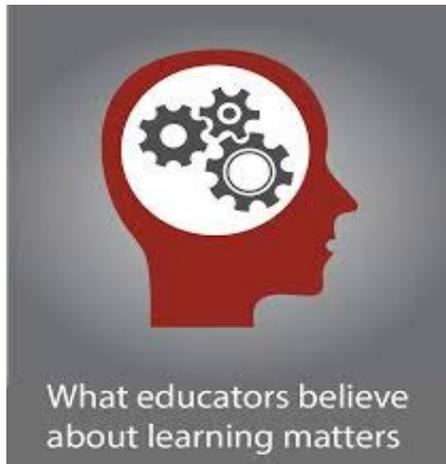


Hattie's Ten Mind Frames for Educators



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.*

Slide #23A: Activity

Educational Practice Impact on Student Achievement

Individually rate each factor on the list “high,” “medium,” and “low,” according to each participant’s assessment of the level of impact on student achievement.

EDUCATIONAL PRACTICE	IMPACT		
1. Ability Grouping, Tracking, Streaming	HIGH	MEDIUM	LOW
2. Acceleration (for example, skipping a year)	HIGH	MEDIUM	LOW
3. Comprehension programs	HIGH	MEDIUM	LOW
4. Concept mapping	HIGH	MEDIUM	LOW
5. Cooperative vs individualistic learning	HIGH	MEDIUM	LOW
6. Direct instruction	HIGH	MEDIUM	LOW
7. Feedback	HIGH	MEDIUM	LOW
8. Gender (male compared with female achievement)	HIGH	MEDIUM	LOW
9. Home environment	HIGH	MEDIUM	LOW
10. Individualizing instruction	HIGH	MEDIUM	LOW
11. Influence of peers	HIGH	MEDIUM	LOW
12. Matching teaching with student learning styles	HIGH	MEDIUM	LOW
13. Meta-cognitive strategy programs	HIGH	MEDIUM	LOW
14. Phonics instruction	HIGH	MEDIUM	LOW
15. Professional development on student achievement	HIGH	MEDIUM	LOW
16. Providing formative evaluation to teachers	HIGH	MEDIUM	LOW
17. Providing worked examples	HIGH	MEDIUM	LOW
18. Reciprocal teaching	HIGH	MEDIUM	LOW
19. Reducing class size	HIGH	MEDIUM	LOW
20. Retention (holding back a year)	HIGH	MEDIUM	LOW
21. Student control over learning	HIGH	MEDIUM	LOW
22. Student self-reported grades	HIGH	MEDIUM	LOW
23. Teacher collective efficacy	HIGH	MEDIUM	LOW
24. Teacher credibility in eyes of the students	HIGH	MEDIUM	LOW
25. Teacher estimates of achievement	HIGH	MEDIUM	LOW
26. Teacher expectations	HIGH	MEDIUM	LOW
27. Teacher subject matter knowledge	HIGH	MEDIUM	LOW
28. Teacher-student relationships	HIGH	MEDIUM	LOW
29. Using simulations and gaming	HIGH	MEDIUM	LOW
30. Vocabulary programs	HIGH	MEDIUM	LOW
31. Whole language programs	HIGH	MEDIUM	LOW
32. Within-class grouping	HIGH	MEDIUM	LOW

Adapted from Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning*. London and New York: Routledge.

Slide #23B: Activity-Answer Key

Educational Practice Impact on Student Achievement Answer Key

EDUCATIONAL PRACTICE	EFFECT SIZE	IMPACT		
1. Ability Grouping, Tracking, Streaming	.12			LOW
2. Acceleration (for example, skipping a year)	.68	HIGH		
3. Comprehension programs	.53		MEDIUM	
4. Concept mapping	.64	HIGH		
5. Cooperative vs individualistic learning	.55		MEDIUM	
6. Direct instruction	.60	HIGH		
7. Feedback	.73	HIGH		
8. Gender (male compared with female achievement)	.08			LOW
9. Home environment	.52		MEDIUM	
10. Individualizing instruction	.23			LOW
11. Influence of peers	.53		MEDIUM	
12. Matching teaching with student learning styles	.23			LOW
13. Meta-cognitive strategy programs	.69	HIGH		
14. Phonics instruction	.52		MEDIUM	
15. Professional development on student achievement	.45		MEDIUM	
16. Providing formative evaluation to teachers	.68	HIGH		
17. Providing worked examples	.37		MEDIUM	
18. Reciprocal teaching	.74	HIGH		
19. Reducing class size	.21			LOW
20. Retention (holding back a year)	-.17			LOW
21. Student control over learning	.01			LOW
22. Student self-reported grades	1.33	HIGH		
23. Teacher collective efficacy	1.57	HIGH		
24. Teacher credibility in eyes of the students	.90	HIGH		
25. Teacher estimates of achievement	1.62	HIGH		
26. Teacher expectations	.43		MEDIUM	
27. Teacher subject matter knowledge	.09			LOW
28. Teacher-student relationships	.52		MEDIUM	
29. Using simulations and gaming	.34		MEDIUM	
30. Vocabulary programs	.62	HIGH		
31. Whole language programs	.06			LOW
32. Within-class grouping	-.18			LOW

Adapted from Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning*. London and New York: Routledge.

Glossary:

John Hattie's Influences on Student Achievement

Self-Report Grades (1.44): Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform (Hattie, 2009).

Piagetian Programs (1.28): Students knowing the ways in which they think and how it is constrained by their stages of development (sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage). (Hattie, 2009).

Providing Formative Evaluation (0.9): Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform (Hattie, 2009).

Micro Teaching (0.88): Teachers conducting mini-lessons and engaging in discussions about the lesson; often involves video-taping (Hattie, 2009).

Acceleration (0.88): Very bright students (gifted) being accelerated through curricula. (Hattie, 2009).

Classroom Behavioral (0.8): Enforcing specific and reasonable set of classroom rules increasing student control over himself/herself. (Hattie, 2009).

Comprehensive Interventions for Learning Disabled (0.77): Combining direct instruction with strategy instruction with extended, deliberate practice; emphasis on meta-cognition. (Hattie, 2009).

Teacher Clarity (0.75): Teachers communicating the intention of the lesson and the notion of what success means for these intentions. (Hattie, 2009).

Reciprocal Teaching (0.74): Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking (Hattie, 2009).

Feedback (0.73): 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 (Waak, 2013)

Teacher-Student Relationships (0.72): Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student." Facilitate student development by demonstrating that they care for the learning of each as a person (Hattie, 2009).

Spaced vs. Mass Practice (0.71): Frequency of different learning opportunities; three to four exposures to learning over several days before learning occurs. Spacing the practice of skills over a long period of time. (Hattie, 2009).

Meta-Cognitive Strategies (0.69): Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension. Self-questioning is an example. (Hattie, 2009).

Prior Achievement (0.67) What a student brings to the classroom is very much related to his or her achievement in previous years. Brighter students tend to achieve more and not-so-bright students achieve less (Hattie, 2012)

Vocabulary Programs (0.67): Vocabulary is the denotative and conative meaning of words and phrases (pg. 45). Vocabulary knowledge is a strong predictor of reading comprehension, or the application and integration of strategies that allows students to sustain and regain meaning over longer periods of text, positively influences student achievement. (Fisher, Frey, and Hattie, 2016).

References

Fisher, D., Frey, N., and Hattie, J. (2016). Visible learning for literacy: Implementing the practices that work best to accelerate student learning. New York: Corwin.

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Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.

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Slide #34: Reflection Questions

Establish Collaborative Culture and Climate

1. Do you have a building leadership team already established? What are the functions of the team and the team members' roles and responsibilities?
2. Do you have collaborative teams established across grade levels or content areas? Are all staff on at least one of these teams? What are the functions of the team and what are the team members' roles and responsibilities?
3. If established, are both or either of these team(s) monitored to ensure they are running efficiently and effectively?



Slide #42: Reflection Questions

Establish Expectations

1. What are the high expectations for my district?
2. What are the high expectations for my building?
3. What are the high expectations for the educators in my building?
4. How are these expectations infused into the culture and communicated across all levels of the system?



Slide 45: Reflection Questions

Ensuring Resources

How will you ensure the needed resources to facilitate the instructional work in the building?

AREAS	WHAT RESOURCES ARE NEEDED	STEPS NEEDED TO ENSURE RESOURCES ARE MADE AVAILABLE
People		
Time		
Materials		
Training/Professional Development		
Money		



Becoming an Instructional Leader in Your Building Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/ learning objectives for each learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists



Becoming an Instructional Leader in Your Building Practice Profile

Foundations present in the implementation of each essential component: *Commitment to the success of all students and to improving the quality of instruction.*

Becoming an Instructional Leader in Your Building

Essential Function	Exemplary proficiency Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
<p>1</p> <p>A collaborative culture and climate is visible through the students, teachers, and administrators.</p>	<p>The school leadership provides a supportive environment that includes all of the Proficient criteria, plus the following at least 80% of the time:</p> <ul style="list-style-type: none"> • Discovering and developing the capacity in staff • Creating a new paradigm/vision for school culture • Promoting inclusion for all • Modeling an attitude of serving 	<p>The school leadership provides a supportive environment that includes all of the following at least 80% of the time:</p> <ul style="list-style-type: none"> • Safe environment for all as evidenced by feelings of trust, respect, and communication • Teachers help each other, including on-going training • Teachers support all students in every classroom • The school is culturally responsive in a way that is multidimensional, empowering and transformative. • A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings. 	<p>The school leadership has a school environment that includes some of these:</p> <ul style="list-style-type: none"> • Safe environment for all as evidenced by feelings of trust, respect, and communication • Teachers help each other, including on-going training • Teachers support all students in every classroom • The school is culturally responsive in a way that is multidimensional, empowering and transformative. • A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings. 	<p>The culture is that of management of accountability as evidenced by an attitude of doing.</p>

Becoming an Instructional Leader in Your Building Practice Profile

Foundations present in the implementation of each essential component: *Commitment to the success of all students and to improving the quality of instruction.*

Becoming an Instructional Leader in Your Building

Essential Function		Exemplary proficiency Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
2	Leadership supports and ensures teaching and learning practices engage all students in meaningful learning.	Select and implement evidence-based effective methods that are not content related, tied to teacher standards, implemented with fidelity and inform decisions of progress through regularly scheduled formative assessments selected by appropriate teams.	Select and implement evidence-based effective methods that are not content related, tied to teacher standards, implemented with fidelity and inform decisions of progress through assessment methods selected by the instructor.	Select and implement evidence-based effective methods that are not content related, state are implemented with fidelity, and inform decisions of progress through assessment methods selected by the instructor.	Select and implement evidence-based effective methods that may or may not be content related, state are implemented with fidelity and inform decisions of progress through assessment methods selected by the instructor.
3	Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.	Leaders work with teacher teams to select and/or create research-based formative assessment methods that include clearly defined outcomes, a problem-solving model, structured assessment criteria, and selected & constructed responses.	Leaders oversee teacher's work on research-based formative assessment methods that include most of the following: outcomes, a problem-solving model, structured assessment criteria, and selected & constructed responses	Leaders designate select teachers to develop research-based formative assessment methods that include some of the following: outcomes, a problem-solving model, assessment criteria, and selected & constructed response	Leaders have little understanding and knowledge of formative assessment methods that include few of the following: outcomes, a problem-solving model, assessment criteria, and a selected responses
4	Leaders initiate evidence-based decisions and processes that focus on outcomes.	Intensified leadership teams establish systems to support frequent & regularly scheduled team-based decision-making that is linked to multiple levels of data and establish priorities (such as knowledge, evaluation, time, resources) for the school year.	Leaders establish systems to support regular team-based decision-making that is linked to multiple levels of data and establish priorities (such as knowledge, time, evaluation and resources) for the school year.	Leaders oversee systems of decision-making that is linked to a few levels of data and establish priorities (such as knowledge, time, evaluation and resources) for the school year.	Leaders support regular team-based decision-making that is linked to student data.

Evidence: Leadership Implementation Fidelity Checklist, Interviews, Observations, Lesson Plans.