Utah State Board of Education

DELIBERATE PRACTICE

EFFECT SIZE: 0.49

High-Quality Instruction Cycle Connection:

Step 3: Instruction

Utah Effective Teaching Standards Alignment:

- Standard 1, Element 1
- Standard 2, Elements 2, 4
- Standard 3, Element 1

Personalized, Competency Based Learning Framework Essential Component:

Culture of Learning
Learner Agency
Demonstrated Competency and Assessment

WHAT?

Deliberate Practice refers to a special type of practice that is purposeful and systematic. While regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance.

WHY?

The effect size of deliberate practice is 0.49 which is a little more than one year of growth for one year of learning. Anders Ericsson (2006) found that the level of expertise one achieves has more to do with how one practices than merely how many times one practices. Deliberate practice refers to a special type of practice that is purposeful and systematic. To maximize skill development, it is not just about the quantity of practice, it is about the quality of practice.

HOW?

Teachers can provide opportunities for deliberate practice by: identifying well-defined learning objectives and success criteria; providing timely, individualized feedback; ensuring students are challenged and engaging in intentional, effortful repetitions. In addition, students must have the opportunity to set their own goals, self assess, and reflect on their practice.

PREPARATION:

- Design practice opportunities aligned to clear learning intentions and success criteria.
- Use student data to plan individualized practice opportunities.

IMPLEMENTATION:

Create the conditions for students to critically analyze evidence from both formative and summative assessments, discuss the data, and reflect on their progress individually and with peers.

Teacher Actions

- Communicate the importance of both practice and perseverance in learning.
- Provide practice work based on student data, including student feedback.
- Provide opportunities for students to set goals and self-assess.
- Ensure timely and focused feedback that makes clear how to eliminate mistakes and improve performance.
- Use student performance on practice work to inform future instruction.

Student Look-Fors

- Demonstrate an understanding of the role practice has in learning and acknowledging "failure" is an important part of gaining expertise.
- Set practice goals for themselves.
- Accurately assess their own practice.
- Seek and interpret feedback about own work and are aware of thinking during practice.
- Persevere while engaged in challenging and intentional practice.

Reflection

- How successfully did students engage, improve, and reflect during practice?
- How did feedback impact student practice?
- To what degree were the practice opportunities challenging and required effortful repetitions?

Go Deeper—Resources to learn more

Ericsson, K. A. (2006). The Influence of Experience and Deliberate Practice on the Development of Superior Expert Performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), The Cambridge handbook of expertise and expert performance (pp. 683–703). Cambridge University Press.

Deliberate Practice and Acquisition of Expert Performance: A General Overview - Anders Ericsson - 2008 - Academic Emergency Medicine - Wiley Online Library

Practicing for the Future: Deliberate Practice in Early Childhood - Brinums - 2018

- Child Development - Wiley Online Library

How to Motivate Kids to Practice Hard Things

HOME CONNECTIONS

- Encourage parents to share a skill or goal with their child that took them a lot of effort to achieve. Optional prompts for parents to incorporate:
  - What kept you going?
  - What did you do when you wanted to give up?
  - Describe how it felt when you became an expert at the skill or achieved the goal.
- Possible questions to suggest parents and family members ask about homework or a skill practiced outside of school, for example, playing a musical instrument, studying for a spelling bee, learning a new sport, etc. to help the student become more intentional with their practice.
- When your child is practicing a skill, ask them:
  - "Why is what you are doing/practicing important to becoming an expert at this skill?"
  - "What do you want out of practicing [fill in the skill]?"
  - "What part is the most challenging for you? How can you practice just that part?

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