CW Content Fidelity\*

Student Practice: Spaced vs. Massed

**RPDC: Consultant(s): SIS:**

**Date: Location/Building: Duration:**

* Stated Purpose (at least one)
* Objectives – (slide 9)
* Expectations
* Essential Questions – (slide 11)
* Outcomes – (slide 10)
* Hattie Barometer with Effect Size and explanation – (slide 23)
* Missouri Teacher Standards – (slide 13)
* Core/Key concepts with explanation of practice
* Necessary Components for Practice to Be Successful – (slide 19)
* Four Kinds of Practice – (slide 20)
* Effect of Practice – (slide 22)
* Practice Occurs as Part of Direct Instruction Seven Steps – (slides 56, 57)
* How much practice is necessary? – (slides 59-61)
* Prerequisites to Practice – (slide 65)
* Prerequisite 1, Classroom Climate – (slide 68)
* Prerequisite 2, Relevance – (slides 72-74)
* Prerequisite 3, Knowledge – (slides 78-81)
* Definition/Vocabulary
* Practice – (slide 15)

Definitions and Key Concepts by Practice

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| Practice | Definition | Key Concept |
| Deliberate | Slide 24 | 25, 26 (Hattie) |
| Dynamic | Slide 34 | 35, 38, 39 |
| Spaced vs. Massed | Slide 44 | 45, 46 (Hattie) |
| Interleaving | Slide 51 | 52 (video clip) |

* Implementation Fidelity Checklist with discussion of concepts – (slide 94)
* Next Steps/Action Planning – CW format or other format
* Practice Profile – (slide 93)