

**LIASCD**  
**Fall Conference**  
September 29, 2017



**Introduction to the  
Research of  
John Hattie,  
the World's Most  
Influential Educator**

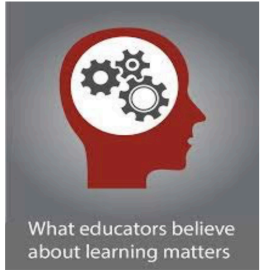
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Related Events:

- John Hattie & Peter DeWitt**  
*Visible Learning*  
October 10, 2017, Hofstra  
Register at: [Bit.ly/HattieonLI](http://Bit.ly/HattieonLI)
- LIASCD Networking Social  
Nov. 16, 2017 4:30–6:30 PM  
Taste 99 @ Bethpage Golf Course  
*"Now What? Collegial Dialogue  
Re: Next Steps for Building  
Expertise Influenced by John  
Hattie's Research"*

- 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



What educators believe about learning matters

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

Joan Daly-Lewis, Ed. D.

## 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, [to be published in December, 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](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>

## *Glossary of Hattie's influences on student achievement*

Sebastian Waack [http://visible-learning.org/glossary/#2\\_Piagetian\\_programs](http://visible-learning.org/glossary/#2_Piagetian_programs)

## **The Visible Learning Story encapsulated through six key findings.**

### **Impact on student learning is heightened:**

1. When teachers ( $d = 1.62$ ) and students ( $d = 1.33$ ) understand what the students already know and how they will likely perform.
2. When teachers work together to know and evaluate their impact ( $d = .91$ ) and commit to working together to help maximize student learning ( $d = 1.57$ );
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 ( $d = 1.07$ );
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 ( $d = .75$ );
5. When teachers implement programs that have the optimal proportions of surface and deep learning ( $d = .71$ ); and incorporate and
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' ( $d = .57$ ).

#### 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** (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.

## Key Findings with Companion Reflection Questions:

Joan Daly-Lewis, Ed. D.

<p>Finding on teacher collaboration: “Collaborative Teacher Efficacy,” has an amazing effect size of 1.57. It implies that teachers believe that they have the ability to together help children learn and feel good about themselves as learners if they analyze their impact and work together to refine instruction.</p>	<p>What are the expectations for my district, building or department, relative to teachers intentionally working together in teams to increase student success? How are these expectations infused into the culture and communicated across all levels of the system?</p>
<p>Students learn more when certain higher effect size approaches are in place, and when the impact of school influences is continuously assessed.</p>	<p>To what extent are my colleagues and I knowledgeable regarding the influences that have the highest overall effect on student learning? What might an action plan look like to build awareness (and skill)?</p>
<p>The most important school-related predictor in determining health, wealth and happiness in life is years in school.</p>	<p>If the greatest influence on student health, wealth, and happiness is the number of years a child stays in school, what steps are we taking for early identification and intervention for students who are at risk of dropping out?</p>
<p>Teacher expertise (in the high influence areas) is a critical variable in student achievement</p>	<p>What percentage of your teachers do you feel are generally producing learning in the zone of desired effects? What might an action plan look like to build professional expertise in areas such as</p> <ul style="list-style-type: none"> <li>- Clear and rigorous learning targets clearly communicated to students,</li> <li>- Learning targets set based on accurate measures of students’ attained knowledge,</li> <li>- Effective and engaging instruction every period,</li> <li>- Clear explanations and modeling,</li> <li>- Ample opportunities for practice,</li> <li>- Dollops of formative assessment throughout each class,</li> <li>- Students self assessing and establishing next steps for their own learning,</li> <li>- Professional collaboration to build engaging learning activities and to troubleshoot learning difficulties,</li> <li>- Classrooms rooted in a belief that it is safe to make mistakes and necessary to take risks,</li> <li>- Teachers seen as credible by students,</li> <li>- Acting from the belief that all students can be successful when <i>we</i> figure out what they need,</li> <li>- Etc.</li> </ul>
<p>Hattie’s central message is “know thy impact.”</p>	<p>How do administrators and teachers currently get useful feedback about their impact? How might we engage ourselves and our teachers in daily, periodic, and collaborative assessment of the impact of our teaching?</p>