

## Deliberate Practice Plan Template (SAMPLE)

Name:  
School:  
Year:  
Date of Plan:

### Step 1: Self-Assessment

Instructional Strategy	Level/Score	Current Student Behavior/Learning	Changes in Students Behavior/Learning
Identifying Critical Information	1, Beginning	Students do not focus in on critical information being taught in a lesson.	I would like to see my students focus in on the critical information being taught throughout a lesson.

### Step 2: Identify Focus Strategies

Instructional Strategy	Baseline Level/Score and Date	Anticipated Midpoint Growth Level/Score and Date	Anticipated Final Growth Level/Score Goal and Date
Identifying Critical Information	Score: 1, Beginning Date: May 2, 2012	Score: 3, Developing Date: January 2013	Score: 4, Applying Date: May 2013

### Step 3: Write Measurable Goals

Goal(s)
By the end of the year, I will raise my score on identifying critical information from a 2 to a 4, and I expect to see students describing the level of importance of the information addressed in class, students explaining why the content is important to pay attention to, and students visibly adjusting their level of engagement when critical information is share.

### Step 4: Identify Specific Action Steps and Resources

Teacher/Classroom Action Steps	Resources and Professional Development
-Begin the lesson by explaining why upcoming content is important -Tell students to get ready for some important information -Cue the importance of upcoming information by my tone of voice, body position, level of excitement	- <i>Handbook for the Art and Science of Teaching</i> -School-based professional development offerings on Design Question #2

### Step 5: Reflection

Goal #1	Reflection	Date
What am I learning about the strategy?	I realized that I was not pointing out the importance of critical information within my lesson at the beginning of the class period. I did not begin with an activator that helped my students focus in on important vocabulary words. Today in my lesson, I started with key vocabulary and I think it allowed students the opportunity to see what words/phrases would be important for their learning.	11/29/2012
How do I need to prepare my lesson?		
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student		

## Sample Deliberate Practice Plan Step 3

**Bob Bertolino**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the name bar.

### **Sample Deliberate Practice Plan Step 3:**

## Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Sample Deliberate Practice Plan Step 3**

In a global inundated with displays and the cacophony of fast transmission, the profound power and psychological resonance of verbal artistry frequently diminish in to obscurity, eclipsed by the constant assault of sound and distractions. Yet, situated within the musical pages of **Sample Deliberate Practice Plan Step 3**, a interesting perform of fictional brilliance that impulses with natural feelings, lies an unique journey waiting to be embarked upon. Penned by a virtuoso wordsmith, this mesmerizing opus courses visitors on a psychological odyssey, lightly revealing the latent potential and profound impact embedded within the elaborate web of language. Within the heart-wrenching expanse with this evocative analysis, we will embark upon an introspective exploration of the book is key subjects, dissect their captivating writing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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