

KEEP THE MOMENTUM

Reflect and Connect

Effective Strategies to Prepare for the
Critical First Month Back to School

FEATURING

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Meet Your Panelists



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2008

VISIBLE LEARNING A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement

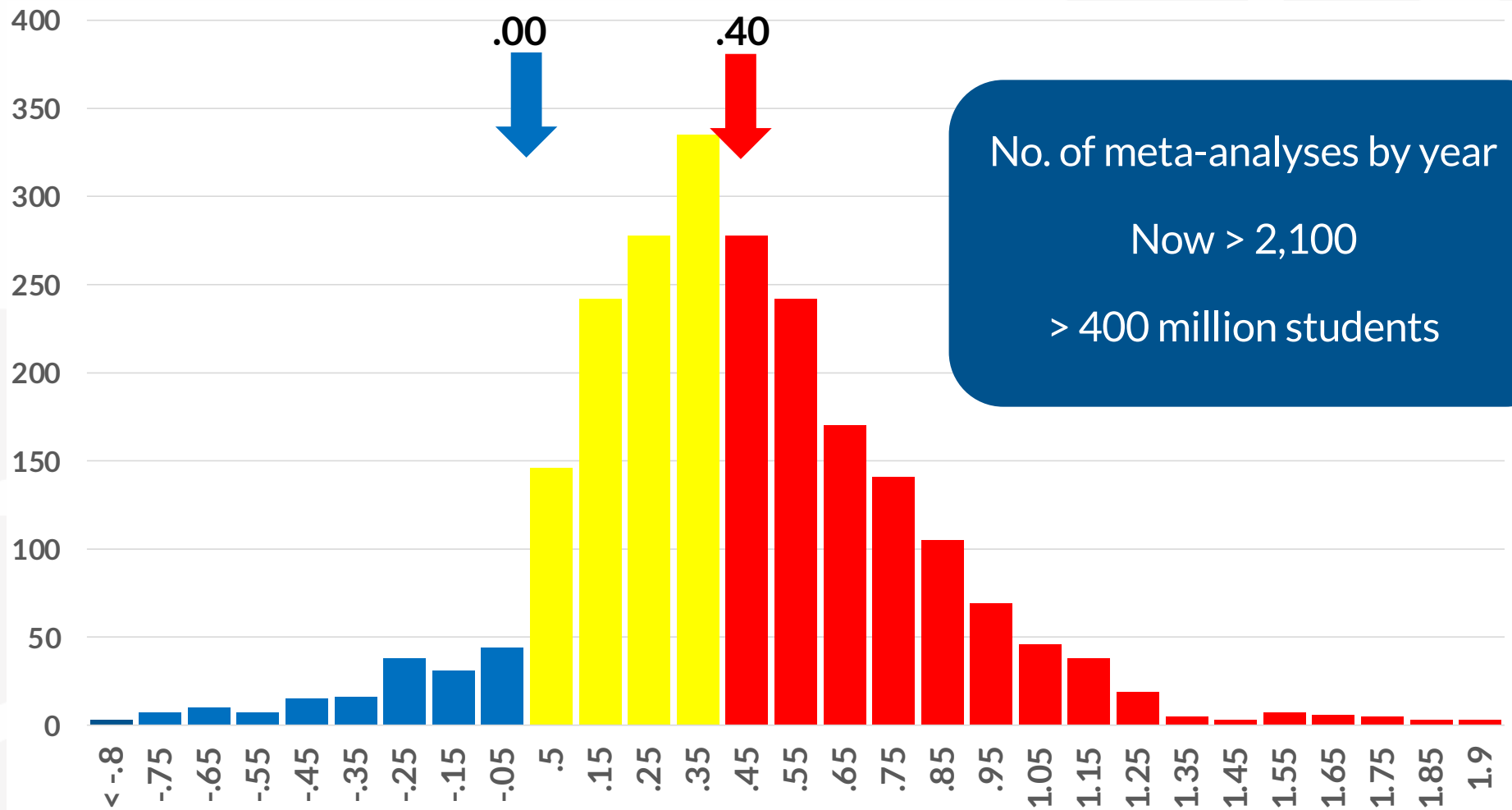


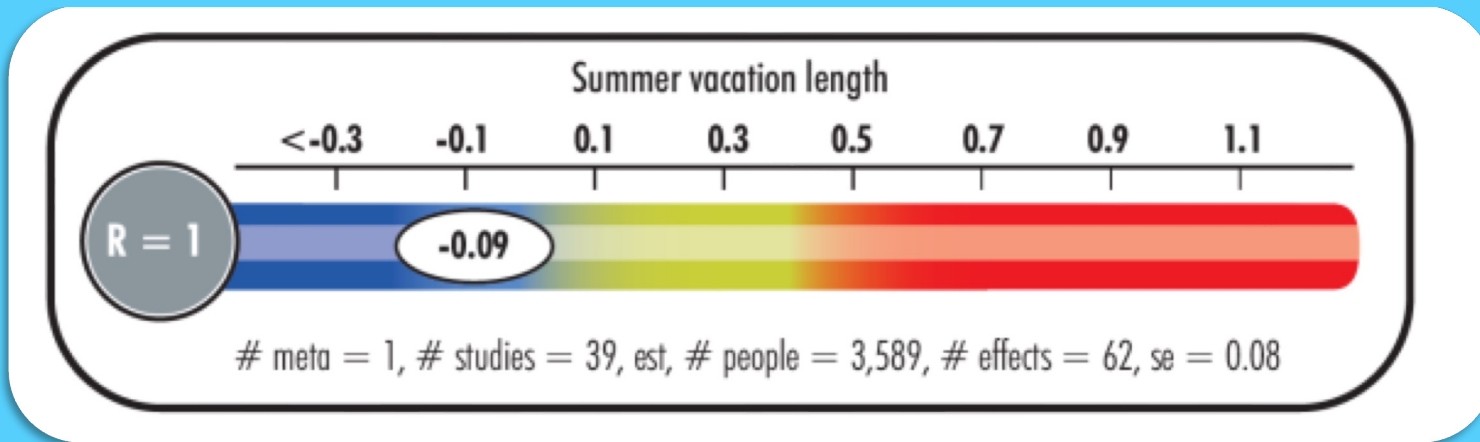
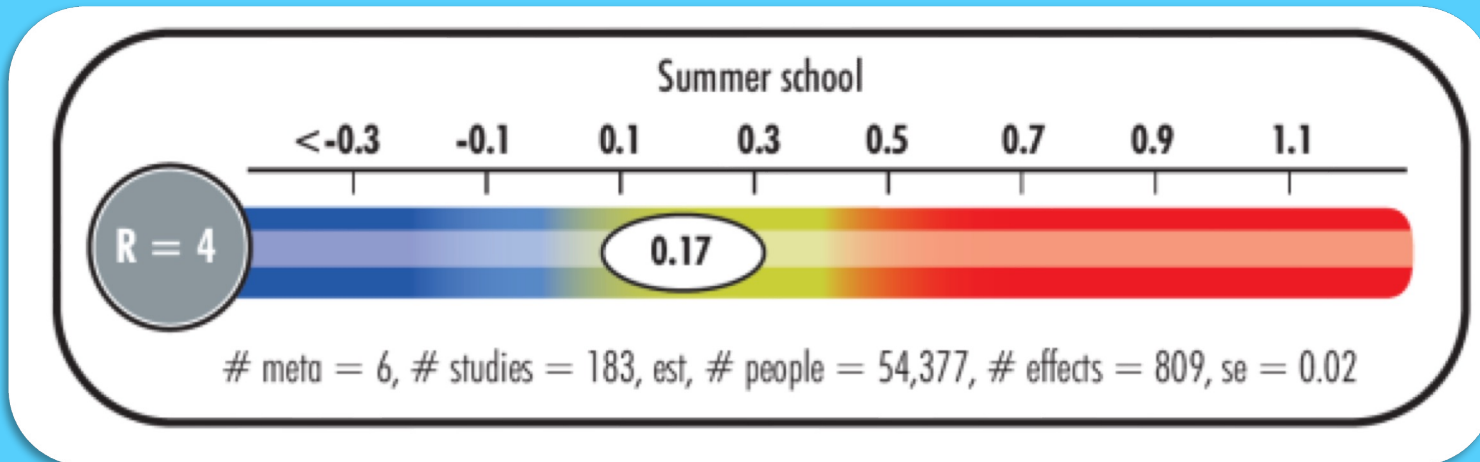
2023

VISIBLE LEARNING: THE SEQUEL

A SYNTHESIS OF OVER
2,100 META-ANALYSES
RELATING TO ACHIEVEMENT







NO SUMMER EFFECT

Those teachers who

DID

review evidence about students and
talk with the student's previous teachers

YES SUMMER EFFECT

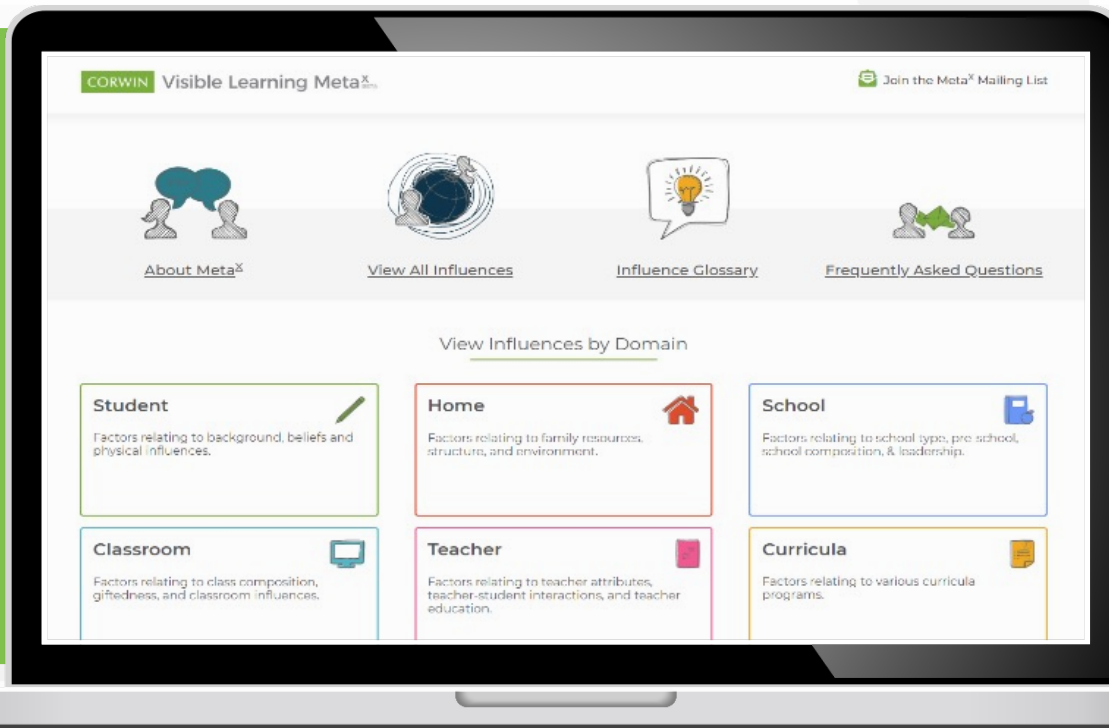
Those teachers who

DID NOT

review evidence about students and
talk with the student's previous teachers

THE SUMMER EFFECT
IS
A TEACHER EFFECT

CORWIN Visible Learning Meta^x



It's how we think
about what we do,
more than what we
do that matters.

Mind Frames

Teacher and Leader

1. I am an evaluator of my impact
2. I see assessment as feedback to me
3. I collaborate about impact
4. I am a change agent
5. I strive for challenge
6. I give & help students understand feedback
7. I engage as much in dialogue as monologue
8. I explicitly inform students about success
9. I build relationships & trust
10. I focus on the language of learning



**working
backwards**





What are your **success criteria** you are aiming to achieve by the end of the first 12 weeks?

IMPACT

SKILL

The ***Strategies of Learning*** leading to ***Accelerated Progress*** towards ***Higher Achievement***

WILL

Confidence to take on ***challenges*** feel they ***belong*** and have ***respect*** for self and others

THRILL

Believe this class is a ***safe*** and ***inviting*** place to ***invest*** in learning



1.20

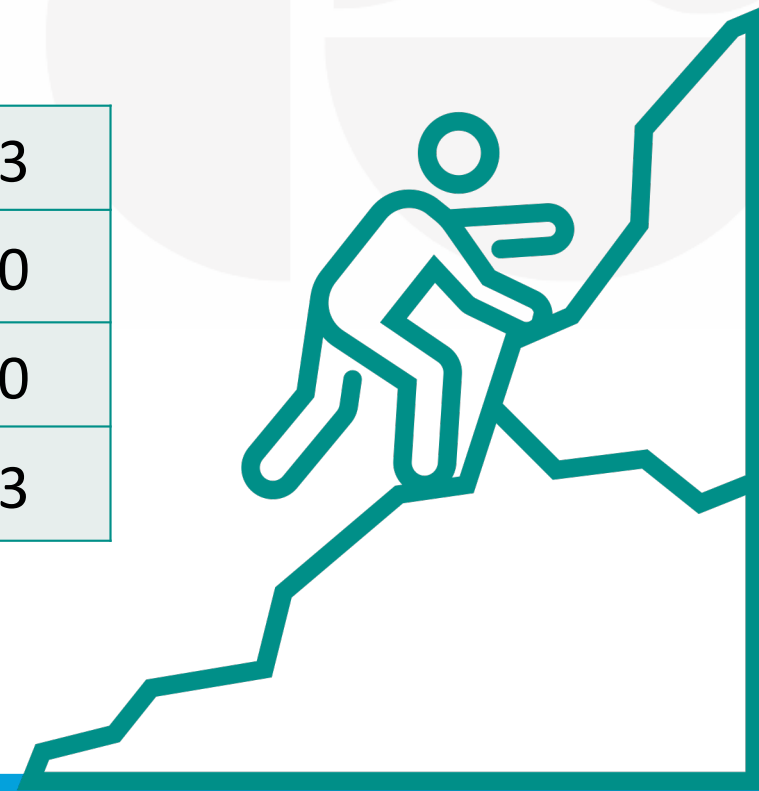
effect

Working together to map learning progressions of all students



Teachers working together evaluating their impact

Student	1.33
High expectations teachers	0.90
Parent	0.70
Low expectations teacher	0.03



2

High expectations make the difference

Low Expectation

Effects = -.03 to .20

- Expect low performance, see low performance, and this reinforces their views about low performance
- Sees role as facilitators, constructivists, socializers
- Sees great differences between students in class
- Argues that some are expected to improve
- Has more differentiated activities in class
- Comments on low effort, class behaviour, in-class relationships

High Expectation

Effects = .50 to 1.44

- Expect improvement, see the errors, and seek negative evidence to enact improvement
- Sees role as director, active change agent, academic instructor
- Sees lower differences between students in class
- Argues that all are expected to improve
- Has less differentiated activities in class
- Comments on developing confidence, motivation, persistence, and attitude to work

2

High expectations make the difference



2

High expectations make the difference



3

Success criteria is critical

3

Determining the problem solving and transfer skills we desire 12 weeks into the new year



Surface or Knowing that

Determining therefore the skills and knowledge needed to problem solve and transfer



Deep or knowing that

Determine the stretch targets to be attained for the knowledge & skills AND for the problem solving and transfer

Then planning

Success
Criteria

Success criteria is critical

Not too hard

Not too easy
Not too boring

Just right

Too
Hot

Too
Cold

Just
Right

4

Develop systems for **productive struggle** –
where errors are seen as opportunities to learn

Feedback is powerful but variable

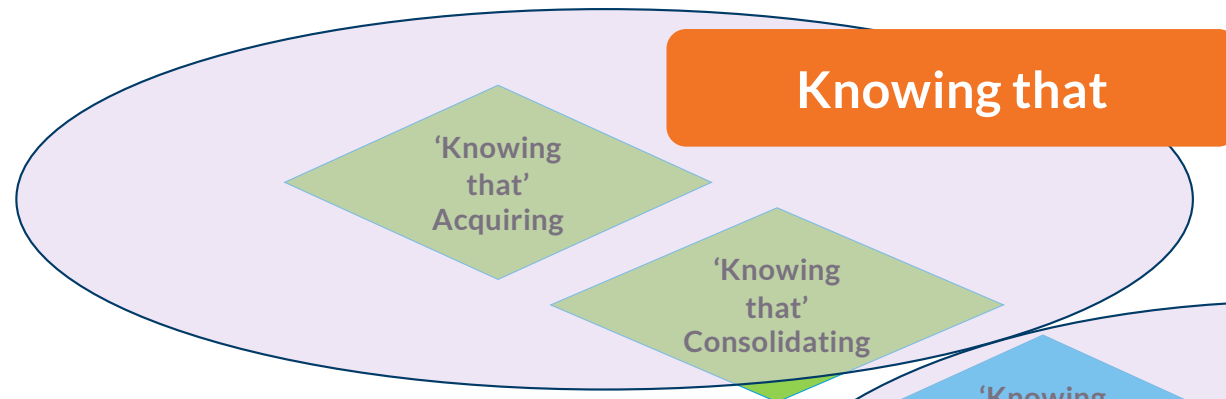
Powerful feedback is about 'where to next', premised on 'where and how am I going'

It needs to be heard, understood, and actionable

Feedback thrives on errors and challenge

5

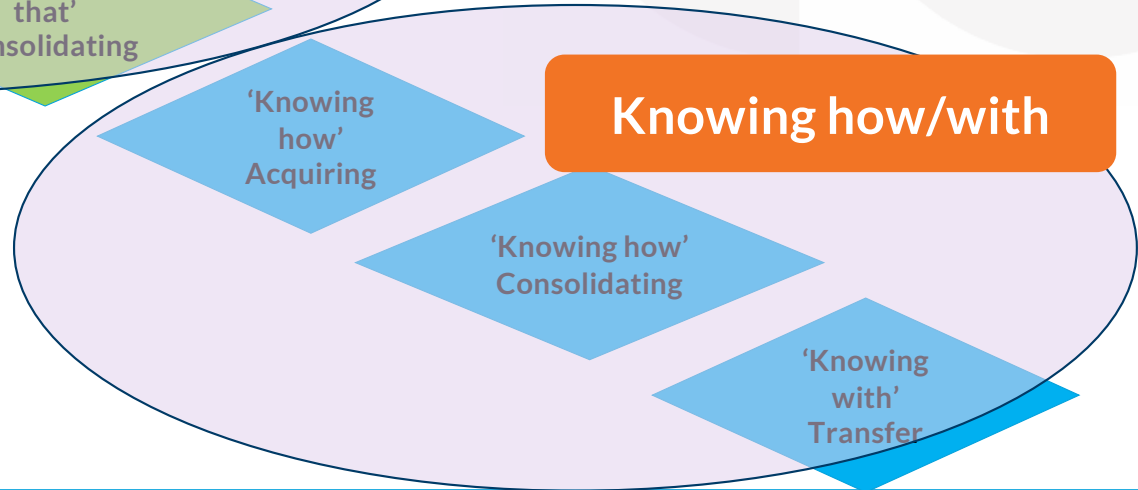
Maximize effective feedback



SKILL

WILL

THRILL



6

Focusing on how students LEARN

Linking to
Prior learning .93 **SKILL**

Confidence .67
Challenge .59 **WILL**

Mastery .68
Thrill of learning .57 **THRILL**

Outlining
Summarizing .70

Deliberate Practice. .79
Spaced vs Massed .65

Planning
& Evaluating .88

Self talk .50
Self questioning .64

Similarities &
Differences 1.32

'Knowing that'
Acquiring

'Knowing that'
Consolidating

'Knowing how'
Acquiring

'Knowing how'
Consolidating

'Knowing with'
Transfer

6

Teach the Strategies

1. I am confident that I can learn & enjoy challenges
2. I set, implement, & monitor an appropriate mix of achieving and deep learning goals
3. I strive to improve & enjoy my learning
4. I strive to master & acquire surface and deep learning
5. I work to contribute to a positive learning culture
6. I have multiple learning strategies & know when best to use them
7. I have the confidence and skills to learn from & contribute to group learning
8. I can hear, understand, & act on feedback
9. I can evaluate my learning
10. I am my own teacher

7

Understand student mind frames



led by a teacher who they believe can enhance their learning

has clarity of purpose

fair and inviting

shows excellent listening skills

has high expectations of each student's success

encourages failure as opportunities to learn

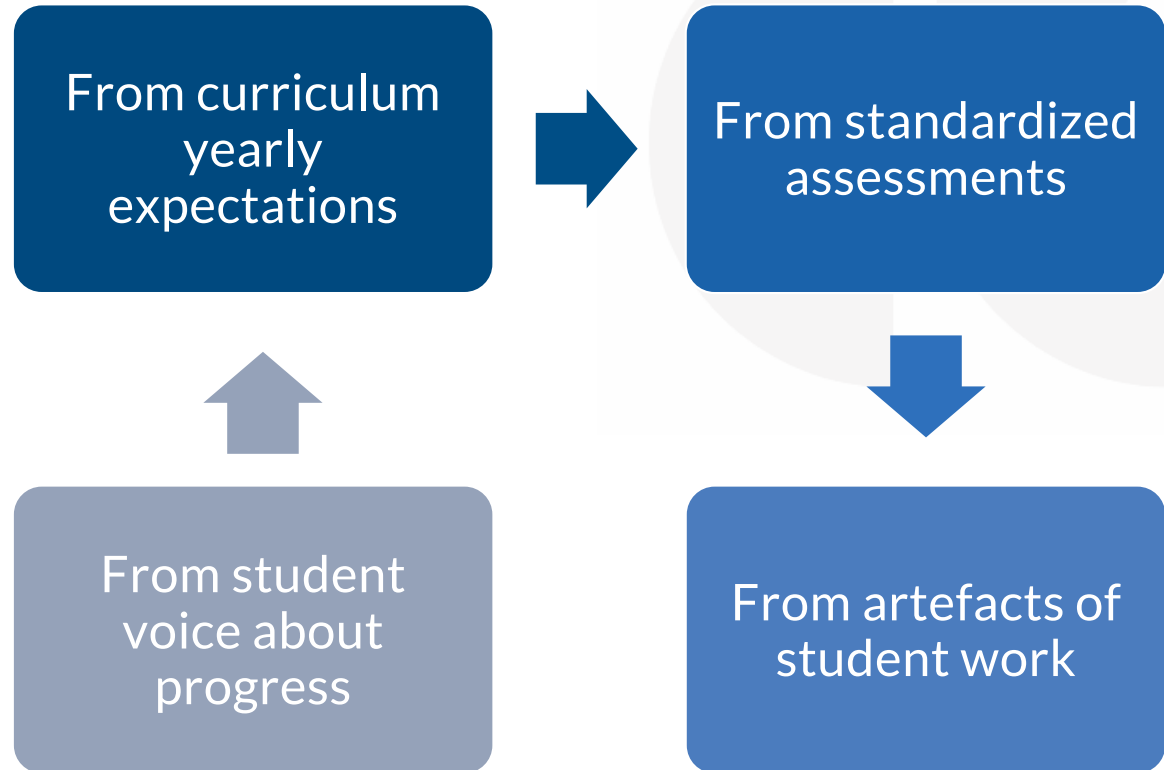
teaches skills of working in teams with diverse students

ensure all exposed to same curriculum, quality & quantity of instruction

8

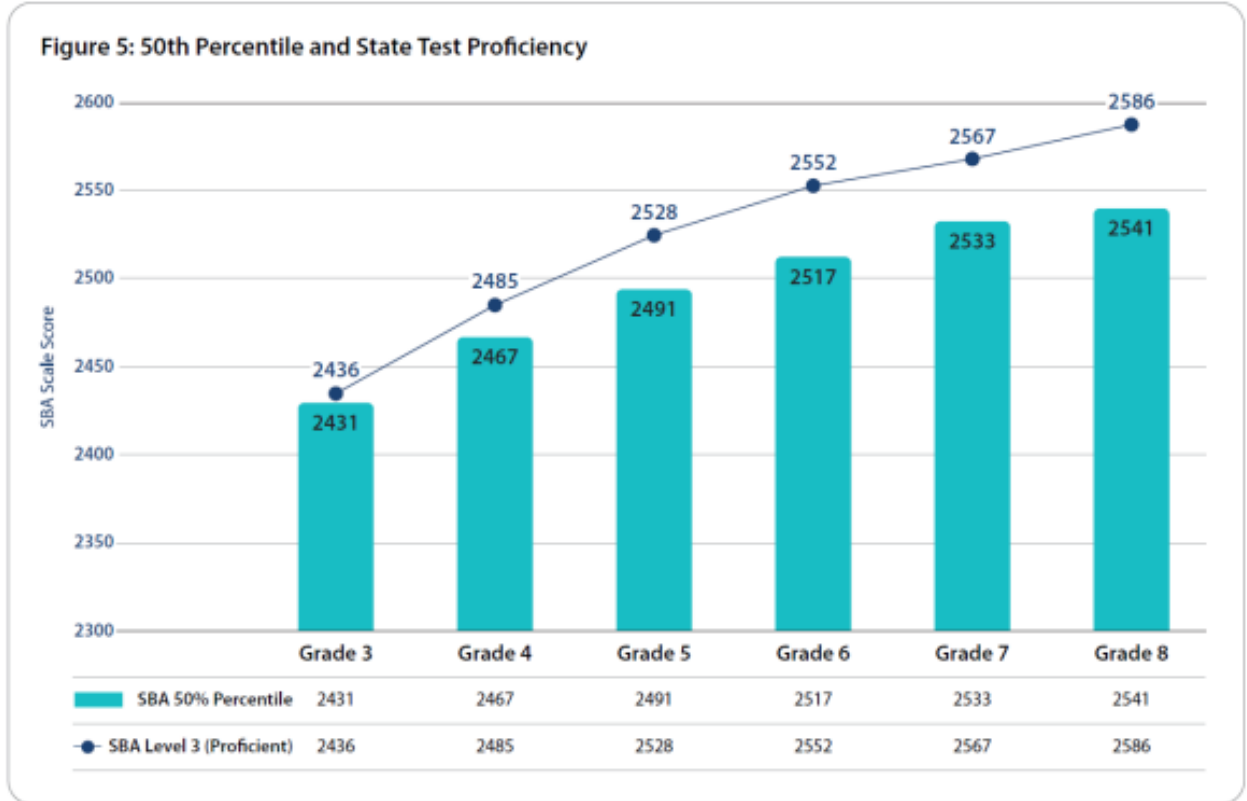
Attend to the Climate and culture of the class

**working
backwards**



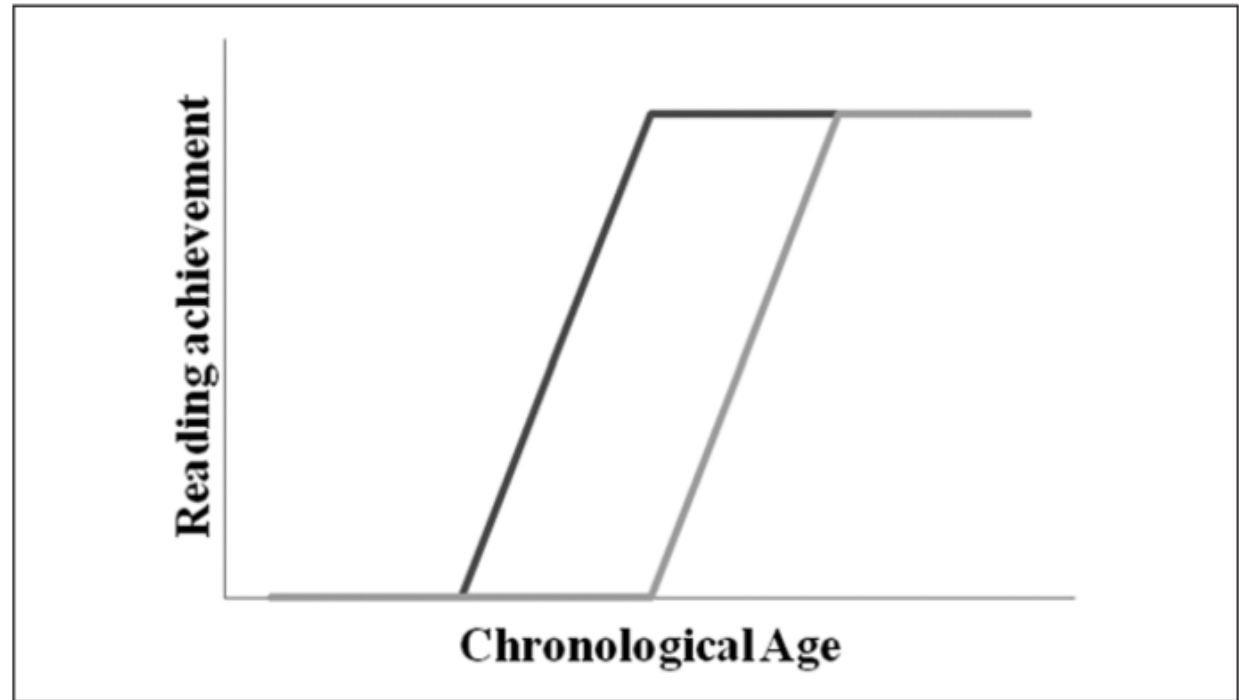
9

Determine what does a year's growth, for a year's input look like for your students?



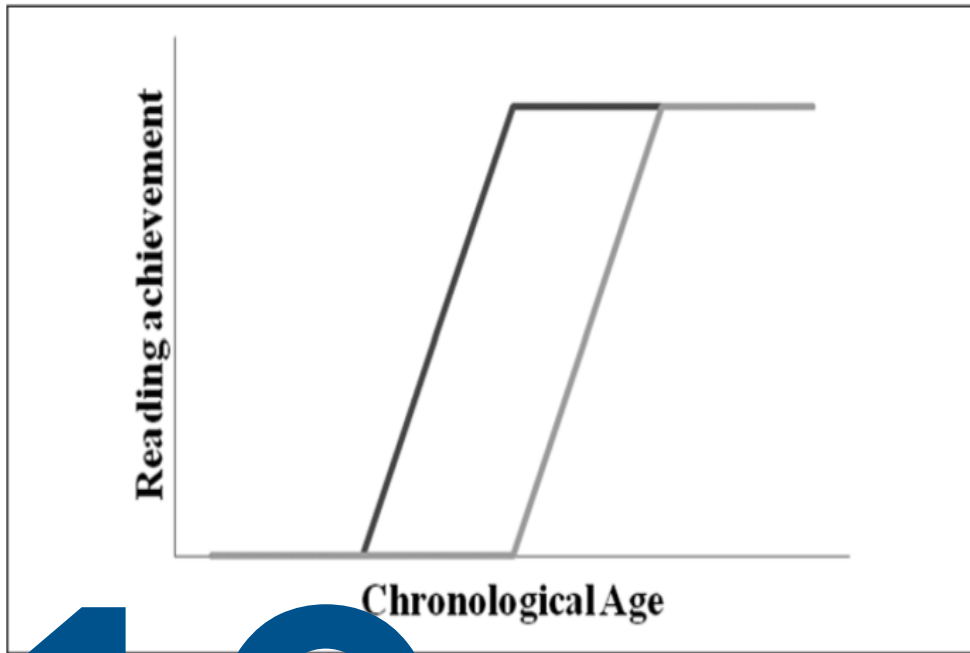
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Determine what does a year's growth, for a year's input look like for your students?



10

Be aware of the dangers of the
'Matthew Effect'



10

Be aware of the dangers of the 'Matthew Effect'



- Know their current level of understanding
- Know where they're going & are confident to take on the challenge
- Select tools to guide their learning
- Seek feedback & recognize that errors are opportunities to learn
- Monitor their progress & adjust their learning
- Recognize their learning & teach others

1 1

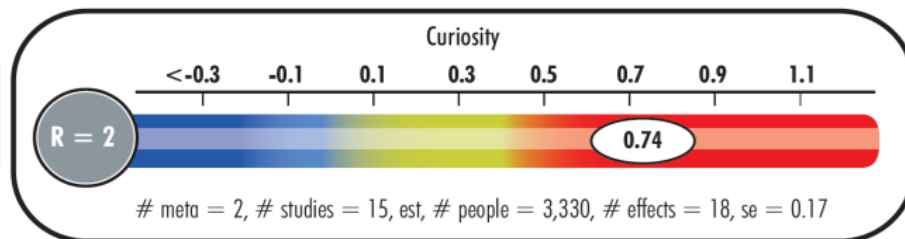
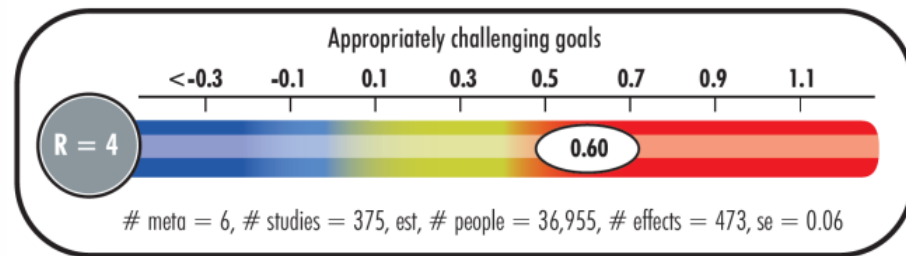
Develop assessment capable students

- Know their current level of understanding
- Know where they're going & are confident to take on the challenge
- Select tools to guide their learning
- Seek feedback & opportunities to
- Monitor their progress & adjust their learning
- Recognize their learning & teach others

Self-Regulation



Evaluate student confidence to take on challenges



12

Evaluate student confidence to take on challenges



13

Making friends

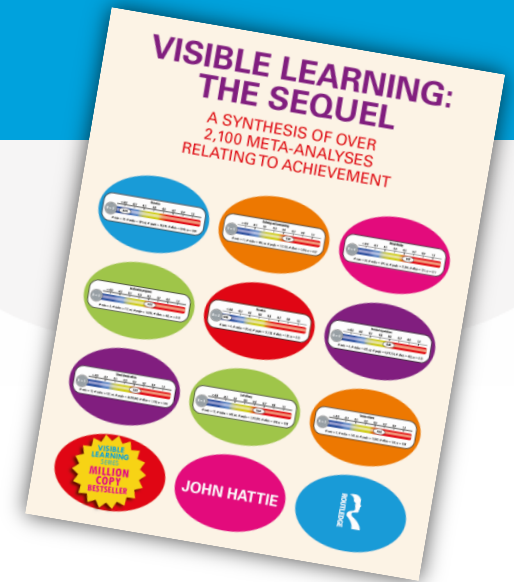


**WELCOME
BACK TO SCHOOL**

Key Takeaways

1. Teachers working together evaluating their impact
2. High Expectations make the difference
3. Success criteria are critical
4. Develop systems for Productive Struggle – Where errors are seen as opportunities to learn
5. Maximize effective feedback
6. Focusing on how students LEARN – Teach the strategies
7. Understand Student Mind frames
8. Attend to the Climate and culture of the class
9. Determine what does a year's growth, for a year's input look like for your students?
10. Be aware of the dangers of the Matthew Effect
11. Develop Assessment capable students
12. Making friends

RECHARGE



Q+A

Stretch Growth Stories



FEATURING

Tyrone Holmes



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