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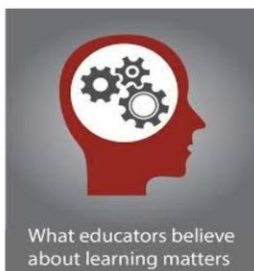
***Now What? A Collegial
Dialogue around Next
Steps for Building
Expertise Influenced by
John Hattie's Research***

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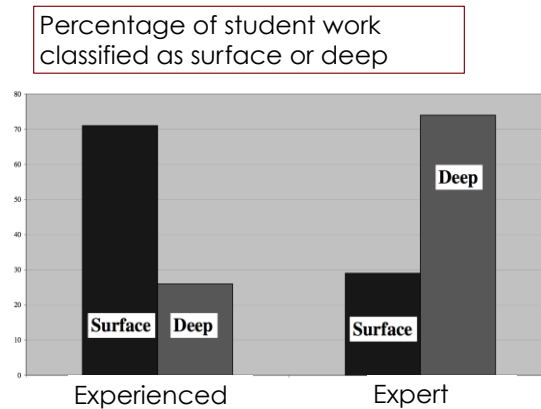
Six clusters of key ideas from John Hattie

1. Know thy impact!
2. Focus on the higher impact influences
3. Provide and communicate challenging targets, a rationale, success criteria, support, and dollops of feedback
4. Balance proportions of surface to deep learning targets and instruction
5. Work collaboratively to strengthen learning
6. Mindsets/Mind Frames matter!

Hattie's Ten Mind Frames for Educators



1. *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.*
2. *The success and failure of my students' learning is about what I do or don't do. I am a change agent.*
3. *I want to talk more about learning than teaching.*
4. *Assessment is about my impact.*
5. *I teach through dialogue not monologue.*
6. *I enjoy the challenge and never retreat to "doing my best".*
7. *It's my role to develop positive relationships in class and staffrooms.*
8. *I inform all about the language of learning.*
9. *I recognize that learning is hard work.*
10. *I collaborate.*



Hattie Bibliography

RECENT LIST OF 195 RANKED INFLUENCES-HATTIE RESEARCH

<https://visible-learning.org/nvd3/visualize/hattie-ranking-interactive-2009-2011-2015.html>

Books by John Hattie (et al) in reverse chronological order

Hattie, John and Zierer, Klaus. *Ten Mindframes For Visible Learning: Teaching for success*. Routledge, 2017

Fisher, Douglas B, Frey, Nancy, and Hattie, John. *Teaching Literacy in the Visible Learning Classroom*. Corwin, 2017 (a sequel to *Visible Learning for Literacy*).

Fisher, Douglas B, Frey, Nancy, and Hattie, John. *Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning* (Corwin Literacy), 2016

Hattie, John, Fisher, Douglas and Frey, Nancy. *Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning*. Corwin, 2016

Hattie, John, Masters, Deb, and Birch, Kate. *Visible Learning into Action: International Case Studies of Impact*. Routledge, 2016

Hattie, John and Yates, Gregory. *Visible learning and the Science of How We Learn*. Routledge Falmer, 2014

Hattie, John. *Visible Learning for Teachers*. Routledge, 2012

Hattie, John. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, 2009

VIDEOS: -

Many videos can be found by Googling John Hattie Visible Learning, for instance:

Pt 1: <https://www.youtube.com/watch?v=sng4p3Vsu7Y> (I like this one. 14 min)

Pt 2: <https://www.youtube.com/watch?v=3pD1DFTNQf4>

4.5 min. Learning Forward overview: https://www.youtube.com/watch?v=QC_8_EdydbY

An educator friendly overview; we don't do much to harm kids;

Video Overview (to an Outward Bound Group) with his TOP TEN:

<https://www.youtube.com/watch?v=3pD1DFTNQf4>

Some Key Findings of the Visible Learning story- NOW WHAT?

Given that IMPACT ON STUDENT LEARNING IS HEIGHTENED WHEN:	THEN what action steps might you and your colleagues want to take, as teachers or administrators, to foster increased performance in one or more areas? <u>HOW MIGHT YOU....</u>
1. When teachers ($d = 1.62$) and students ($d = 1.33$) understand what the students already know and can gauge how they will likely perform.	<u>BUILD SKILL AND COMMITMENT IN GATHERING AND USING FORMATIVE ASSESSMENT DATA?</u>
2. When teachers work together to know and evaluate their impact ($d = .91$) and commit to working together to help maximize student learning ($d = 1.57$);	<u>BUILD EXPECTATIONS FOR INFORMED TEACHER COLLABORATION:</u>
3. When teachers base their teaching on students' prior learning, i.e., what students already know and can do ($d = .85$), and provide early systematic assistance when students are struggling ($d = 1.07$);	<u>BUILD EXPECTATIONS FOR DATA-BASED TEACHING WITH SCAFFOLDING AS NEEDED</u>
4. When teachers explicitly inform the students about what success looks like near the start of a series of lessons ($d = .77$) and give dollops of useful feedback ($d = .75$);	<u>DEVELOP UNDERSTANDING AND ROUTINELY PROVIDE CLEAR SUCCESS INDICATORS AND FORMATIVE FEEDBACK:</u>
5. When teachers implement programs that have the optimal proportions of surface and deep learning ($d = .71$); and teach for transfer	<u>BALANCE SURFACE TO DEEP THINKING IN AND ACROSS THE DISCIPLINES</u>
6. When teachers are credible (fostering four factors of trust, competence, dynamism, and immediacy, $d = .90$), set appropriate levels of challenge, and never expect 'do your best' ($d = .57$).	<u>ENSURE TEACHER CREDIBILITY AND CLASSROOMS SAFE FOR ERROR</u>

CITATION: Scholarship of Teaching and Learning in Psychology © 2015 American Psychological Association 2015, Vol. 1, No. 1, 79–91, expanded by Joan Daly-Lewis with data from *Visible Learning for Literacy Implementing the Practices That Work Best to Accelerate Student Learning* by Doug Fisher, Nancy Frey, and John Hattie, for LIASCD, September 29, 2017.

HIGH IMPACT LEADERS (from John Hattie in *Educational Leadership*, February, 2016, p. 36-40)

- Understand the need to focus on learning and the impact of teaching.
- Believe their fundamental task is to evaluate the effect of everyone in their school on student learning.
- Believe that success and failure in student learning is about what *they*, as teachers or leaders, did or didn't do. They see themselves as change agents.
- See assessment as feedback on their impact.
- Understand the importance of dialogue and of listening to student and teacher voice.
- Set challenging targets for themselves and for teachers to maximize student outcomes.
- Welcome errors, share what they've learned from their own errors, and create environments in which teachers and students can learn from errors without losing face.

EXCERPTED AND MODIFIED from

Glossary of Hattie's influences on student achievement

by Sebastian Waack [http://visible-learning.org/glossary/#2 Piagetian programs](http://visible-learning.org/glossary/#2_Piagetian_programs) (This is the Visible Learning Web Page) *This Glossary explains influences related to student achievement published in John Hattie's Visible Learning for teachers (Hattie 2012; 251ff). You can find an older list of influences related to student achievement in Hattie (2009) Visible Learning.*

*NOTE from Joan Daly-Lewis: Hattie's rankings of educational influences has gone from a list of 138 effects to 195 since 2009, and the most recent update includes the addition of **teacher estimates of student achievement** as well as the second highest-impact influence: **collective teacher efficacy**, additions to the Waack Glossary. See <http://recentreflection.blogspot.com/2015/03/on-hatties-revised-top-ten.html>*

1.. Teacher Estimates of Student Achievement d=1.62

The accuracy of teachers' knowledge of students in their classes

2. *Collective teacher efficacy d = 1.57

Given an amazing effect-size of 1.57. [The term] originates with [Albert Bandura](#), the pioneer of social learning theory, who defined it as “**people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances**” (1986: 391). It is more specific and task-focused than general motivation, and of course in this case it is collective; the beliefs concern the team or institution, possibly the class, rather than relating to just an individual.

3. Student Self-Reported Grades d=1.44

Self reported grades comes out at the top of all influences. Children are the most accurate when predicting how they will perform. In a video Hattie explains that if he could write his book Visible Learning for Teachers again, he would re-name this learning strategy “Student Expectations” to express more clearly that this strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. Example for Self-reported grades: Before an exam, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform even better.

Hattie cites five meta-studies:

Mabe/West (1982): Validity of self-evaluation of ability (Abstract)

Fachikov/Boud (1989): Student Self-Assessment in Higher Education (Abstract)

Ross (1998): Self-assessment in second language testing (Abstract)

Falchikov/Goldfinch (2000): Student Peer Assessment in Higher Education (Abstract)

Kuncel/Crede/Thomas (2005); The Validity of Self-Reported Grade Point Averages, Class Ranks, and Test Scores (Abstract)

4. Response to intervention d=1.07

Response to intervention (RTI) is an educational approach that provides **early, systematic assistance to children who are struggling in one or many areas of their learning**. RTI seeks to prevent academic failure through early intervention and frequent progress

measurement. Watch this video to learn more about Response to intervention. Examples and more information for Response to intervention: www.interventioncentral.org

5. Teacher credibility d=.90

According to Hattie teacher credibility is vital to learning, and students are very perceptive about knowing which teachers can make a difference. There are four key factors of credibility: trust, competence, dynamism and immediacy. In an interview Hattie puts it like that: "If a teacher is not perceived as credible, the students just turn off." Examples for teacher credibility: Earn trust by showing trust towards pupils. Appear highly organised in the presentation of the subject matter. Develop a powerful style of speaking that uses few verbal hesitations such as "OK" or "you know". Reduce distance between teachers and students by moving or moving away from barriers (e.g., desk, podiums). Source: cie.asu.edu

6. Providing formative evaluation d=.90

According to Hattie (2012) and Black & Wiliam (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. Watch this video to learn more about the difference between formative and summative assessment methods. In another video you can learn from teachers who describe their experience with formative evaluation. Example for formative evaluation: Spend the same amount of time or even more on formative assessment as you spend on summative assessment. **Give descriptive feedback to students: What is the goal? Where are you in relation to it? What can you do to close the gap?**

Hattie cites two meta-studies:

Fuchs & Fuchs (1986): Effects of systematic formative evaluation (Abstract)

Burns & Symington (2002): A Meta-analysis of Prereferral Intervention Teams: Student and Systemic Outcomes (Abstract)

7. Micro-teaching d=.88

Micro-teaching is a video recording of a lesson with a debriefing. The lesson is reviewed in order to improve the teaching and learning experience. In Visible Learning Hattie describes micro-teaching as a practice (often in laboratory settings) that "typically involves student-teachers conducting (mini-) lessons to a small group of students, and then engaging in a post-discussion about the lessons" (Hattie 2009, 112). You can find plenty of microteaching videos on Youtube to get an idea of this method (example). Technical aspects are less important than the later analysis which allows teachers to get a microscope-view on your own teaching. Under the guidance of a supervisor, the student-teacher is first asked to present a self feed back of his mini lesson, then the team gives feedback to provide positive reinforcement and constructive criticism. Examples for micro-teaching: Since its invention in the 1960s at Stanford University by Dr. Dwight Allen, microteaching has become an established teacher-training procedure in many universities and school districts. You can find more information on micro-teaching [here](#) or [here](#).

Hattie cites four meta-studies:

Butcher (1981) An experimental investigation of the effectiveness of a value claim strategy unit for use in teacher education (Unpublished M.A. Macquarie University Sydney)

Yeany/Padilla (1986): Training science teachers to utilize better teaching strategies (Abstract)

Bennett (1987): The effectiveness of staff development training practices (Unpublished Ph.D. University of Oregon)

Metcalfe, K. K. (1995). Laboratory experiences in teacher education (Abstract)

8. [High quality] Classroom discussion d= .82

Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by **voicing their opinions and thoughts**. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where **everyone learns from each other**. In this video by Heather Joseph-Witham you can see how to lead a classroom discussion effectively. Examples for an effective classroom discussion: Create a series of questions for the students to think about. Allocate enough time in the lesson for an elaborate discussion. Make sure that students can freely express their opinion without being laughed at or ridiculed. You can find helpful tips on planning, moderating and reflecting on classroom discussion in a paper by William E. Cashin (PDF).

9. Comprehensive interventions for learning disabled students d= .77

The presence of learning disability can make learning to read, write, and do math especially challenging. Hattie admits that “it would be possible to have a whole book on the effects of various interventions for students with learning disabilities” (Hattie 2009, 217) and refers to a meta-study of Swanson, Hoskyn and Lee (1999). **To improve achievement teachers must provide students with tools and strategies to organize themselves as well as new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a learning task or reflecting upon their own learning.** Hattie also discusses studies which found that “all children benefited from **strategy training**; both those with and those without intellectual disabilities.” Examples for effective interventions for students with learning disabilities: One strategy discussed in a paper by Neil Sturmski: “Teaching Students With Learning Disabilities To Use Learning Strategies” (PDF) is called “DEFENDS”. This strategic approach helps secondary students write a composition in which they must take a position and defend it (Ellis, 1994). Each letter stands for a strategic step:

D ecide on audience, goals, and position

E stimate main ideas and details (Establish would be a better word)

F igure best order of main ideas and details

E xpress the position in the opening

N ote each main idea and supporting points

D rive home the message in the last sentence

S earch for errors and correct

You can find further information in a paper by H. Lee Swanson and Donald Deshler (2003): Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice (PDF)

10. Teacher clarity d = .75

Hattie defines teacher clarity quoting the (unpublished) work of Fendick (1990) as **“organization, explanation, examples and guided practice, and assessment of student learning** — such that clarity of speech was a prerequisite of teacher clarity.” (Hattie 2009, 126) One of the main points of Hattie’s books about Visible Learning is the importance to

clearly communicate the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next. Examples for teacher clarity, learning goals and success criteria: This short video provides a great example for a lesson intended to let students write a good “How-to book”. The teacher explains how to develop and set clear learning goals and success criteria before the students actually start the writing activity.

Hattie cites one meta-study:

Fendick (1990): The correlation between teacher clarity of communication and student achievement gain (Unpublished Ph.D. University of Florida)

11. Feedback $d = .75$

According to Hattie and Timperley (2007) **feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.** They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. **Feedback on task, process and self-regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information).** Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that **the most powerful feedback is that given from the student to the teacher.** This feedback allows teachers to see learning through the eyes of their students. **It makes learning visible and facilitates the planning of next steps.** The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. Examples: Related to the notion of “feed up, feed back and feed forward” teachers must answer three feedback questions: “Where am I going? How am I going? Where to next?” Constantly ask the students in order to maximize the feedback from the learner back to the teacher. Create a classroom climate where error is welcomed. In this short video John Hattie talks about what feedback means and how to make feedback work effectively for learning in the classroom.

Know thy impact: 4 questions to help you pin down what children are really learning

BY Debra Masters

<http://visiblelearningplus.com/content/know-thy-impact-4-questions-help-you-pin-down-what-children-are-really-learning>

You might think you know everything that happens in your classroom, but the research says otherwise. Deb Masters has four questions that will help you pin down what children are really learning...

When Professor John Hattie stands up and says “Know thy impact”, he is saying this is possible and, in the best schools and classrooms, that is exactly what teachers are starting to do. How does he know? Because he has the results from studies involving over 250 million students at his fingertips, the analysis of which enables him to reach some quite startling conclusions. However, what everyone needs to remember is that John Hattie’s ‘Visible Learning’ research is only the start of the journey. There are three stages schools must follow if they are to make use of his discoveries:

Simply jumping from the research findings to adapting classroom practice is not at the heart of Visible Learning. It’s the way you think about your role as a leader or a teacher that defines the way you work and the impact you will have.

So what does this mean for our schools? It means we need to refocus our efforts to ensure that any actions we take have maximum impact on learning and achievement. To support this process, here are four questions you can ask when looking to reframe teaching and learning from an evidence-based perspective.

1. Does your school discuss, in detail, precisely what you want the impact of any changes to be?

The assessment industry provides us with many ways to track our impact on student attainment. But the first part of any discussion needs to be about what you actually mean by ‘impact’ and how this can be accurately measured. What student outcomes does your school value and why? In this time of high accountability, we tend to place our focus on raising standards in academic attainment. We have a plethora of tools to measure this and we need to think carefully about which ones we use, why we use them and what we do with the information.

We are great at adding new tools, but we don’t always stop to discuss their purpose; which give us the most useful feedback and which should we drop because they do not supply the information we need to track our impact? Once we know which tools we want to use, we then need to decide on the magnitude of the impact we expect to see – how good is good enough?

Having a shared understanding of impact among staff is all the more powerful if it is also shared by students. This is why so much attention is paid to ‘success criteria’. The Visible

Learning work indicates that if learners understand the nature of success from the outset, they are more likely to move efficiently towards this.

2. Do your teachers have common conceptions of progress?

One thing we know from our work in schools is that teachers do not have a shared understanding of progress. We have worked with hundreds of teachers with curricula from around the world and when we ask teachers to identify levels of the curriculum based on evidence of what students can do, the variance in their estimates is frightening. Only by focused discussion and collaboration do teachers begin to understand how curriculum progression works.

- Know the research
- Focus on the learning
- Know thy impact

This lack of consistency by teachers can have a massive impact on students, with learning becoming more random as a result. But robust discussion can help to reduce the variance in the way teachers identify progress and help them develop a more informed understanding of the curriculum continuum.

Schools need to understand how students' progress through a curriculum and it is likely that different students might progress in different orders and at different times. Having a clear idea of what impact means involves an understanding of progression, where students are in this progression, and not prescribing one progression for all. This knowledge must be shared otherwise if a student meets a new teacher in the school with a different conception of challenge and progression, this may lead to disruptions in learning.

3. Do all educators in the school believe their main role is to evaluate their impact?

When everyone in a school believes that together they can make a difference, the impact on student attainment can be almost quadrupled (Eells, 2011). This notion of collective efficacy across the school is a powerful precursor to student success. Combine this with having a collective and collaborative focus on teachers evaluating their impact and the results on student attainment can be even greater.

This relentless focus on impact, discussed regularly, is the real holy grail of the Visible Learning research.

4. What is the impact of teaching in your school and how do you know?

The next time you go into a classroom in your school, don't worry about what the teacher is teaching. The only reason you should go into a classroom is to watch what the students are learning – it is the impact of the teaching that is of interest. We work in many classrooms where there is no connection between what the teacher is doing and what the students are doing. In fact, Graham Nuthall's research (Nuthall, 2007) found that teachers have no

awareness of between 60-80 per cent of what happens in their classroom every day. He also discovered students already know between 40-50 per cent of what the teacher is teaching. These are scary statistics.

The research came from years of evidence collected by Nuthall where he visited classrooms daily and put microphones on students to get right inside what was happening. Each night he went home and analysed the activities and discussions. Teachers pride themselves on having a well-organised and orderly classroom – we know what happens in the public world of the classroom (most of the time), we know some of things that happen in the semi-private world of the classroom (between peers). But most of the time we have no idea what happens in the private world of the classroom (the heads of our students). By focusing on learners and having strategies for finding out what they are learning, we can start to know the impact we are having as teachers.

In our work, we simply ask students to tell us what they are learning that day. We get some interesting responses. Many students have no idea at all – even when we probe for information. Many of them can at least tell us what they are doing, but few can tell us what they are learning. There is a big difference between the two.

The next time you go into a classroom, focus on the learners and the learning. Only then will you know the real impact teachers are having. Anything other than that is guesswork.

The message from the Visible Learning research is clear. We should focus on the things that can have the greatest impact and stop being distracted by the things that don't matter. Let's rethink some of the great myths in our profession and focus on impact and our role as evaluators of our impact. We have the evidence. Let's use it.

For those interested in learning more about the Visible Learning approach outlined in this article, visit www.visiblelearningplus.com or contact Osiris Educational, which is the exclusive agent for Visible Learning Plus with John Hattie across the UK.

About the Author: Debra Masters is the Director of Visible Learning and works closely with John Hattie to bring the Visible Learning research to life in schools around the world. Follow her on Twitter [here](#).

References

- Eells, R. (2011). Meta-analysis of the relationship between collective efficacy and student achievement. Unpublished Ph.D., Loyola University of Chicago
- Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement, Routledge. London
- Nuthall, G. (2007). The Hidden Lives of Learners. New Zealand Council for Educational Research Press. Wellington

SAMPLE (PRELIMINARY LIST OF) CONCRETE ACTIONS OR NEXT STEPS TO MAKE USE OF THE RESEARCH OF JOHN HATTIE

By Joan Daly-Lewis

- I. Educate yourself
 - i. For a painless and quick introduction, watch some of John Hattie's many youtube videos and read articles. (See enclosed Bibliography for some good ones.)
 - ii. Familiarize yourself with the ranked Visible Learning effect sizes, perhaps by
 1. skimming Hattie's first book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, to see how the barometer visuals work; see also p. 10 in *Visible Learning for Literacy*;
 2. reviewing current lists of effect sizes (i.e., 150 are listed in *Visible Learning for Literacy*, 2016, p. 169), being careful about acting on these lists until you begin to understand the contexts for the findings;
 3. learning enough to be able to explain effect sizes (and their limits) to others; see p. 7 in *Visible Learning for Literacy*
 - iii. Read all of *Visible Learning and Literacy* (2016 w Fisher and Frey) – It's a pretty quick read
 - iv. Establish and participate in a study circle on *Visible Learning for Teachers*- a denser read, but REALLY worthwhile
- II. Engage with colleagues in learning along with you, and in investigating best ways to begin using the research in your setting
 - i. One place to begin might be by emphasizing the attributes of highly effective teachers and their students (see especially the terrific table on p. 108, in *Visible Learning for Literacy*). Explore the extent that these attributes are currently in place and how a new focus might foster enhanced student learning
 - ii. Establish (and participate in) study circles on *Visible Learning for Teachers* (subtitled: *Maximizing Impact on Learning*). This book provides helpful reinforcement for high leverage teaching strategies, the importance of relationships, the need to balance surface and deep thinking experiences, and the research to support these areas and more (such as the need for less teacher talk, pre-assessment, formative assessment, clarity of learning targets, etc.
 - iii. Begin to routinely ask hard questions, and ask that everyone ask them as well, i.e.:
 1. To what extent is instruction dominated more by student than teacher questions?
 2. To what extent are classrooms dominated by dialog more than by teacher talk? (pp. 72 and 74, *Visible Learning for Teaching*)
 3. How do I know this is working? (p. 87, *Visible Learning for Teachers*)
 4. What is the magnitude of the effect? (p. 87, *Visible Learning for Teachers*)
 5. Where is the evidence that show that this is superior to other approaches/programs? (p. 87, *Visible Learning for Teachers*)
 6. Do I share a common conception of progress with other teachers ? (p. 87, *Visible Learning for Teachers*)
 - v. Work on fostering a climate where it is safe to examine the impact of instruction on student learning (see Bryk and Schneiders' "Teacher Trust Scale" p. 71 in *Visible Learning for Teachers*) Sample item: "Teachers respect other teachers who take the lead in school improvement efforts."

- vi. Explore strategies for tapping into the perceptions of students. Eg. From Laura Seinfeld's back to school presentation:

Students' Views: Factors of Classroom Climate	
Dimension	Examples
Care	My teacher makes me feel that s/he really cares about me. My teacher really tries to understand how students feel about things.
Control	Students in this classroom treat the teacher with respect. Our class stays busy and doesn't waste time.
Clarify	My teacher has several good ways of explaining each topic. My teacher explains difficult things clearly.
Challenge	In this class, we learn a lot almost every day. In this class, we learn to correct our mistakes.
Captivate	My teacher makes lessons interesting. I like the ways in which we learn in this class.
Confer	Students speak and share their ideas about class work. My teacher respects my ideas and suggestions.
Consolidate	My teacher checks to make sure that we understand. The comments that I get on my work help me to understand how to improve.

Measures of Effective Teaching Project, 2010

- vii. Work with all members of the professional community to cross-walk Hattie and your district's APPR rubric, so that you can engage in informed research supported analysis with teachers, and so that expectations are clear and shared. **Develop a shared set of "look fors" to challenge each other to incorporate practices that are likely to increase student learning.**
- viii. Use protocols to conduct collegial learning walks in order to build understanding of and raise questions about Visible Learning, and the prevalence of high impact influences (i.e., the importance of clearly communicated learning targets/learning intentions, clear and challenging success criteria, feedback to students, feedback FROM students, students knowing:
1. Where am I going?
 2. How am I going?
 3. Where to next?