

DELIBERATE PRACTICE AND REHEARSING FOR CRITICAL IMPLEMENTATION ISSUES

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WHAT IS DELIBERATE PRACTICE?

“Deliberate practice is a specific and unique kind of activity, neither work nor play. It’s characterized by several elements that together form a powerful whole”.

Geoff Colvin

THREE COMPONENTS TO DELIBERATE PRACTICE (GEOFF COLVIN)

- Before the work
 - Anticipate skills need to practice
 - Anticipate pitfalls or potential issues
 - Rehearsal
- During the work
 - Self observation
 - Metacognition
- After the work
 - Reflection

WHAT ARE KEY CHARACTERISTICS OF DELIBERATE PRACTICE?

Jigsaw Activity:

How Do You Get to Carnegie Hall? 8 Keys to Deliberate Practice

by Jeff Cobb, (taken from book, *Talent is Overrated* by Geoff Colvin)

WHY DO WE NEED DELIBERATE PRACTICE?

• <http://www.youtube.com/watch?v=Kq2n1Jlx5P0&feature=related> (Outliers)



THINK-PAIR-SHARE



What has this caused you to think about so far?

WHAT IS REHEARSAL?

re·hears·al/rɪ'hɜrsəl/Noun

- ⦿ 1. A practice or trial performance of a play or other work for later public performance.
- ⦿ 2. The action or process of rehearsing

WHY DO WE NEED REHEARSAL?

Rehearing is about predicting what might happen in a school setting and practicing a message to get the tone and the content correct. A school leader might not recover from a poorly delivered message when the stakes are high and feelings and perceptions will be formed about a topic of high value to a community.

THINK ABOUT A RECENT CONVERSATION

- ⦿ Consider a recent implementation conversation that didn't go as well as you wished
- ⦿ Think about the reasons it may not have been as successful as you wished
- ⦿ On an index card, list the possible reasons that could have been behind the lack of success

SHORT READING

How to Prepare for Speeches & Presentations

Avoid the myth of 'I'll do better *live* than I do in practice.

Andrew Gilman, *CommCore Consulting Group*

WHO WOULD YOU CHOOSE

- If you were to establish collegial support opportunities, with whom would you like to rehearse?
- Why would you choose those colleagues for your rehearsal team?
- Share with your table partner

WHAT ARE STRUCTURES TO SUPPORT REHEARSAL?

- Let's examine a Rehearsal Protocol to think about structures to support rehearsal



WHAT ISSUES MIGHT WARRANT A REHEARSAL CONVERSATION?

Types of challenges that likely need rehearsal:

1. Changes in assessments being used, system-wide
2. Adoption and expectation of use of common curricula, materials
3. Expectation that all struggling students will receive additional intervention support
4. Expectation for frequent collaboration with colleagues
5. Expectation of public sharing of data and student performance results
6. Expectation of delivering instruction differently than previously implemented

• Brainstorm others with your partner...

LET'S PRACTICE

- Select one of the implementation issues on list (partners, please be sure to select different issues)
- Work through the rehearsal protocol
- Once you have worked through the preparation steps, rehearse with your colleague
- Planning, 10 min
- Rehearsal conversation, 3 minutes each partner

GROUP DISCUSSION

- What did you notice about the rehearsal preparation process?
- How could this process be used in your district/school?
- What structures could you set up as a team of principals or district leaders to support this process?

DELIBERATE PRACTICE



We can't get good at something solely by reading about it. And we'll never make giant leaps in any endeavor by treating it like a snack food that we munch on whenever we're getting bored. You get good at something by doing it repeatedly. And by listening to specific criticism from people who are already good at what you do. And by a dedication to getting better, even when it's inconvenient and may not involve a handy bulleted list.

Mertin Mann
