perform skill with reasonable success. Scaffolding not fully developed.  Practice is set. | Teacher demonstrates new process or skill with appropriate scaffolding. Practice is guided at more than one level within the class. Teacher clearly explains what successful practice looks like. | Teacher demonstrates process or skill ensuring all students understand (using scaffolding and CFU). Practice varies from guided to independent. Success is clearly outlined and celebrated with students. |