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The College of William & Mary
School of Education

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How do teachers in your building evaluate their impact on student learning?

How do teachers in your building inform students about what success looks like in learning?

In your building, what is the balance between surface and deep learning?

How do teachers determine the appropriate level of challenge for students in your building?



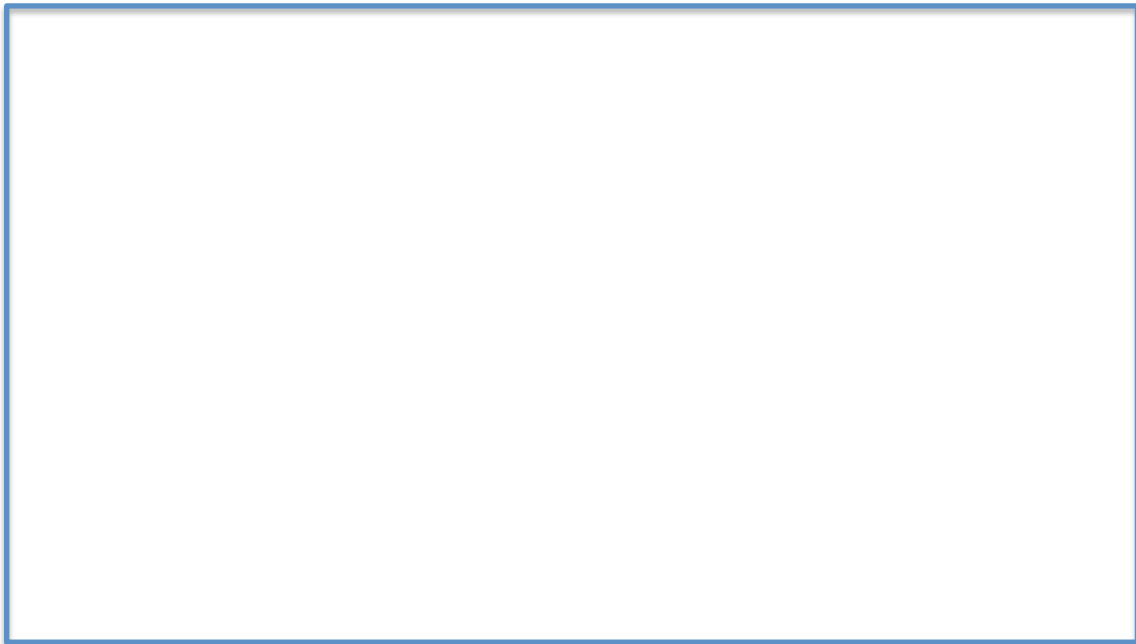
**Illusion of
Explanatory Depth**



Illusion of Competence

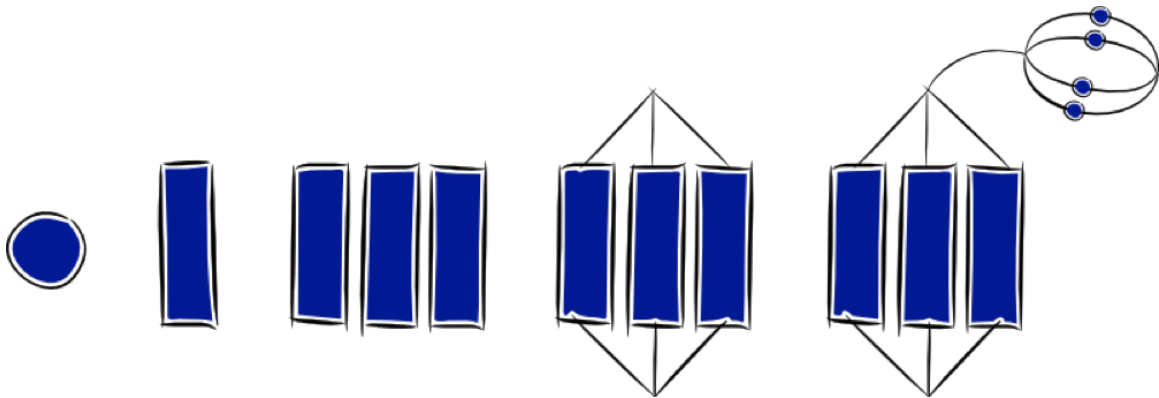


Interleaving Practice



The Structure of Observed Learning Outcomes

The SOLO Taxonomy



Pre-Structural

Unistructural

Multistructural

Relational

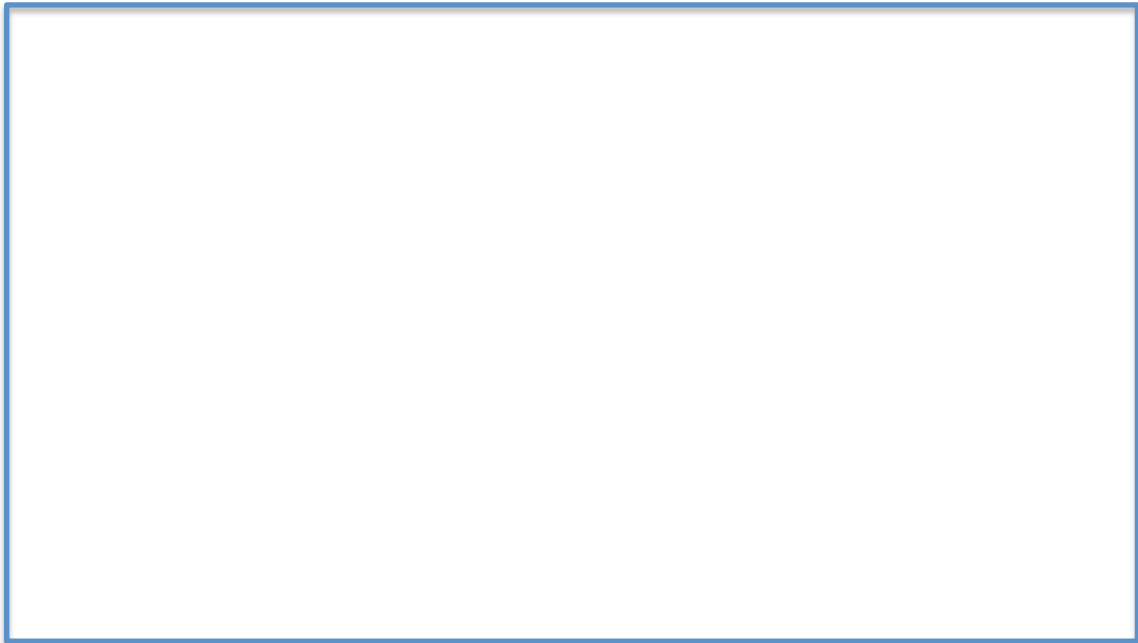
Extended Abstract

Where
to next?

feedback



Hattie, 2014



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