Marshall Memo 491

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 24, 2013

In This Issue:

Quotes of the Week

"The best way you can support and motivate teachers is to create the conditions where they can be effective day after day, together."

Andrew Hargreaves and Michael Fullan in "The Power of Professional Capital" in *Journal of Staff Development*, June 2013 (Vol. 34, #3, p. 37), www.learningforward.org

"All good leadership is a judicious mixture of push, pull, and nudge. This is a sophisticated practice. It's a combination of nonjudgmentalism, not being pejorative about where people are at the beginning, combined with moving them forward… In the end, it's best to pull whenever you can, push whenever you must, and nudge all the time."

Andrew Hargreaves and Michael Fullan (*ibid*., p. 39)

"To break through the current limitations of schools, administrators need to shift their leadership from 'I' to 'we' and promote a constant flow of new ideas and inventive thinking from everyone."

Paul Ash and John D'Auria (see item #2)

"Just as we learned decades ago that hungry children do not learn well, it stands to reason that sleepy children are not optimally responsive to educational intervention, no matter how qualified the teacher and no matter how much empirical support exists for the teaching method or curriculum."

Joseph Buckhalt (see item #4)

"This is also how many of us fall in love with great literature: It mesmerizes us, like music, on a visceral level. No matter how we attempt to deconstruct it, on some level its effect cannot fully be put into words."

Rachel Friedman (see item #5)

1. The Psychology of Procrastination

In this insightful 2010 article in *The New Yorker*, James Surowiecki explores the reasons for procrastination, which he calls "a basic human impulse." The word comes from Latin – "to put off for tomorrow" – and consists of not doing what we think we should be doing – "a mental contortion that surely accounts for the great psychic toll the habit takes on people," he says. "This is the perplexing thing about procrastination: although it seems to involve avoiding unpleasant tasks, indulging in it generally doesn't make people happy." And it seems to be creating increasing anxiety in the modern era, judging by more-frequent references to it in literature and popular culture. Procrastination can be costly: Americans waste hundreds of millions of dollars by filing their tax returns late and forgo vast sums by not getting around to signing up for a retirement plan.

The basic problem is that we tend to do what is in front of us rather than what is out of sight, however positive and attractive future rewards may be. "[O]ur desires shift as the long run becomes the short run," says Surowiecki. There's also the "planning fallacy" – the tendency to underestimate the time it will take to complete a task by ignoring how long similar tasks have taken in the past. "When I was writing this piece, for example, I had to take my car into the shop, I had to take two unanticipated trips, a family member fell ill, and so on," he says. "Each of these events was, strictly speaking, unexpected, and each took time away from my work. But they were really just the kinds of problems you predictably have to deal with in everyday life. Pretending I wouldn't have any interruptions to my work was a typical illustration of the planning fallacy."

Avoidance and denial aren't the only reasons for procrastination. We often tend to do things "whose only allure is that they aren't what we should be doing," says Surowiecki. "My apartment, for instance, has rarely looked tidier than it does at the moment."

Another cause of procrastination is "lack of confidence, sometimes alternating with unrealistic dreams of heroic success," he continues. Civil War General George McClellan was a classic example of this. He dithered and dallied, planned incessantly, and constantly asked for more troops and better equipment. "Viewed this way," says Surowiecki, "procrastination starts to look less like a question of mere ignorance than like a complex mixture of weakness, ambition, and inner conflict." It's as though there were different parts of ourselves, debating with each other – "jostling, contending, and bargaining for control… In that sense, the first step to dealing with procrastination isn't admitting that you have a problem. It's admitting that your 'you's' have a problem."

Surowiecki says the philosopher Don Ross framed the problem correctly: "For Ross, the various parts of the self are all present at once, constantly competing and bargaining with one another – one that wants to work, one that wants to watch television, and so on. The key, for Ross, is that although the television-watching self is interested only in watching TV, it's interested in watching TV not just now but also in the future. This means that it can be bargained with: working now will let you watch more television down the road. Procrastination, in this reading, is a result of a bargaining process gone wrong."

The idea of the divided self suggests the best ways to deal with procrastination, says Surowiecki: employing "external tools and techniques to help the parts of our selves that want to work." The classic example is Ulysses ordering his men to tie him to the mast of his ship so he wouldn't be able to steer into the rocks when the Sirens' song wafted their way. Similarly, Victor Hugo would write in the nude and have his valet hide his clothes so Hugo couldn't go outside while he was supposed to be writing. A contemporary example: a program that cuts off your Internet access for eight hours so you can focus on a project.

Another approach is trying to strengthen your will. "This isn't a completely fruitless task," says Surowiecki. "Much recent research suggests that will power is, in some ways, like a muscle and can be made stronger." But the same research says we have a limited supply of will power and it can be used up quite quickly. One experiment found that people who resisted the temptation to eat forbidden chocolate-chip cookies had less will power left when asked to persist with a challenging task.

Which brings us back to one of the most common external devices for dealing with procrastination: deadlines. Here's an interesting experiment: students are required to complete three papers by the end of the semester. They can submit them all on the last day, or they can set three deadlines, with a grading penalty for missing any of them and no advantage for early submission. The rational thing is to stick with the end-of-semester deadline and hope to finish one or two of the papers early. But most students choose to set three deadlines. "This is the essence of the extended will," says Surowiecki. "Instead of trusting themselves, the students relied on an outside tool to make themselves do what they actually wanted to do."

A final way of dealing with procrastination is reframing the task in front of you. "Procrastination is driven, in part, by the gap between effort (what is required now) and reward (which you reap only in the future, if ever)," says Surowiecki. "So narrowing the gap, by whatever means necessary, helps." One way is to divide large, long-term projects into short-term projects with discrete deadlines. This is the approach recommended by time-management guru David Allen (author of *Getting Things Done*): "the vaguer the task, or the more abstract thinking it requires, the less likely you are to finish it." Reduce your choices, and you're more likely to make the right one.

Surowiecki closes with a confounding thought: sometimes we procrastinate because what we're supposed to be doing is not worth doing at all. So the deepest challenge is knowing which kind of procrastination we're confronted with: "the kind that's telling you that what you're supposed to be doing has, deep down, no real point," or the kind that's telling you to get

to work and DO IT! "The procrastinator's challenge, and perhaps the philosopher's, too," says Surowiecki, "is to figure out which is which."

"Later: What Does Procrastination Tell Us About Ourselves?" by James Surowiecki in *The New Yorker*, Oct. 11, 2010, http://nyr.kr/bPULgD

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2. Creating a Learning System

"Most school districts provide the best education their school systems are designed to produce," say Paul Ash (superintendent of schools in Lexington, MA) and John D'Auria (president of Teachers21) in this *Journal of Staff Development* article. What keeps districts from doing better is design limitations. In the same way that a six-year-old cannot run a four-minute mile, an archaically designed school district cannot produce very high levels of student achievement. Ash and D'Auria suggest four keys for high-functioning systems:

• *Trust* – District leaders can foster this vital ingredient by (a) genuinely caring about teachers' professional growth and success in the classroom; (b) modeling vulnerability and showing openness to continuous learning; (c) working through conflict to achieve common goals; and (d) showing a willingness to make unpopular political decisions that address student needs. Trust "provides a safety net that supports ongoing experimentation and research," say Ash and D'Auria. "Trust also increases the system's capacity to address unanticipated problems and obstacles that arise from the inevitable misunderstanding and conflicts that are part of complex communities… Most importantly, trust provides the psychological safety that educators need to take risks and create ventures that lead to breakthrough ideas."

• *Collaboration* – Professional learning communities within schools are the essential starting point, but teamwork must extend beyond the school, say Ash and D'Auria – to students, other schools, central-office leaders, parents, and the broader educational community via the Internet and social media.

• *Capacity-building* – Traditional ways of developing talent (hiring and firing, supervision and evaluation, PD) are seldom robust enough to close achievement gaps, say Ash and D'Auria. "In a learning organization, the entire school system must be designed to promote continuous adult learning that is likely to increase student learning." They suggest forming a K-12 teacher/administrator professional learning committee to conduct a thorough needs assessment, oversee development of in-district courses and multi-day workshops aligned with school and district goals, and support teachers in becoming continuous learners about their own teaching.

• *Leaders at all levels* – "To break through the current limitations of schools, administrators need to shift their leadership from 'I' to 'we' and promote a constant flow of new ideas and inventive thinking from everyone," say Ash and D'Auria. "In a learning system, everyone can contribute to and advocate for change. Everyone can provide leadership within his or her work group to implement the new plan… In a learning system, everyone can find his or her passion to improve student learning." Mistakes should be welcomed as learning

opportunities and teachers must feel safe to learn, re-learn, and explore new ways of working with students and with each other.

"Blueprint for a Learning System" by Paul Ash and John D'Auria in *Journal of Staff Development*, June 2013 (Vol. 34, #3, p. 42-46), www.learningforward.org; the authors can be reached at pash@sch.ci.lexington.ma.us and Jdauria@teachers21.org; this article is adapted from their book, *School Systems That Learn: Improving Professional Practice, Overcoming Limitations, and Diffusing Innovation* (Corwin, 2013).

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3. What Do Fifth Graders Know About Writing?

In this *Elementary School Journal* article, Amy Gillespie (Vanderbilt University), Natalie Olinghouse (University of Connecticut), and Steve Graham (Arizona State University) report on their study of fifth graders' understanding of the writing process and three genres of writing: stories, persuasive arguments, and informational reports. Here are the questions the researchers asked students:

• *What do good writers do when they write?* Many students responded that authors plan the piece (beginning, middle, end), write a rough draft, edit it, and get it published. Some talked about including details about setting and characters and evidence for what they are saying.

• *Why do you think some kids have trouble writing?* Students talked about difficulty thinking of subject matter, having trouble drafting (details and characters, planning, organizing content), motivation, vocabulary, penmanship, mechanics, and getting help from an adult.

• *When asked to write a paper for class or homework, what kinds of things can you do to help you plan and write your paper?* Most students talked about substantive processes – thinking of ideas, doing research before writing, planning the piece, getting to the main idea and explaining it, using graphic organizers, and editing. Only a few students mentioned the importance of neat handwriting, looking up words in a dictionary, and finding a quiet place to write.

• *What kinds of things are included in a story?* Students talked about structural elements ("You always need a title because you want to tell what your story is about," "Make up any characters you want to," and "End with a final paragraph that shows the character finishing the story and a quick summary on everything"), getting information for writing ("Grab an idea that's in your mind and write it down" and "It's always good to include details"), and organization ("Put things in a sequence" and "There needs to be a beginning, middle, and an end that flow correctly"). Few students talked about appeal, story genre, grammar, usage, sentence construction, and word choice.

• *What kinds of things are included in a persuasive argument?* Half of the students focused on structural elements ("Take a stand on what you're writing," "Add really specific details so they know why it's a good or bad idea," and "You can do the other side of the argument"). Students also touched on other ideas: "It's not like a story," "Make sure it's helping the person realize it," "Write about everything you think they'll be interested in," and

"Write in a way people can understand." Few students talked about organization, grammar, usage, sentence construction, and word choice.

• *What kinds of things are included in an informational report*? Most students focused on structural elements ("Give true information and also tell about the topic," "Make sure you have evidence," "Make sure you give good specific details," and "Have an introduction, an ending, and at least three main ideas.") A few students mentioned other elements, including using anecdotes, getting the reader's interest, organization, grammar, and usage.

What did the researchers conclude? First, that students had a nuanced but incomplete understanding of the writing process. Two-thirds of students' responses focused on just three writing processes: gaining information to write about, organizing ideas for writing, and drafting the composition. Students weren't as strong on planning, goal-setting, reviewing, and revising; they rarely talked about how these processes worked together; and they didn't emphasize the importance of writing about one idea and explaining it well.

Second, students were able to distinguish among the three types of writing, but again, their knowledge wasn't deep and integrated. "Students rarely provided detailed elaborations about a specific characteristic of a story, persuasive argument, or informational report," say Gillespie, Olinghouse, and Graham. "For example, they frequently mentioned that stories have characters, but gave little to no detail about their purpose or function in a story."

Finally, the authors found the more students knew about the writing process, the better their grasp of the three genres of writing (controlling for gender, writing achievement, and emphasis on procedures when writing).

The authors conclude that schools need to do a better job helping upper-elementary students develop a broader conceptualization of writing – "one that moves beyond gathering information, organizing it, and writing text to include goal setting/planning as well as reviewing and revising. We also need to help these students become more cognizant of specific and multiple strategies for carrying out the basic processes involved in writing and how these strategies and processes work together. One way that teachers can help students develop this knowledge is by modeling how to carry out each of the processes involved in writing, naming and discussing with students the strategies applied. A second approach is to teach students strategies they learn to apply independently to help them plan, draft, and revise their papers."

"Fifth-Grade Students' Knowledge About Writing Process and Writing Genres" by Amy Gillespie, Natalie Olinghouse, and Steve Graham in *Elementary School Journal*, June 2013 (Vol. 113, 34, p. 565-588), http://www.citeulike.org/article/12313360

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4. Sleep Disorders As Another Risk Factor for Children with Disabilities

In this helpful article in *Exceptional Children*, Joseph Buckhalt (Auburn University) reports that children with ADHD, autism spectrum disorder, and intellectual disability have an especially high incidence of sleep disorders and atypical sleep patterns. "Children with disabilities for whom learning is challenging to begin with are made more vulnerable to

problems in academic achievement when they sleep poorly," he says. This stems from negative effects on attention, learning, memory, and cognitive functioning.

Buckhalt believes three other factors can make these children's sleep problems even more acute: asthma and obesity (which cause breathing problems that interrupt sleep) and low socioeconomic status (smaller homes with less noise insulation, lower-quality heating and ventilation, secondhand smoke, and less parental enforcement of bedtimes and caffeine intake). "What is clear is that any child with a disability who has one or more of these additional risk factors is especially likely to experience poor sleep," says Buckhalt.

What can educators do? For starters, children with disabilities should be screened for sleep disorders. A parent interview that's easy for teachers to administer is the BEARS instrument (Owens and Dalzell, 2005). It includes these questions:

- Does your child have any problems at bedtime?
- Does your child have difficulty waking in the morning, seem sleepy during the day, or take naps?
- Does your child wake up a lot at night? Any sleepwalking or nightmares?
- What time does your child go to bed and get up on school days? Weekends?
- Does your child snore?

If responses suggest that a child is suffering from a sleep disorder, the parents should be encouraged to contact a sleep specialist (the American Academy of Sleep Medicine www.aasmnet.org and the National Sleep Foundation www.sleepfoundation.org have information on centers in every state). For children with less-severe sleep problems, there are several things schools can do:

• Counsel parents on the importance of consistent bedtimes, cutting out caffeine in the afternoon and evening, limiting screen time close to bedtime (the light from computers and TVs delays the onset of melatonin production), and dealing with allergies (clean bedding and not sleeping with pets).

• Schedule important academic tests later in the school day.

• Start school later in the morning. This is helpful for all students and especially for children with disabilities who have sleep problems.

"Just as we learned decades ago that hungry children do not learn well," concludes Buckhalt, "it stands to reason that sleepy children are not optimally responsive to educational intervention, no matter how qualified the teacher and no matter how much empirical support exists for the teaching method or curriculum. Screening for sleep disorders and sleep insufficiency should perhaps become as routine as screening for vision and hearing problems before developing diagnosis and remediation plans."

"Sleep and Cognitive Functioning in Children with Disabilities" by Joseph Buckhalt in *Exceptional Children*, Summer 2013 (Vol. 79, #4, p. 391-405), http://en.zl50.com/12013061828723781.html

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5. The Power of Hearing Literature in the Original Language

"Certain students in my literature classes never say a word," says CUNY professor Rachel Friedman in this thoughtful *Chronicle of Higher Education* article. The reasons vary: some are uninterested, some are unprepared (they desperately avoid eye contact), some are shy (they're highly engaged but don't speak up), and some are self-conscious about their command of the English language.

One day Friedman asked if a student who spoke Spanish would read a Pablo Neruda poem ("Tonight I can write…") aloud to the class. "Hands all over the room shot ferociously into the air, including several I hadn't seen raised all semester," says Friedman. She divided the poem between two women, and as they read, the rest of the class was transfixed as the language washed over them. When the reading was finished, students offered these comments: "It was more beautiful in Spanish" (this from a non-Spanish speaking student). "It made the poem more romantic." "The Spanish is smoother." "The words seem to belong together more." "It's the rhythm." This led to a discussion of how Neruda's poem, while lacking a regular rhyme scheme, somehow "attains a distinct rhythm through consonance and assonance," says Friedman, "effects heard much more clearly in Spanish."

Many students in her class are English language learners, and having these two students read aloud in their native language, says Friedman, "reminded me that I often don't get to view their work at its highest level. Of course I understand that they must be able to complete assignments in English, since they are at an American college. But I also think that excelling in moments (rare, for some) when they are comfortable in the classroom instills in them a crucial sense of pride and confidence in their daily efforts."

That night, Friedman read the Neruda poem in her rudimentary Spanish, looking up words and stumbling over phrases. "It proved a powerful way to appreciate some of my students' challenges," she says, "and reminded me that my job as a teacher is to continually seek ways to remind often-frustrated students of their capabilities."

Later in the semester, when the class was studying Carlos Fuentes's *Aura*, Friedman played five minutes of a recording of the author reading part of the novel in Spanish and asked Spanish-speaking students what differences they noticed between the original Spanish and their English translation. "The story in English is really easy, but it's not in Spanish," said a student who usually seemed half asleep. Another noticed that more words were used to make a point in Spanish than in English, which strengthened the dark and suspenseful story. Another noticed that the English translation of one sentence read, "Everything is the same," whereas the original Spanish read "Nothing changes" – a significant difference. Another noticed that they had listened to Castilian Spanish, which is quite distinct from some of the dialects they spoke.

Friedman has continued to use Spanish read-alouds and recordings, but has also had students listen to passages in Russian, German, and Greek. "The conversations that follow are briefer," she says, "but the students still appear charmed while listening. As with the Spanish, I think they sense how much more naturally a text occupies its own language. Even if they do not understand the words, they connect with them. That makes sense. After all, this is where we all start with language – the sound and rhythm. This is also how many of us fall in love

with great literature: It mesmerizes us, like music, on a visceral level. No matter how we attempt to deconstruct it, on some level its effect cannot fully be put into words."

"A Way Out of Silence" by Rachel Friedman in *The Chronicle of Higher Education*, June 21, 2013 (Vol. LIX, #40, p. B20), no free e-link

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6. Ideas for Dealing with Senioritis

In this *New York Times* Sunday letter exchange, Marc Bernstein (Fordham University) kicks off the dialogue by arguing that the senior year of high school is a big waste of time and resources for a significant number of students – they arrive late, have light schedules, and take multiple lunches. Bernstein proposes that in 10th grade, each student, family, and counselor should meet to decide whether to have a traditional or an alternative senior year. The latter might involve beginning full-time college early, taking selected college courses, working to earn money for college, or taking part in a volunteer, apprenticeship, or service experience. Bernstein suggests that per-pupil state aid should flow even when students graduate early, with the unused money going to the school and to graduating seniors' parents for the child's college savings account. Here are some of the responses to Bernstein's proposal:

• Ana Fores Tamayo (of Keller, Texas) says that she went to college early and feels it was a mistake: "I regretted missing out on all the things that make senior year so special, and that help students grow emotionally: the senior prom, the senior trip, the camaraderie and wonder of being the big kids of the school…We all need that little bit of fun. We need that innocence, that joy, that laughter, that once-in-our-lives moment." She recommends that students take college courses and work part time while staying in high school.

• Merri Rosenberg (of Ardsley, New York) had the opposite experience when she went to Barnard College a year early. She was glad to escape the 40 classmates at her small private high school (they'd been together since kindergarten) and although it took her a semester to find her footing socially, the college experience was transformational. "I met young women from around the country, many of whom have remained my best friends," she says, "and was nurtured and challenged by talented professors and scholars."

• Rita Hall (of Great Neck, New York) says the Village School in her community instituted an externship program in which seniors spent their final semester assisting an athletic coach, working at a plant nursery, shooting a photo portfolio, writing for a local newspaper, or (in the case of her son) studying cooking in Florence. Students were required to keep a journal and do a presentation at the end of the year. "Students matured," she says, "and parents and teachers were moved to discover what these kids could do."

• Will Viederman, a high-school senior in Amherst, Massachusetts, disagrees with the idea of making such consequential decisions so early. "Creating alternative learning tracks for students beginning in 10th grade would abolish the feeling of community within a graduating class or age group," he says. "At an age when personal identity is still something to be searched for, when religious and political beliefs and sexual orientation and racial identity segregate and isolate students, we do not need to add academic ability to that list. There will

always be some students who get more A's than others, but if that divide is made clearer by the departure of those who are 'ready,' it can do nothing but hurt the students still in school."

• David Greene (of Hartsdale, New York) touts a program called WISE – Wise Individualized Senior Experience – in which seniors spend their second semester doing a project for academic credit to explore a chosen passion – for example, a career search, hobby, or scientific experiment. "Isn't that a better way to help seniors move forward to the next part of their life, college or not?" he asks. WISE is being implemented in 60 schools around the U.S.

"Sunday Dialogue: A Cure for 'Senioritis'?" in *The New York Times*, Mar. 3, 2013 (p. SR2), http://nyti.ms/W0KMJS

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7. How Common Core Math Standards Change the Game

In this *Elementary School Journal* article, Shannon Dingman (University of Arkansas), Dawn Teuscher (Brigham Young University), Jill Newton (Purdue University), and Lisa Kasmer (Grand Valley State University) compare the Common Core State Standards for Mathematics with previous state standards. Their analysis highlights four shifts:

• *Changes in grade levels* – For example, multiplication and division of basic facts and fraction computation move to earlier grades than had been the case in most states (multiplication of fractions is at grade 5 in the Common Core). On the other hand, multiplication and division of whole numbers move to higher grades, as well as formulating statistical questions and probability.

• *Changes in the number of grade levels in which topics appear* – For example, addition and subtraction with whole numbers are now spread through five grade levels (compared with three in most states' previous standards), and division of whole numbers spans four grade levels in the Common Core, up from an average of two before. Conversely, addition and subtraction of fractions spans only two grade levels (down from three or more levels in most states), and probability is limited to grade 7.

• *Increases and decreases in emphasis of particular topics* – Algebra gets more emphasis in Common Core in grades 6-8, where there are twice the number of algebra standards as in grades K-5. Several other topics get more emphasis in Common Core, including working with mathematical properties, relationships between operations, analyzing data, and illustrating awareness of an object's attributes. Conversely, use of non-standard units and tools have less emphasis in Common Core.

• *Changes in the nature and level of reasoning expected* – For example, in geometry, Common Core calls for a greater emphasis on level 3 van Hiele geometric thinking and less emphasis on level 1 van Hiele thinking, and there are more standards that require students to evaluate statistical processes. Conversely, there is less emphasis in Common Core on reasoning for verification.

"Common Mathematics Standards in the United States: A Comparison of K-8 State and Common Core Standards" by Shannon Dingman, Dawn Teuscher, Jill Newton, and Lisa Kasmer in *Elementary School Journal*, June 2013 (Vol. 113, 34, p. 541-564), https://library.villanova.edu/Find/Summon/Record?id=FETCH-proquest_dll_29894675411

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 42 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
ED Magazine
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NASSP Journal
NJEA Review
Perspectives
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Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
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