

# A SURN Professional Learning Guide



## ***VISIBLE LEARNING FOR TEACHERS: MAXIMIZING IMPACT ON LEARNING***

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Please note:

Two different publishers printed the Visible Learning for Teachers, and the page numbers are different. If your back cover has three circular images, your page references are in plain text, if there are no circular images, your page numbers are in **bold** typeface.

## **SURN Professional Learning Guide**

**A resource for** *Visible Learning for Teachers: Maximizing Impact on Learning* (Hattie, 2012)

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## **References**

Hattie, J. (2012). *Visible learning for teachers*. New York, NY: Routledge.

Hattie, J. (2009). *Visible learning*. New York, NY: Routledge.

Rozzelle, J., & Scarce, C. (2009). *Power tools for adolescent literacy*. Bloomington, IN: Solution Tree Press.

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## SURN Professional Learning Guide

Developed by SURN Staff: Valerie Gregory, Jan Rozzelle and Jennifer Hindman

*Visible Learning for Teachers: Maximizing Impact on Learning* (Hattie, 2012) describes for the teacher audience how high-impact strategies presented in *Visible Learning* (2009) are applied in classroom instruction. Chapters describe what visible learning looks like in the classroom and present practical checklists and descriptions of what teachers should consider before, during and after lessons to impact student learning.

The purpose of this guide is to provide a professional learning tool to promote individual or *collaborative* study and dialogue on high-yield strategies that impact learning, and to increase the visibility of these strategies across classrooms, grade levels and content areas.

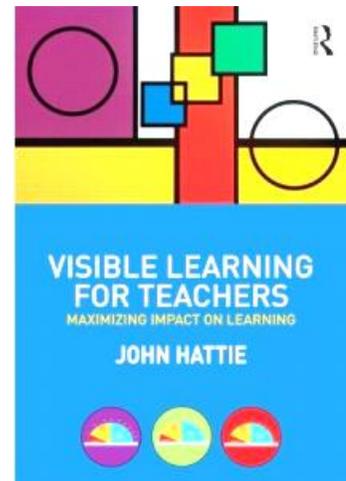
The guide offers discussion questions and tools or graphic organizers for book sections for individuals or groups. The organizers are intended to promote reflection and help individuals apply what they learn to their own diverse settings.

Some SURN principals have used a jigsaw approach and divided the book into assigned chapters to groups or teams of teachers. If using the book in study groups, the facilitator develops a schedule for book study sessions taking into account that chapters 4, 5, and 6 require more time for discussion than others. A few tips for organizing and facilitating productive and engaging book study discussion include:

- Consider creating teams of no more than five for maximum interaction in the conversation.
- Establish norms or ground rules for participation on topics such as attendance, promptness, equal opportunity to participate, interruptions, assignments, conversational courtesies, etc.
- Designate roles such as facilitator, timekeeper, note taker/recorder, observer, and encourager, and rotate roles from session to session.

### Preface and Chapter One

1. Read the preface where Hattie describes how a challenging health issue inspired the major message of his book: know thy impact by telling Elliot's story. Read the preface and think about ways that Elliot's story provides a metaphor for improving teaching and learning. What does the phrase "know thy impact" mean to you as an individual? . . . to the whole school?
2. Use Figure 1.2 as a pre-assessment and examine the four big ideas from your students' perspective. Which area is your team's/department's strength? Weakness?



## **PART 1 – THE SOURCE OF IDEAS AND THE ROLE OF TEACHERS**

### **Chapter 2: The Source of Ideas**

Hattie states, “What I am not saying is that ‘teachers matter’: this cliché is the most unsupported claim from the evidence in *Visible Learning*. It is a cliché that masks the fact that the greatest source of variance in our system relates to teachers...” (p. 15; **18**). Read about the characteristics of “teachers who do matter” in the sections entitled *The Story* (pp. 14-18;**17-21**) and *Conclusions* (pp. 18-20; **21-23**). Read what Hattie says about passion for visible teaching and learning; consider the extent to which you communicate passion to your students. How would you rate yourself, your department and your school on a barometer of passion for visible teaching and learning?

Complete the exercise outlined on pages 20-21(**23-24**) using the three-column chart below. Identify what you think research ranks as low, medium and high and write the name of each program or variable in one of the columns. Check Appendix D for the effects of each.

#### **Influence on Student Achievement**

<b>LOW</b>	<b>Medium</b>	<b>High</b>

#### **Individual reflection**

What are your “ahas” (something you agree with/learned) and your “oh nos” (concerns/questions)?

### **Chapter 3: Teachers: The Major Players in the Education Process**

Hattie states, “We invent so many ways in which to explain why students cannot learn...but the underlying premise of most of these claims is the belief that we, as educators, cannot change the student. It is this belief that is at the root of deficit thinking” (p. 22; 25). How do you think deficit thinking impacts visible teaching and learning?

Hattie identifies five dimensions of excellent teachers. Read descriptions of each dimension and use the chart on the next page to record your notes from the book and from discussion with your colleagues on actions and behaviors that are observed in your school.

1. In the first column, independently record key points and characteristics to describe excellent teachers.
2. With others in your team or study group, use recorded responses to discuss the qualities of expert teachers. Reflect on your individual experiences on each of the dimensions and identify actions and behaviors that characterize what excellent teaching looks like.

#### **Individual Reflection:**

Independently, consider completing the 7 Cs Survey for Teachers (Table 3.1) on the extent to which you reflect the 7 Cs: Care, Control, Clarity, Challenge, Captivate, Confer, and Consolidate. What do you see as your strengths and areas needing improvement? Ask your students to respond to the survey and compare your data to your students’ data.

## Dimensions of Excellent Teachers

DIMENSIONS OF EXCELLENCE	ACTIONS AND BEHAVIORS
Expert teachers identify the most important ways to represent the subject they teach.	
Expert teachers are proficient at creating an optimal classroom climate for learning.	
Expert teachers monitor learning and provide feedback.	
Expert teachers believe that all students can reach the success criteria.	
Expert teachers influence surface and deep student outcomes.	

## **PART 2 – THE LESSONS:**

### **Chapter 4: Preparing the Lesson**

In this chapter Hattie discusses the influence of prior achievement on learning. From your experience, what strategies work best for teachers to determine what students know and how they think prior to teaching a lesson? Read Chapter 4 to add to your repertoire of tools for preparing the lesson.

Use the Four A's Text Protocol (adapted from Harmony Education Center) graphic organizer to discuss pages 60-67(67-75) of the text. This is an interesting discussion tool and can be used frequently with various passages or sections of the book, especially sections that you expect a variety of reactions or views.

- a. Create a "Four A's" graphic organizer on large chart paper to hold sticky notes or written responses. You may also choose to photocopy Appendix F for each participant. Divide participants into groups of 4-6 for small group discussions.
- b. Ask teachers to read the section of text to record at least one response for each of the four questions. Provide each individual with at least 4 sticky notes for writing their responses to these questions:
  - What ASSUMPTIONS does the author of the text hold?
  - What do you AGREE with in Chapter 4?
  - What do you want to ARGUE with in this section?
  - What parts of this passage do you want to ASPIRE to or set as goals?
- c. In the first round of sharing, have each member identify one assumption in the text, citing the page number, and then posting the response on the chart.
- d. Continue the same procedure for the other three "A's" and take time to hear and gather all responses for each "A" providing enough time for rich discussion of each.
- e. Pull the discussion together by asking participants to apply their learning and respond to the reflection question. *(Thank you to Amy Colley for identifying the relevance of the 4 A's Text Protocol)*

### **Individual Reflection:**

What are the implications for our students? Our school? Our classrooms?

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## Four A's Text Protocol

<p>What <b>assumptions</b> does the author of the text hold?</p> <p><b>Assume</b></p>	<p>What do you <b>agree</b> with in the text?</p> <p><b>Agree</b></p>
<p>What do you want to <b>argue</b> with in the text?</p> <p><b>Argue</b></p>	<p>What parts of the text do you want to <b>aspire</b> to?</p> <p><b>Aspire</b></p>

## Chapter 5: Starting the Lesson

In Chapter 5 Hattie highlights the importance of classroom climate and emphasizes how “relational trust” impacts the entire school community; “the stronger the feeling of trust in a school community, the more successful that school will be” (p. 70; 79). Assess your classroom and respond to the five items of the “Teacher Trust Scale” (p. 71; 79).

Hattie also emphasizes the importance of listening, rather than dominating classroom time with teacher talk, and providing time for student talk and involvement. SURN classroom observation research confirms that students are listening more than 60% of classroom time as teachers lecture, give directions or explanations.

Read Chapter 5 and use the chart below to identify high-yield strategies for starting the lesson. What effective practices can teachers use and how can students be engaged during the “Before” lesson stages?

Variable	Teacher	Student
Classroom climate		
Talk		
Questions		
Level of learning		
Expectations		
Teaching methods		
Evaluation		

### Individual Reflection:

What big ideas are you taking away? \_\_\_\_\_

What questions emerged? \_\_\_\_\_

## Chapter 6: The Flow of the Lesson

In Chapter 6, Hattie emphasizes the need to move from how to teach to how to learn and stresses that effective teachers teach their content as well as teach their students how to learn. In doing so, Hattie describes four clusters for processes of learning (pages 100-103; **112-116**):

1. Ways of knowing
2. Ways of interacting
3. Opportunities for practicing
4. Knowing that we are learning

Read the chapter to learn more about the critical components of effective lessons. Think about the questions listed below to focus your reading.

1. What are characteristics and strategies for ways of knowing?
2. List strategies and descriptors for ways of interacting.
3. What ways can be used to provide opportunities for practicing?
4. How can we monitor and know that students are learning?

The Frayer Model graphic organizer (Rozzelle & Scarce, 2009, p. 77) on the next page presents space for describing or listing components of each of the four clusters. Use the tool for recording key ideas, concepts and strategies emphasized in the chapter. One example is provided for each of the four clusters.

### Individual Reflection

Use information in the Frayer Model graphic to write a “gist” statement about the importance of knowing and using knowledge of the four clusters for processes of learning.

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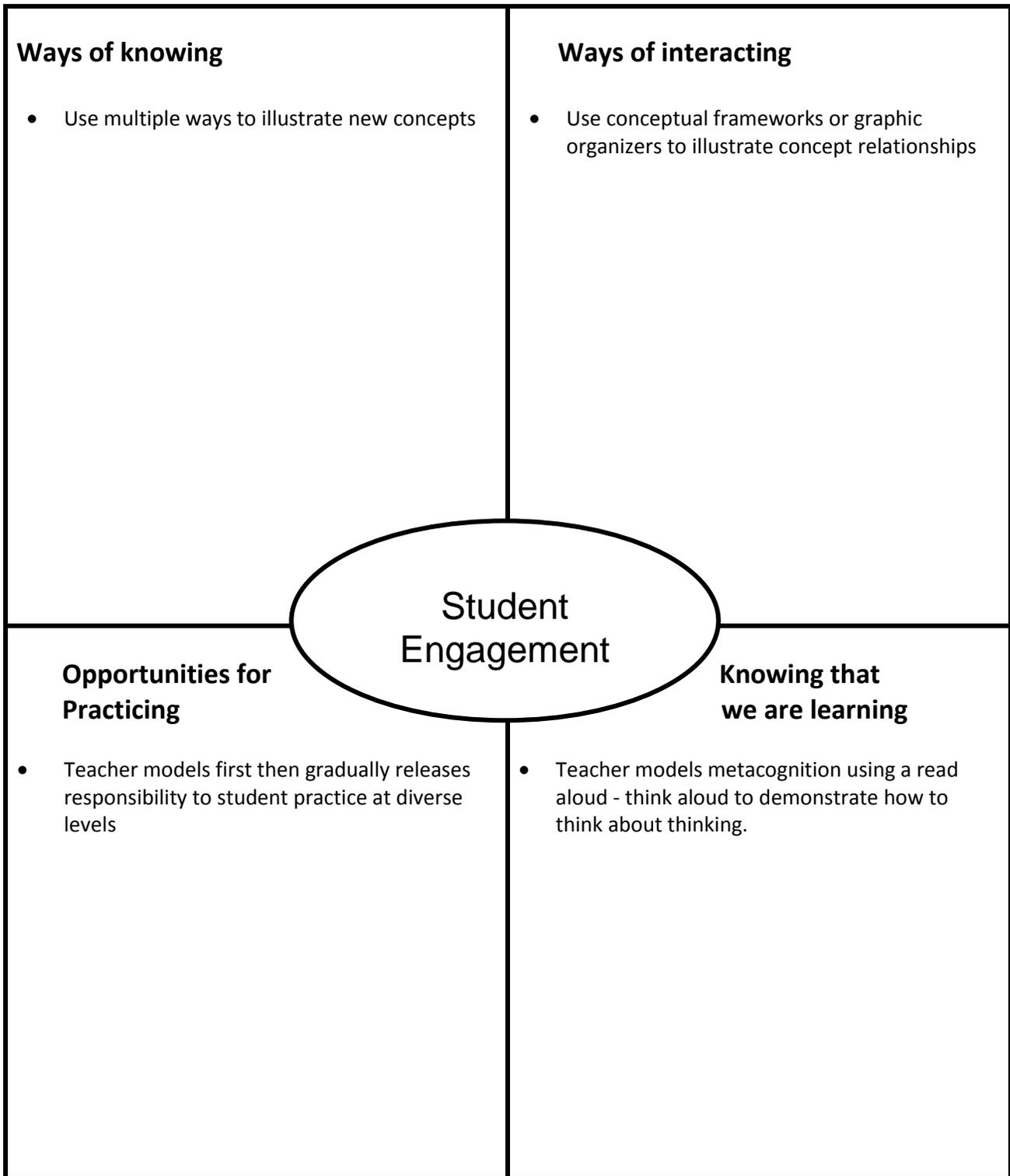
What elements will you emphasize in your lesson plans?

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## Fruyer Model: How Are Students Engaged in Learning?



## Chapter 7: The Flow of the Lesson – The Place for Feedback

In Chapter 7, Hattie discusses how feedback relates to learning intentions. Hattie presents guidelines for giving feedback and proposes that feedback addresses three questions important to learning: *Where am I going?*; *How will I get there?*; and *Where to next?* (page 116; **130**). Read the chapter and use underlining, highlighting, marginalia or sticky notes to identify what you think are the most important ideas. If reading the chapter in one short session as a group, consider using the jigsaw approach and divide and assign sections to small groups of four or five.

Use the “Even Dozen” graphic organizer (Rozzelle & Scarce, 2009) to identify a dozen key ideas related to feedback.

1. Ask groups of four or five to draw a square with 12 boxes on large chart paper.


2. Participants reflect and discuss what they find relevant and important to them and use their notes to identify 12 critical ideas or concepts from the chapter; they then write one idea in each block.
3. After selecting ideas, participants deepen the discussion and take turns connecting and synthesizing all the ideas on the chart. The first person in the group chooses an idea in one of the boxes and then describes the concept and why this is important to the school and writes “#1” in the box.
4. Going clockwise, the second person selects a box, talks about the idea, and writes “#2” in the square. Then, the second person must tell how the idea in box #2 relates to the idea in box #1. The third person selects a box, talks about the idea and connects their idea to box #2 and to box #1.
5. The group continues until the last box/idea is explained and connected; thus, synthesizing the ideas by discussing each concept and then linking the ideas.

### Individual Reflection:

What strategies for giving feedback will you take away? \_\_\_\_\_

## Chapter 8: The End of the Lesson

This chapter focuses on examining a lesson from the student’s perspective — student-centered learning and emphasizes the necessity of teacher reflection to analyze the impact of the lesson on student learning.

Read Chapter 8 and summarize concepts about student-centered learning by completing the **Summarization Pyramid** on the next page. Be ready to contribute your ideas in a group discussion on beliefs for increasing student-centered learning.

1. What is your best synonym for student centered learning?
2. What is an antonym for student centered learning?
3. Create a metaphor for student centered learning: \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.
4. What interested you most in this chapter about student centered learning?
5. What insight or idea do you have about the information?
6. List three important characteristics.
7. Write one question that you have about student centered learning.
8. What did you learn?

### Individual Reflection

What insights did you gain from Chapter 8? \_\_\_\_\_

\_\_\_\_\_

What will you do with what you learned in Chapter 8? \_\_\_\_\_

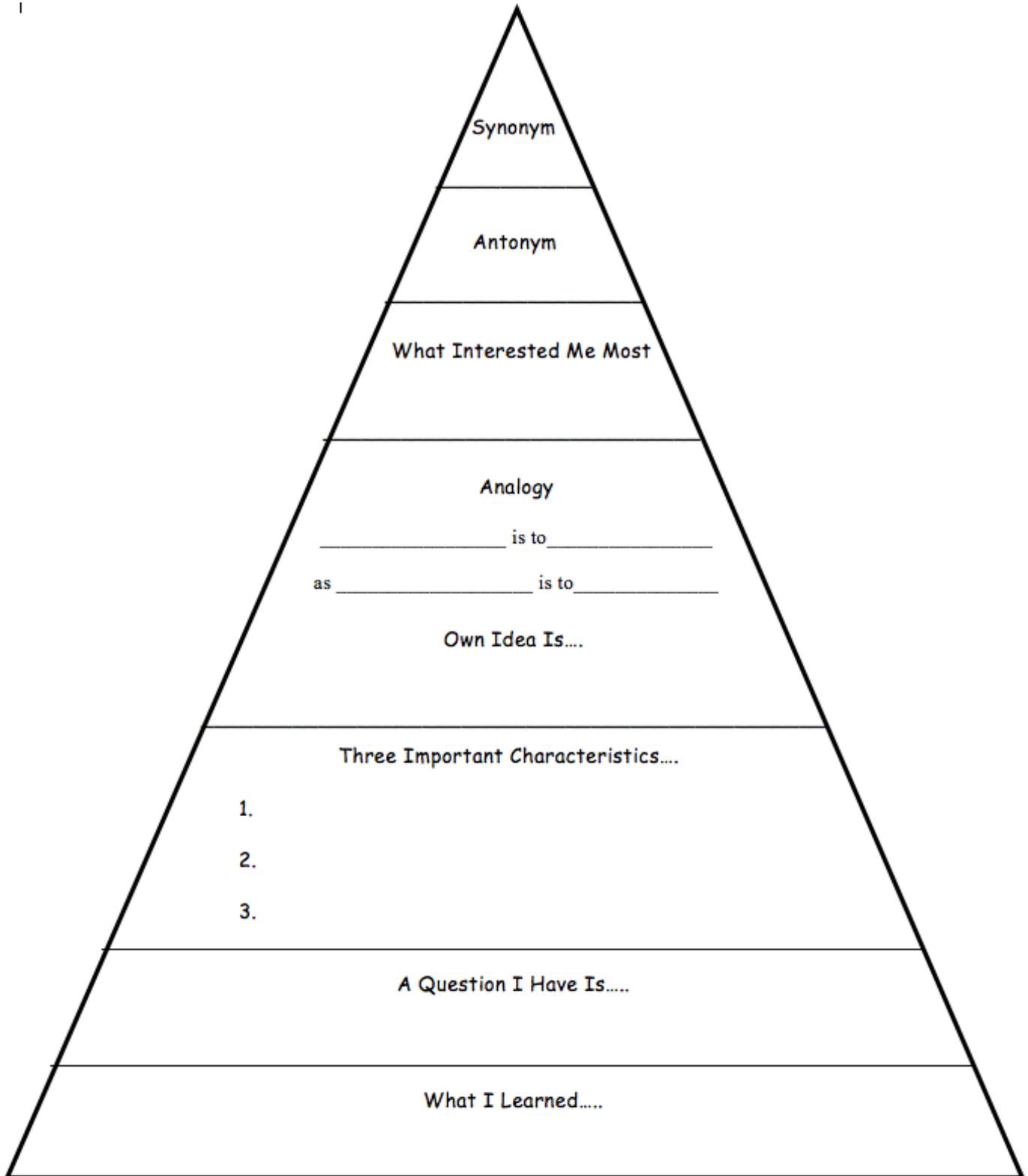
\_\_\_\_\_

### Partner Reflection:

Select partners for peer observations that will focus on students. Teacher partners will take turns observing in each other’s classrooms to examine a lesson “through the students’ eyes”. Partners complete the observation reflection on the experience of observing and being observed using the questions listed below, and share the observation evidence with the teacher observed.

- a) What did you learn from observing the students in your teaching buddy’s classroom?
- b) What did you learn from being observed on the key dimensions of inviting students to learn (respect, trust, optimism, and intentionality)?

## Summarization Pyramid for Student Centered Learning



## Chapter 9: Mind Frames of Teachers, School Leaders, and Systems

This chapter emphasizes important “mind frames” for improving learning. Read Chapter 9 and make connections to your own experiences, to other texts you have read, and to world experiences. Underline or highlight your “golden lines” – those sentences or lines that convey special meaning or importance to you. Use the Golden Lines graphic organizer (Rozzelle & Scarce, 2009, p. 84) to make notes as you read this chapter about frames of mind for teachers, school leaders, and systems.

1. In the first column, write words, phrases, or sentences that have meaning to you and write the page number(s).
2. In the next column, write why the words, phrases, or sentences are important to you and how you connected the lines to your own experience and knowledge.
3. In the last column, create a symbol or picture for each golden line and connection made.

### Golden Lines for Frames Of Mind

Golden Lines	Connections	Nonlinguistic Visual Representation

### Individual Reflection

What is my/our strongest mind frame? \_\_\_\_\_

What is my/our “area for improvement” mind frame? \_\_\_\_\_

## Reflection on Checklist for “Visible Learning Inside”

After reading *Visible Learning for Teachers*, individuals and groups are encouraged by Hattie to assess where they are on the journey towards ‘visible learning inside’ (page 183; **207**) by responding to checklist of critical variables for visible learning. Respond to the checklist independently, and then discuss the checklist with your grade team or department.

The chart below may be used by facilitators to compile a group’s responses to Hattie’s Appendix A (pages 183-188; **207-211**) and to generate discussion and team goal setting.

Component	Observations and/or Implications
Inspired and Passionate Teaching	
Planning	
Starting the Lesson	
During the Lesson: Learning	
During the Lesson: Feedback	
The End of the Lesson	
Mind Frames	