National Excellence in Urban Education Symposium

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Every student deserves a great teacher, not by chance, but by design.
VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

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

The Leadership and Learning Center

JOHN HATTIE

VISIBLE LEARNING FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE
This is the hinge point – a year’s worth of growth for a year in school.
Retention: $d = -0.13$

Small group learning: \( d = 0.49 \)

Repeated Reading: $d = 0.67$

Teacher-Student relationships: $d = 0.72$

Collective Teacher Efficacy: $d = 1.57$

Every student deserves a great teacher, not by chance, but by design.
1. Planning with Purpose
2. Cultivating the Learning Climate
3. Instructing with Intention
4. Assessing with a System
5. Impacting Student Learning
Rubrics

Not Yet Apparent → Developing → Teaching → Leading
Assumption: There is a leader in every seat.
PLANNING WITH PURPOSE
The established purpose focuses on student learning, rather than an activity, assignment, or task.
WHY?
Three Questions

What am I learning today?

Why am I learning this?

How will I know that I have learned it?
The teacher plans meaningful experiences and outcomes aligned with the established purpose.
RIGOR IS FOR EVERYONE!
## Difficulty v. Complexity

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Complexity</th>
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<tbody>
<tr>
<td>A measure of <strong>effort</strong></td>
<td>A measure of the <strong>thinking, action, or knowledge</strong> that is needed to complete the task.</td>
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<tr>
<td>required to complete a task.</td>
<td></td>
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<tr>
<td>In assessment, a function of how many people can complete the task correctly.</td>
<td>In assessment, how many different ways can the task be accomplished.</td>
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</tbody>
</table>
Which of these means about the same as the word *gauge*?

a. balance  

b. measure  

c. select  

d. warn
A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

(a) 42,456.9
(b) 41,279.9
(c) 41,261.3
(d) 41,259.2
(e) 41,257.1

Did you use the calculator on this question?

☐ Yes ☐ No
Marc Umile is among a group of people fascinated with pi, a number that has been computed to more than a trillion decimal places. He has recited pi to 15,314 digits.
CULTIVATING THE LEARNING CLIMATE
Welcome
• Positive regard
• Physical environment
• Community building

Growth Producing
• Agency and identity
• Academic risk taking
• Repairs harm

Efficient Operations
• Rules, routines, procedures
• Recordkeeping
Agency is belief in one’s capacity to act upon the world.

People with a limited sense of agency may be immobilized, angry, blame others, and even lash out.
Identity is how we define ourselves.

People learn from their lives through the stories they tell to and about themselves.
If a child can’t read, we teach him to read.

If a child can’t do math problems, we teach him how to do math problems.

If a child doesn’t know how to behave, we punish him.
Ways to Restore Harm

- Restorative Conferences
- Victim-Offender Dialogue
- Circle Processes
- Class Meetings
- Small, Impromptu Conferences
- Restorative Inquiry and Restorative Reflection
INSTRUCTING WITH INTENTION
A Structure for Instruction that Works
ASSESSING WITH A SYSTEM
Support Learners

- Comprehensible
- Goal-setting

Monitor Learning

- Checks for understanding
- Error analysis

Inform Learning

- Types of feedback
- Usefulness
- Needs-based instruction
Feed up: establishing purpose

Check for understanding: daily monitoring of learning

Feed back: providing students with information about their success and needs

Feed forward: using student performance for “next steps” instruction and feeding this into an instructional model
Impacting Student Learning
Impacting Student Learning

Long-term evidence of learning

Short-term evidence of learning
Evidence *for* practice is foundational. “What research supports your practice?”

Evidence *in* practice is about process. It is locally produced data generated by practice. “What are the signals you watch for to make dynamic instructional decisions?”

Evidence *of* practice is about outcomes. It is user-reported evidence that the learner changed as a result. “How did you know your learners made progress?”
# Evidence of Learning

## Short-term
- Reading inventories
- Oral and silent reading fluency measures
- Benchmark assessments
- Pre-/post-testing of a unit of study
- RtI progress monitoring

## Long-term
- State standards exams
- End-of-course exams
- Formal exhibitions with rubrics
- Formal recital performances with rubrics
Teachers Can Determine Their Impact
Learning How to Determine Effect Size for a Group

Effect size = \frac{\text{Average (post-assessment)} - \text{Average (pre-assessment)}}{\text{Average standard deviation or SD}^*}
For example . . . .

On a “writing for argument” unit, teachers calculated their effect size, which .77, above our threshold of .40.

The teachers concluded their efforts to improve students’ writing skills were successful.
Another unit focused on improving students’ public speaking skills. Lessons included:
- focusing on prosody (e.g., intonation, pauses, emphasis)
- preparing and practicing speeches.

Six weeks into the unit, they collected benchmark data to make decisions about their impact. The effect size was only .30.

“They don’t seem to be getting much better at this.”
Adjustments to the Unit

- Analyzing video of effective and ineffective public speakers
- Lessons about formal speeches sounding like reading, not friendly conversations
- Written drafts of speeches that included introduction, body, and conclusion
- Anonymous peer review using computerized program
When they met again six weeks later to discuss impact, the results were impressive. The average effect size had increased to .75 and all but three students had effect sizes that exceeded .40.
Public speaking skills: $d = 0.75$

Leadership isn’t tied to job titles, but to dispositions.
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thank you