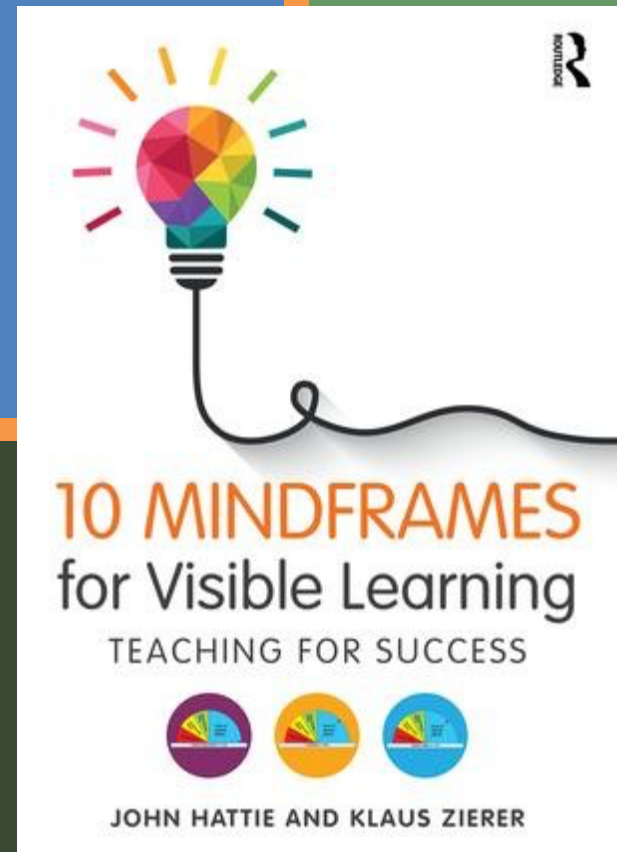
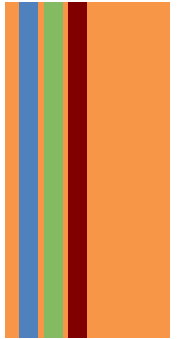


Leading to Focus Thinking on Practices That Matter



*Key Leaders Network
Meeting 4 – March 2020*

+ Who are we?

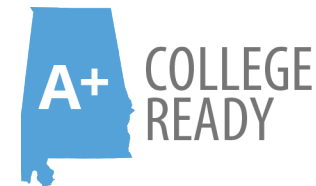


A+ Education Partnership promotes policies and investments in what works through both advocacy and our programs focusing on:

- Research-based practices
- Professional development
- High academic standards
- Innovation in schools



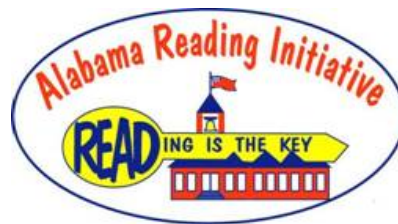
A program of A+ Education Partnership, the Alabama Best Practices Center is designed to support Alabama's teachers, principals, superintendents, and other leaders with cutting-edge professional development through statewide networks.



A program of A+ Education Partnership, A+ College Ready partners with middle and high schools to create cultures of high expectations for all students, teachers and administrators by increasing access to Advanced Placement courses and teacher training on implementing rigorous standards in grades 6-12.



Partners with the Alabama State Department of Education Initiatives





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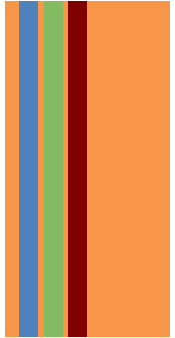
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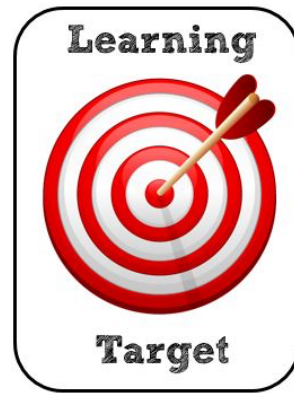
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ESSENTIAL
QUESTION

*How can our way of thinking about
teaching and learning impact
student learning and achievement?*

Learning Targets



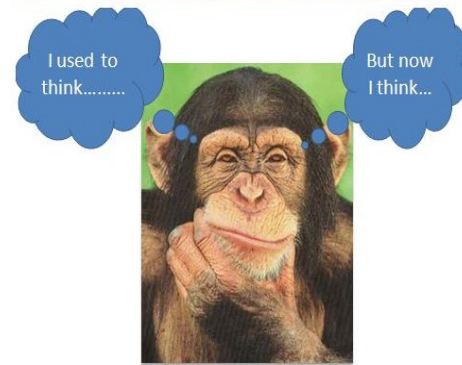
1. Consider how we can collaborate with others in our district to better determine our impact on student learning.
2. Make connections across the 10 Mindframes.
3. Deepen my understanding of Hattie's interpretation of *I am a change agent and believe all students can improve.*

Learning Targets, cont'd



4. Explore the Mindframe, *I strive for challenge.*
5. Consider the importance of focusing on “learning and the language of learning” (Mindframe 10.)
6. Determine how we might adopt Hattie’s Mindframes in our districts as we continue our improvement journeys.

Reconnecting



What? *I used to think Now I think . .*

Why? Reflect on the ways in which my exploration of Hattie's Mindframes has affected my thinking about teaching and learning.

How? Begin with individual reflection following the directions on p. 2 of the learning packet. When directed, stand and exchange reflections with colleagues not on your team. Return to team table and share around your own reflections and engage in dialogue about the value of exploring these Mindframes.

Organizing for Work in Collaborative Teams



What? *Determining table roles and reviewing norms for collaborative work.*

Why? Effective adult and student learning relies on team members having specific roles and understanding and using agreed-upon expectations.

How? Team members select roles (can double up, if needed) and review norms.



Hattie's Key Message



“Success is based not only on competencies but more on Mindframes; less on what we do and more on how we think about what we do. Although there is no denying the significance of competencies, without the corresponding Mindframes, they often remain hidden or come to light only in limited form.”—pp. 160-161, *10 Mindframes for Visible Learning*

+ *How does Jordan's statement relate to Hattie's view of the relationships between competencies and Mindframes?*



“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the the game-winning shot and missed. I’ve failed over and over and over again in my life, and that is why I succeed.”—Michael Jordan



Search for What Matters



“The search is for *the core notions of what truly makes the difference between those who have high impact and those who have low impact on the learning lives of students*. This is the purpose of the book.”—p. xvii, *Ten Mindframes for Visible Learning*

The key: “*educators [have] to be very mindful of their impact*—the nature of what impact means, the magnitude of this impact, the worthwhileness of this impact.”—p. xviii, *10 Mindframes for Visible Learning*



Rethinking Impact

- What?** *Individual Reading and District Team Dialogue*
- Why?** Reflect on what you are currently doing across your district to determine impact on student learning and what you might do.
- How?** Read the 3rd paragraph on p. 165 identifying Hattie's "sources of impact." Engage in dialogue with your district team members to determine the sources educators in your district currently use, others that might hold potential, and how you might advance this focus on impact.

Making Connections Across the Ten Mindframes



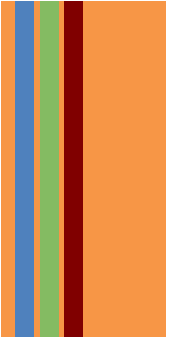
What? *Creating a Web of Our Own*

Why? Make the relationships between and among the 10 Mindframes more transparent.

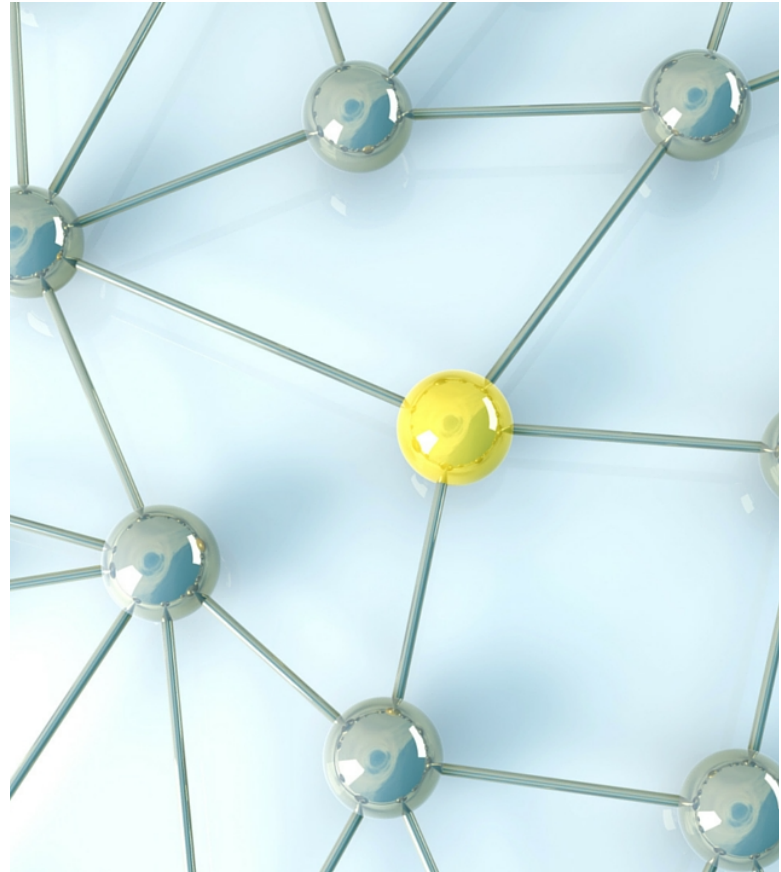
How? Read p. 166 in the text identifying what Hattie has to say about connections between and among the Mindframes. Note these on the visual on p. 5 of the learning packet. Prepare to share in whole group dialogue.



Interdependence of Mindframes



- What connections did you identify between and among different Mindframes?
- How can these Mindframes work together to help teachers determine their impact on student learning?





+ Getting Ready to Share

Work in Study Groups

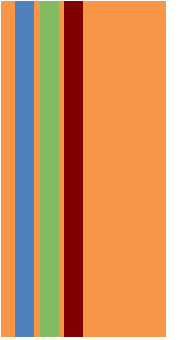


Organizing Your Task Team



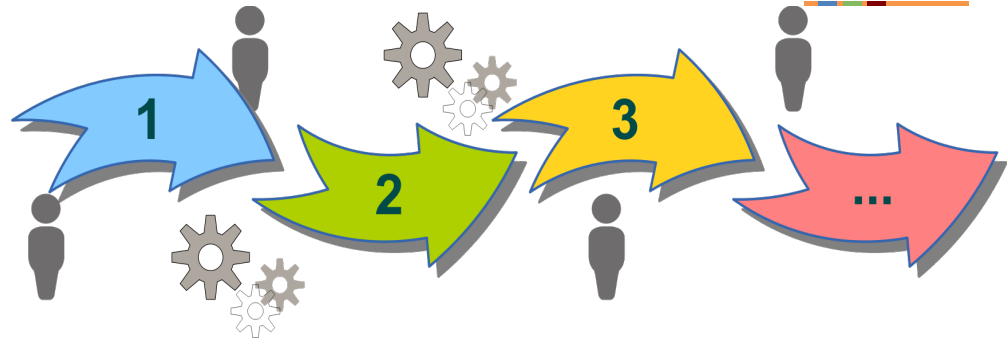
- Taking your book and all materials with you, move to the area designated for your Mindframe.
- Join others to create table teams of 5-6 (if you are not part of a district team.)
- If you are creating a new team, name a facilitator, recorder, and timekeeper.

Preparing to Share: Study Group Dialogue and Planning



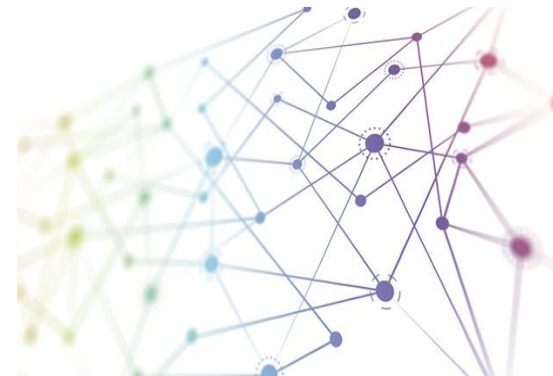
- Follow session facilitators' directions as you organize to review your pre-session work and to plan your presentations to those who are not focusing on your Mindframe.
- Follow instructions on p. 6 to review and consolidate your thinking about your selected Mindframe.

How to Proceed



1. Develop a clear explanation of what you believe Hattie means by this Mindframe (i.e., unpack the language.) Assign someone to present this to the whole group later in the session.
2. Review the big ideas identified in the graphic organizers you created. Compare and contrast the products created by different team members.
3. Consolidate your thinking and agree upon the visual you will use to present your Mindframe, modifying it as desired. Decide who will present which components of this visual as you share with colleagues later today.

Deepening Learning: Study Group Explorations



What? *Focusing on the Connections of Our Mindframe to Others*

Why? Think together about the importance of our selected Mindframe to teachers who seek to evaluate their impact on student learning.

How? Follow the directions on page 7 of the learning packet as you prepare to engage in whole group dialogue about connections between and among different Mindframes.

I AM A
CHANGE AGENT



Mindframe 4

*I am a change agent and
believe all students can
improve.*



What's It All About? Making Meaning of Mindframe 4



I am a change agent and believe all students can improve.

+ What's behind this Mindframe?

CLAIM

“If the student is not learning, it is because we have not yet found the strategy to make learning happen. Successful learning requires targeted perspectives, and it is the responsibility of all around the learner (teachers, parents, peers) to build up, support, and develop positive perspectives in all involved. This necessarily involves seeing oneself as a change agent.”

p. 40, 10 Mindframes for Visible Learning

Big Ideas Associated with Mindframe 4—*I am a change agent*



- Taking your book and learning packet with you, move to the wall chart designated by the session facilitators.
- Listen to the presenters share ideas associated with this Mindframe and jot down notes in Part I of the template on p. 8.
- Engage in dialogue with presenting team members around the questions highlighted in Part II on p. 8.

+ Some Key Ideas Associated with Mindframe 4



- Change Agents Assist Students in Developing Agency
- Change Agents Accept Challenges
- Motivation Plays a Role in Change Agency.

+ Change Agents Assist Students in Developing Agency



“Aiming for students to have agency in their learning is indeed a major aim in learning, but this does not mean we leave them alone; rather, ask them to take control over their learning, but work with them in developing this agency—which includes asking for help, seeking to find out what they do not know, and working beyond what they can now do.

“When confronting issues in schooling, we need to know how to ask for help, the climate of trust needs to be high to allow for the help to be asked and heard, you need to be put in situations where you are challenged to make mistakes (out of your zone of comfort), and there must be help there to resolve the dilemma. . .”—p. 42, *10 Mindframes for Visible Learning*

+ Change Agents Accept Challenges



“Teachers have two options [when students are not learning]: they can argue that the learners did not understand things again and take consolation in the belief that they did all they could, or they can search for new strategies, regard learners’ failure as their own failure, and thus take it as a challenge.”—p. 50, *10 Mindframes for Visible Learning*

+ Motivation Plays a Role— Check out the ARCS Model



- Attention
- Relevance
- Confidence
- Satisfaction

(pp. 50-51, *10 Mindframes for Visible Learning*)



Requirements of this Mindframe



“The Mindframe “I am a change agent and believe all students can improve” requires both a constant search for evidence and close cooperation with colleagues. Evidence is necessary because it helps you to determine whether a method achieved the desired effect and whether the changes in the learners that were the goal of your own thinking and actions indeed took place. And because there is often a discrepancy between your own perception of a situation and that of others, it is also critical to discuss your instruction with others.”—p. 54, *10 Mindframes for Visible Learning*

+



Mindframe 5

I strive for challenges and not merely “doing your best.”

+ What's It All About? Making Meaning of Mindframe 5



*I strive for challenges and not merely
“doing your best.”*

+ *What's wrong with this message?*



- “ . . . the advice ‘do your best’ heard so often in pedagogical contexts is not very helpful for the learning process. It is much too vague, too imprecise, and too arbitrary to allow a detailed and compelling analysis. Indeed, most of the studies in the meta-analyses contrast ‘do your best’ with ‘appropriately challenging’ tasks, and this leads to major differences in the quality of learning.”—p. 64

Big Ideas Associated with Mindframe 5—*I strive for challenges . . .*



- Follow session facilitators' directions as you prepare to learn about this Mindframe.
- Listen to the presenters share ideas associated with this Mindframe and jot down notes in Part I of the template on p. 9.
- Engage in dialogue with presenting team members around the questions highlighted in Part II on p. 9.

Pithy Excerpts from Chapter 5

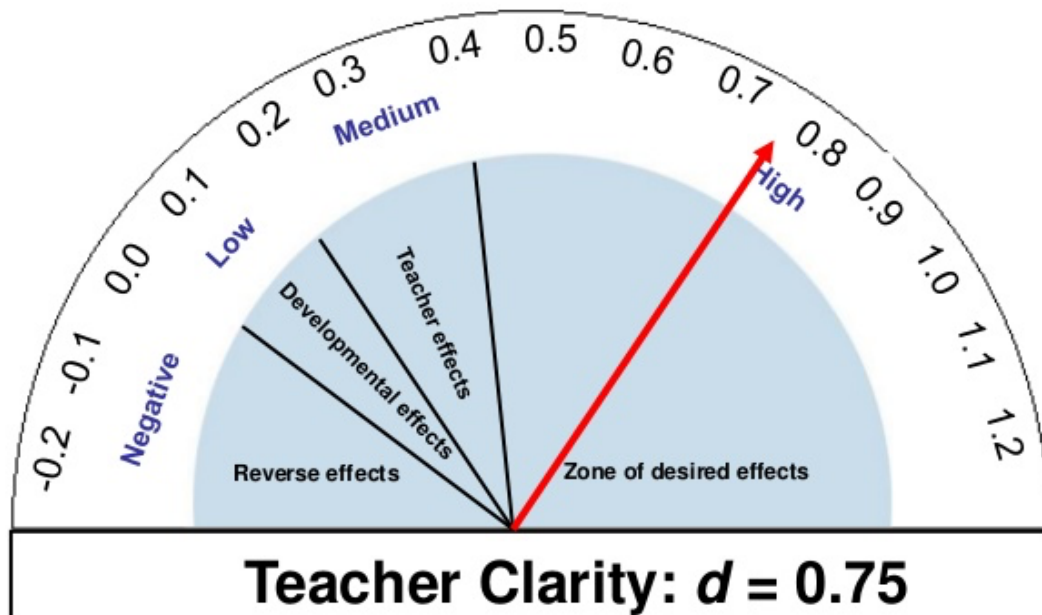
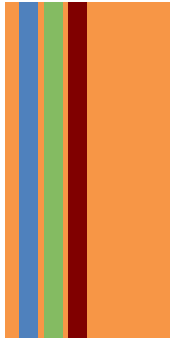


What? *Unpack, Make Meaning, and Discuss*

Why? Think deeply about three powerful excerpts related to Mindframe 5.

How? Make assignments at your table following directions on p. 10 of the learning packet. Individually make meaning of your assigned excerpt; explore excerpt with a thinking partner; share around with your table team. Use template on p. 11 for note-taking.

+ Essential to Challenge: *Making Learning Targets and Success Criteria Transparent to Learners*



Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

+ “The Goldilocks Principle”



“We need to get our challenges ‘just right.’ The point is we need to adjust the level of difficulty just above the learner’s current achievement level. If the teacher succeeds in doing this, the learner will be presented with a challenge and the stage will be set for the optimal learning success.” —p. 70, *Ten Mindframes for Visible Learning*



+

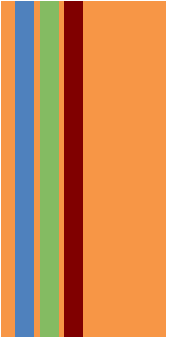
Mindframe 10

I focus on learning and the language of learning.



What's It All About?

Making Meaning of Mindframe 10



*I focus on learning
and the language of
learning.*

+ Key Questions for Self-Reflection

(p. 142, *10 Mindframes for Visible Learning*)



I am very good at . . .

identifying the strengths and weaknesses of my students.

determining what prior academic knowledge my students have.

I know perfectly well . . .

that my students' prior experiences need to be taken into account.

what achievement level my students are at.

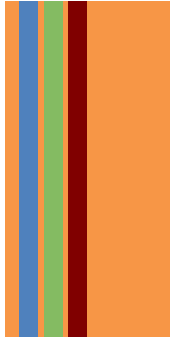
Big Ideas Associated with Mindframe 10—I focus on learning . . .



- Follow session facilitators' directions as you prepare to learn about this Mindframe.
- Listen to the presenters share ideas associated with this Mindframe and jot down notes in Part I of the template on p. 12.
- Engage in dialogue with presenting team members around the questions highlighted in Part II on p.12.



Piagetian Programs: Effect Size = 1.28



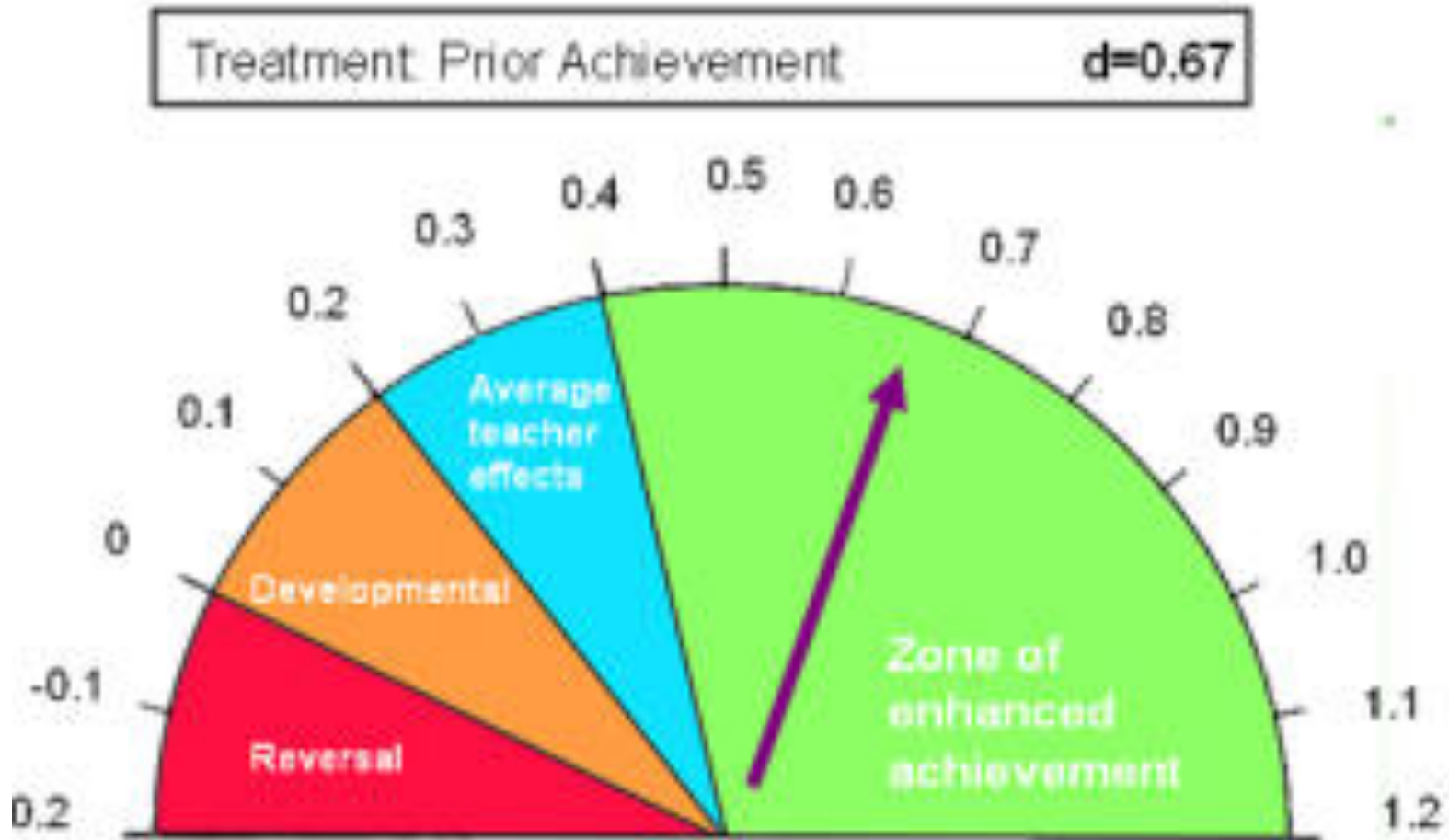
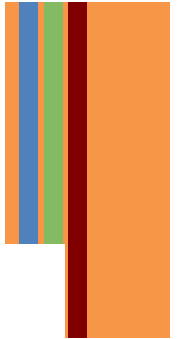
- Jean Piaget argued that “children change and grow in the ways they think and process as they grow” and identified four stages of development.
- “It is important to recall that Piaget argued the movement across the stages occurred via disequilibrium. That is, they began to realize that what they were doing, thinking and trying to accommodate into their current thinking was discrepant—hence again the Mindframe about privileging errors and misunderstandings. They are the essence of growth.” (p. 147)

+ **Example—Cognitive Acceleration Model: Based on 3 Big Ideas**



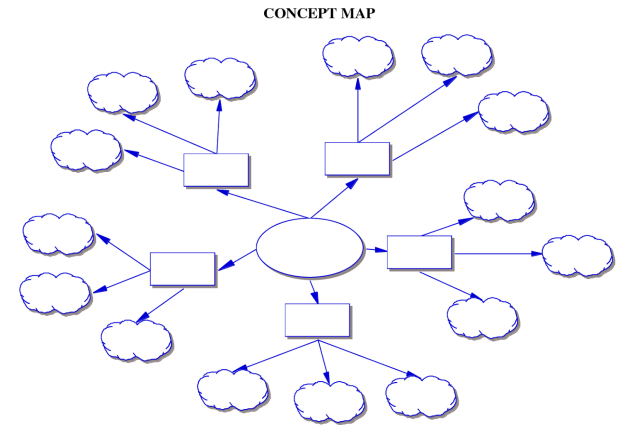
- “The mind develops in response to challenge, or to disequilibrium, so the intervention must provide some cognitive conflict.
- “The mind has a growing ability to become conscious of and so take control of its own processes, so the intervention must encourage students to be metacognitive.
- “Cognitive development is a social process promoted by high-quality discussion among peers that are deliberately structured.” (p. 147, *10 Mindframes*)

+ Importance of Prior Knowledge, Experience, and Achievement





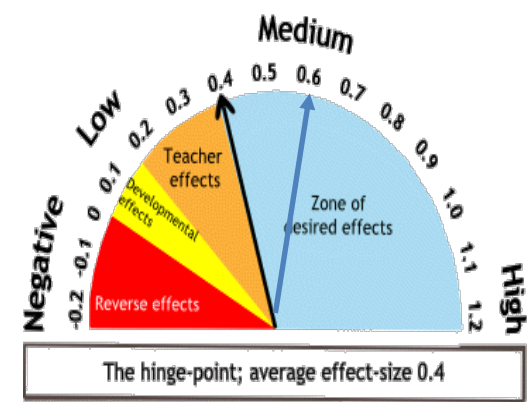
Concept Mapping



Two Recommendations:

1. Co-construct concept maps with students—helping them summarize and structure new knowledge. Do not provide them with a concept map you have created or ask novices to do this alone.
2. Be sure that students have developed sufficient surface knowledge prior to introducing a concept map.

+ Potential Impact of Concept Mapping: Effect Size– $d = 0.60$



“Concept mapping is most effective after initial exposure to a new topic. In pedagogical terms, it is, therefore located close to surface understanding and at the transition to deep understanding. This means that taking stock of prior knowledge and experiences is important not just at the beginning of a new teaching sequence but is something that needs to be done continuously throughout the learning process.” (pp. 151-152)

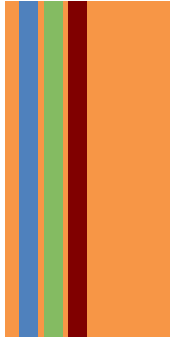
+ *Beware of student estimates of their own achievement.*



- In a recent study, “low-achieving students overestimated their score by up to 20 percent, whereas the top-achieving students underestimated it by up to 5 percent.” (p. 152)
- “Low-achieving students will often choose tasks that are too difficult, whereas high-achieving students will be liable to choose tasks that are too easy.” (p. 153)



A Final Suggestion: *Be aware of the importance of cognitive load.*



Remember the gorilla study? (p. 153)



+ Two Dimensions of Cognitive Load (pp. 154-155)

Is The Cognitive Load Theory The Most Important Thing A Teacher Should Know?



Intrinsic—relates to a student's prior knowledge and the level of difficulty of a learning task

Extrinsic—relates to external factors such as how the learning task is presented by a teacher

“Getting Started” with Mindframe 10



What?

What's the Big Idea?

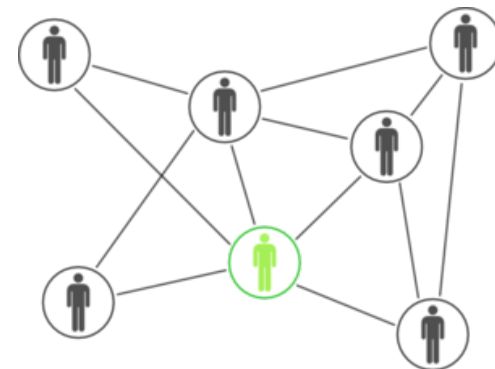
Why?

Collaboratively think about how to actualize the Mindframe associated with learning.

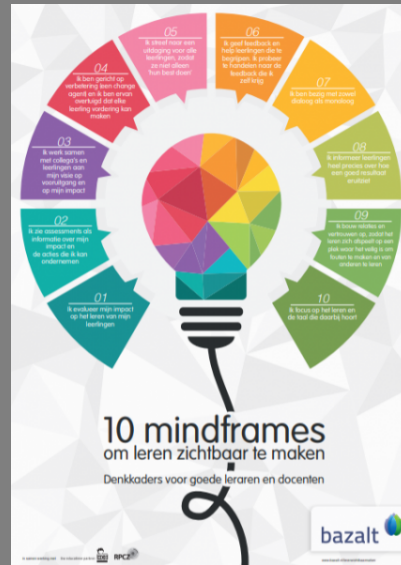
How?

Assign each table team member one paragraph from p.158 to read closely. Members prepare to share their thinking about their reading assignment with other table team members. Facilitator leads sharing and discussion.

Back to Connections: Questions for Dialogue



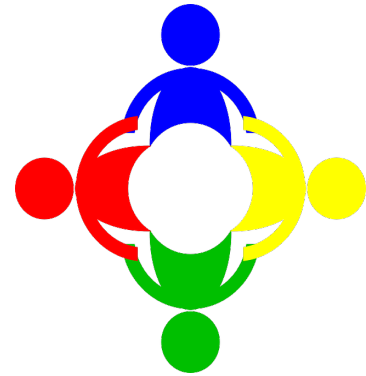
- How might adoption of the Mindframes on which we've focused today support educators' ability to evaluate their impact on student learning?
- In what ways are these three Mindframes connected to one another? To what other Mindframes do they connect?



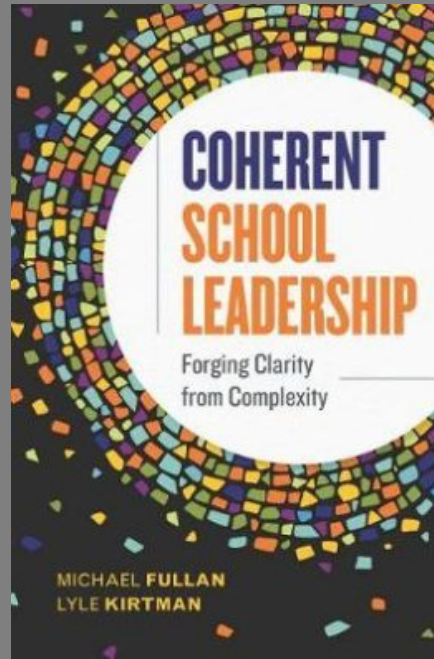
+ What have we done as a result of this year's learning?

What? So what? Now What?

So what are we doing as a result of KLN learning?—Review and Circle Up



- In your district team reflect on your personal use of this year's KLN learning and on ways in which you've shared with others. Use questions on p. 14 of the learning packet to focus reflection and dialogue.
- Two members from your KLN team will join with 2 individuals from 1 or 2 other districts to form a small sharing circle (of 4-6 individuals.) Take your learning packet with you.
- Follow session facilitators' instructions as you engage in collaborative dialogue.



Coherent School Leadership: Forging Clarity from Complexity

KLN 2020-21



for your participation in KLN
*Looking forward to
continuing the learning
during 2020-21!*