

## ***Leading Evidence-based Instructional Transformation***

Presented by  
Cathy J. Lassiter, Ed.D.  
Author / Consultant Corwin Learning

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**Learning Activity: Effects of the Teacher**

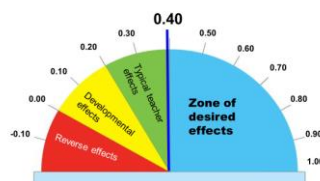
Influences from the Teacher	Size of Effect S – M – L -XL	Effect Size
Teacher subject knowledge		
Teacher credibility		
Teacher-student relationships		
Teacher education		
Teacher expectations		

**Learning Activity: Effects of Teaching**

Influences from Teaching Practices	Size of Effect S – M – L- XL	Effect Size
Classroom discussion		
Repeated reading		
Jigsaw		
Self-verbalizing & self-questioning		
Organizing conceptual knowledge		
Reciprocal teaching		
Organizing with prior knowledge		

Sources: *Visible Learning*, *Visible Learning for Teachers*, *Visible Learning for Literacy*

Influences on achievement...



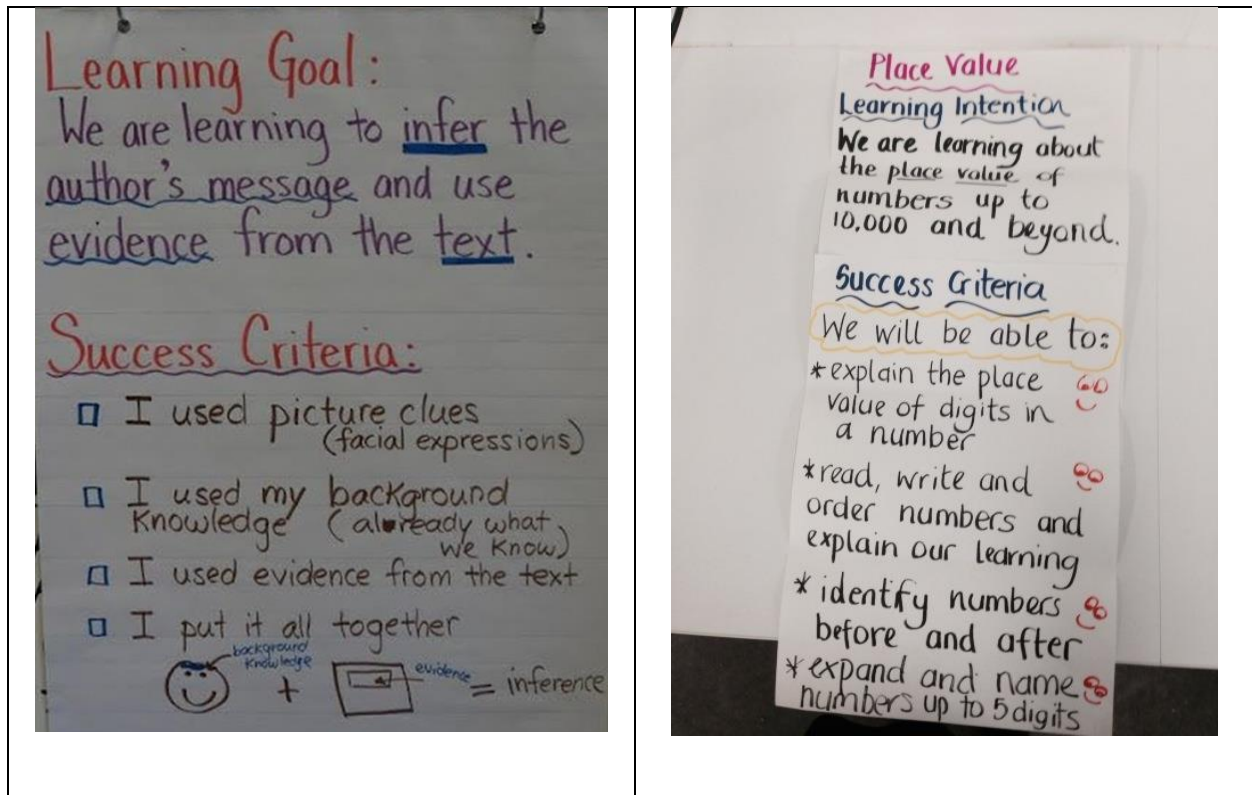
## Learning Activity: Teacher Clarity

The measure of the clarity of communication between teachers and students- in both directions (Fendick, p. 10)

- Clarity on the requirements in the standards
- Clarity on what proficiency looks like from students
- Clarity in organization of lessons towards intended outcomes
- Clarity with students on learning targets and success criteria
- Clarity in examples and guided practice toward the targets

### Teacher Clarity: Learning intentions and Success Criteria:

- Learning intentions are what we intend students to learn.
  - Clear statement to help learners be aware of what is to be gained from the lesson(s)
  - Written in student friendly language
- Success criteria are how students will hit the learning intention.
  - Provides the ingredients for meeting the learning intention
  - Helps students understand what the teacher is using to judge their work
  - Aligned to exemplars and models that convey quality



## What works best, WHEN?

### High-Impact Literacy Approaches at Each Phase of Learning

Sources: Fisher, D., Frey, N. & Hattie, J. (2016) *Visible Learning for Literacy*. Corwin. Thousand Oaks, CA.

<b>Surface Learning</b> Skill and concept development		<b>Deep Learning</b> Connections & relationships to organize skills & concepts		<b>Transfer Learning</b> Student self-regulation applying knowledge to novel situations	
<i>Strategy</i>	<i>ES</i>	<i>Strategy</i>	<i>ES</i>	<i>Strategy</i>	<i>ES</i>
Wide reading (exposure to reading) p. 55	0.42	Questioning p. 86	0.48	Extended writing p. 124	0.43
Phonics instruction p. 45	0.54	Concept mapping p. 79	0.60	Peer tutoring p. 117	0.55
Direct instruction p. 47	0.59	Close reading (study skills) p. 89	0.63	Problem-solving teaching p. 120	0.61
Note-taking p. 59	0.59	Self-questioning p. 93	0.64	Synthesizing information across texts p. 119	0.63
Comprehension strategy instruction p. 56	0.60	Metacognitive strategy instruction p. 92	0.69	Formal discussions (e.g., debates) p. 120	0.82
Annotation (study skills) p. 58	0.63	Reciprocal Teaching p. 98	0.74	Transforming conceptual knowledge p. 122	0.85
Summarizing p. 57	0.63	Class discussion p. 83	0.82	Organizing conceptual knowledge p. 115	0.85
Leverage prior knowledge p. 41	0.65	Organizing & transforming notes p. 79	0.85	Similarities & differences	1.32
Vocabulary instruction p. 49	0.67	Cooperative learning 0.59			
Repeated reading p. 63	0.67				
Spaced practice p. 61	0.71				
Teacher Credibility 1.09					
Teacher-Student Relationships 0.52					
Teacher Expectations 0.43					
Teacher Clarity 0.75					
Feedback 0.75					
Assessment Capable Learners 1.33					

## What works best, WHEN?

### High-Impact Math Approaches at Each Phase of Learning

Sources: Fisher, D., Frey, N. & Hattie, J. (2017) *Visible Learning for Math*. Corwin. Thousand Oaks, CA.

Surface Learning Skill and concept development		Deep Learning Connections & relationships to organize skills & concepts		Transfer Learning Student self-regulation applying knowledge to novel situations	
Strategy	ES	Strategy	ES	Strategy	ES
Mnemonics p. 130	0.45	Tactile stimulation p. 160-161	0.58	Problem-solving teaching p. 192	0.61
Manipulatives p. 125	0.50	Cooperative v. individualistic learning p. 153	0.59	Metacognitive strategies p. 185	0.69
Worked examples p. 113	0.57			Reciprocal Teaching p.193	0.74
Direct Instruction p. 116	0.59			Organizing conceptual knowledge p. 189	0.85
Number talks p. 107	0.64			Compare and contrast with new and old problems. p. 183	1.23
Vocabulary instruction p. 120	0.67				
Spaced practice with feedback p. 128	0.71 0.75				
Guided Questioning p. 109	0.48	Questioning p. 165	0.48		
		Peer tutoring p. 161	0.55	Peer tutoring p. 190	0.55
Math talk –self verbalization & self- questioning p. 119	0.64	Math Talk- Self- verbalization & self-questioning p. 146	0.64	Math talk –self verbalization & self- questioning p.185	0.64
Mathematical talk- class discussion p. 119	0.82	Mathematical talk/ accountable talk/ class discussion p. 142	0.82	Mathematical talk/ accountable talk/ class discussion p. 188	0.82
Teacher Credibility 1.09					
Teacher-Student Relationships 0.52					
Teacher Expectations 0.43					
Teacher Clarity 0.75					
Feedback 0.75					
Assessment Capable Learners 1.33					