

John Hattie Effect Size

Kate Jones, Robin Macpherson

Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

The Teaching Delusion: Why teaching in our classrooms and schools isn't good enough (and how we can make it better) Bruce Robertson, 2020-03-06 Schools are filled with great teachers, but is great teaching taking place in every classroom, in every school? Bruce Robertson doesn't believe it is. Why not? This book argues that there are two reasons. Firstly, because there isn't a shared understanding of what makes great teaching. Secondly, because schools haven't developed the strong professional learning culture necessary to drive the development of great teaching in every classroom. Through discussion of key messages from educational research, and drawing on a track record of success, this book explores how these barriers can be addressed, leading to transformations in teaching practice across classrooms and schools.

School Climate Peter M. DeWitt, 2017-07-24 Build a positive school climate to impact students, teachers, and the community! Is improving school climate on your to-do list? Do you think about it as a top-down directive or as a dialogue to build equity within the school? A healthy school environment should never be seen as an option, but instead supported as a must-have. Peter DeWitt offers leaders practical high impact strategies to improve school climate, deepen involvement in student learning, and engage a broader family network. In addition to international vignettes focused on community stakeholders and research-based practices, this book features tools such as: • A leadership growth cycle to help leaders build

their self-efficacy • A teacher observation cycle centered on building collective efficacy • An early warning system to identify potential at-risk students • Action steps following each chapter to apply to your own setting • Discussion questions for use in team environments Establishing a supportive and inclusive school climate where professionals can take risks to improve the lives of students is vital to maximize learning in any school community. This is a fabulous book by a renowned expert in the field of leadership. Peter DeWitt explains the complex and credible in a way that is thought-provoking, challenging and inspiring. I love how he gives insights in what successful collaborative leadership is and shows how we can all build our skills and mindset for leading towards collective efficacy. —James Nottingham, Challenging Learning author and creator of #TheLearningPit JN Partnership LTD, Northumberland, United Kingdom

The Focus Model B.R. Jones, 2014-07-28 With school improvement initiatives, quality trumps quantity every time. This book solves the growing problem of schools implementing too many improvement strategies at once instead of deep focus on the most critical few. B.R. Jones's method details: Selecting critical standards—Defining the skills your students most need now. Uncovering the essentials—Choosing your initiatives based on a deconstruction of the standards and targeted definitions of how they will enrich students. Critical formative analysis of students—Analyzing student work to measure the strategy's effectiveness. Critical learning teams—Collaborating with colleagues so everyone can make better decisions.

Common-Sense Evidence Nora Gordon, Carrie Conaway, 2020-09-24 Written by two leading experts in education research and policy, Common-Sense Evidence is a concise, accessible guide that helps education leaders find and interpret data and research, and then put that knowledge into action. In the book, Nora Gordon and Carrie Conaway empower educators to address the federal Every Student Succeeds Act mandate that schools use evidence-based improvement strategies. Recommendations include utilizing existing research; generating evidence on the success of their own improvement efforts; and building an organizational culture of evidence use. The authors walk readers through the processes for determining whether research is relevant and convincing; explain useful statistical concepts; and show how to quickly search for and scan research studies for the necessary information. The book directs readers through case studies of typical scenarios including a superintendent trying to reduce chronic absenteeism; a middle school math department chair trying to improve student performance on exams; and a chief state school officer attempting to recruit teachers for rural schools. Common-Sense Evidence helps education leaders build capacity for evidence-based practice in their schools and districts.

High-Impact Tutoring in Math and ELA Nicki Newton, 2025-08-18 High-impact tutoring programs are ramping up across the country to address learning recovery post-COVID. But how do you make the most of them? This invaluable book has the answers! You'll find out the best ways to implement high-dosage tutoring, including what it is and what it is not, how to overcome common challenges, how to establish a program and create a collaborative team, the role of the tutor, relationship building, onboarding and professional development, high-quality curriculum and study skills, assessing students' needs,

incorporating MTSS, and more. In addition, the appendix offers a variety of diagnostic and progress-monitoring tools you can use in your own setting. With this indispensable resource, you'll have the tools you need to help close the achievement gap so your students can thrive in math and ELA.

Teaching Digital Storytelling Sheila Marie Aird, Thomas P. Mackey, 2024-03-18 Everyone has a story to tell, and this book will inspire and guide readers to teach and learn through the production of digital narratives. This book presents the stories of educators who through digital storytelling inspire students from diverse communities to construct their empowering digital narratives. Educators from a wide range of disciplines present innovative case studies of teaching digital storytelling through the lens of personal narratives, metaliteracy, and information literacy. They describe how teaching students to tell their personal digital stories prepares them as learners who are reflective while playing active learner roles such as producer, publisher, and collaborator. As an innovative resource for teaching and learning with digital media, this book: Combines the theory and practice of digital storytelling with metaliteracy and the ACRL Framework for Information Literacy for Higher Education Explores how to inspire learners to share their original digital narratives Offers the opportunity to explore and address issues of race, class, and gender to give voice to these issues as part of the storytelling process Investigates the role of diversity, equity, and inclusion in writing and producing original digital narratives Examines novel approaches to collaborative digital storytelling and peer review Presents pioneering models for global digital storytelling among international learners online Describes empowering digital narratives constructed by students who found and shared their voices through this creative process Provides inventive models for teaching effective planning through well-written scripts and visual storyboards Offers openly-available resources such as rubrics, assignment descriptions, and digital technologies Showcases the application of metaliteracy OER in digital storytelling learning activities and courses Through this book, faculty, librarians, school library media specialists, and instructional designers will learn how to teach the theory and practice of digital storytelling. This innovative resource will also empower students to reflect on their roles as digital storytellers and metaliterate learners in today's dynamic and evolving information environment.

The Power of Expert Teaching Shane N. Phillipson, Sivan Phillipson, 2020-12-23 Throughout the world, the challenges facing modern education are formidable. Although some of the challenges facing are unique to each educational jurisdiction, there are also some important commonalities that transcend jurisdictions. Irrespective of the nature of these challenges, there is an increasing focus on teacher quality – what it is and how to enhance it. To date, research tells us what expert teachers should be doing in their classrooms. This approach is based on the idea that teaching expertise is nothing more than the accumulation of specific skills and knowledge, and as teachers acquire these skills and knowledge most of our educational challenges can be overcome. This book questions this idea by asking 37 teachers who are already recognised as experts to share their classroom secrets. Importantly, the teachers come from diverse cultural contexts, including Australia,

Finland, Hong Kong and the US, and they share: how they became expert teachers; their expectations for every student when they enter their classroom; how they view and encourage teacher-parent partnerships; and what skills and knowledge they consider important for expert teaching. To our knowledge, this is the first book that compares and contrasts the approaches taken by expert teachers from four very different cultural groups. The book helps to demystify the work of the modern teacher – what they do and the challenges they face. If you aspire to be an expert teacher, this book provides a clear model of how to approach the process. If you are an education researcher searching for ‘impact’, this book outlines what are some of the emerging hot topics in education research. If you are involved in teacher education then this book offers some new approaches to initial teacher education. If your focus is on educational policy, this book helps make sense of the links between the classrooms of expert teachers, education research and academic achievement. Finally, this book will help parents understand how best to partner with their child’s teacher in order to enhance their learning.

The How and Why of Laboratory Schools Michael Odell, Teresa J. Kennedy, Barbara Meyer, Jill Sarada, 2025-03-17 The How and Why of Laboratory Schools: Innovations and Success Stories in Teacher Preparation and Student Learning is an eagerly anticipated exploration crafted by esteemed researchers and practitioners from some of the foremost Laboratory Schools across the United States and internationally. These institutions, also recognized as demonstration schools or university-affiliated schools, play pivotal roles in the landscape of education, serving as bastions of innovation, research, and professional development. At their core, Laboratory Schools are multifaceted entities, assuming key responsibilities such as teacher training and professional development, serving as hubs for research and innovation, embodying models of best practices, fostering collaboration within university communities, shaping curriculum development and evaluation, and championing inclusion and special education. Their impact reverberates throughout the educational sphere, shaping the future of teaching, learning, and educational policies. The How and Why of Laboratory Schools serves as a beacon in the realm of education literature, offering an array of accessible examples that inspire and enlighten researchers, practitioners, and policymakers alike. With a global perspective, this volume provides a comprehensive snapshot of both the research and practice within Laboratory Schools worldwide, featuring exemplary models not only from the United States but also from various international settings. Spanning an variety of topics including demonstration schools, teacher preparation, innovative pedagogy and curriculum, early childhood education, elementary and primary education, middle and secondary education, STEM-focused initiatives, promotion of democracy, establishment of research laboratories, support for diverse learners, preservice teacher education, collaboration models, and the role of teachers as researchers, this book encompasses the diverse facets of Laboratory Schools' contributions to education. Moreover, the book serves as a blueprint for the development of new Laboratory Schools, offering insights into various models, funding mechanisms, and strategies for integration into university research and teacher training programs. By showcasing successful examples and providing

practical guidance, this book empowers educational institutions to embark on the journey of establishing their own school, enriching both their local communities and the broader educational landscape. Beyond the present, this book also articulates a compelling case for the future of Laboratory Schools, highlighting their potential to continually innovate, adapt, and lead educational transformation in the years to come. Through its insightful analyses and compelling narratives, *The How and Why of Laboratory Schools* heralds a future where Laboratory Schools remain at the forefront of educational excellence and innovation, not only domestically but also on the international stage. Perfect for courses such as: Comparative Education; Education Reform; Professional Development Models; School Improvement; Foundations in Education; Early Childhood Education

Transforming Teamwork Diane P. Zimmerman, James L. Roussin, Robert J. Garmston, 2019-08-08 Discover how psychological safety, constructive conflict, and actionable learning create a powerful triple helix to transform teams! In this ground-breaking resource, three experts in the field of education and teamwork each present one of three strands that, when woven together, support teamwork and forge collaborative interactions into a transformative way of working. You'll learn approaches, processes and tools to overcome common obstacles to team effectiveness such as feelings of futility, anxiety, and poor morale. Drawing on research and practical experience the authors identify strategies and tools that show how to: Build psychological safety, where teams work towards resilient interpersonal relationships Use constructive conflict as a powerful catalyst for team learning and transformation Inquire into problems of practice to transform capabilities and produce actionable learning Acquire ways to develop mindful, thoughtful, and constructive teams where authentic communication drives group awareness and clear processes and goals. Acquire ways to develop mindful, thoughtful, and constructive teams where authentic communication drives group awareness and clear processes and goals.

Developing High Impact Teaching: An Evidence-Based Guide Cat Chowdhary, 2025-06-04 This vital book delves into key teaching strategies that drive student progress and enhance classroom learning. Both accessible and practical, it demonstrates how building routines and structures allows teachers to have a lasting positive impact on student's learning and offers the tools to ensure students feel supported and engaged throughout their learning journey. Working as a practical guide for teachers at all stages, these chapters delve into topics such as delivering clear instructions, fostering metacognitive skills, assessing progress effectively, and leading impactful learning. *Developing High Impact Teaching* offers valuable advice on how to develop your students as active learners and participants in their own education, how to set up impactful routines and good learning habits, how to give clear instructions so students understand what success looks like, and how to use cognitive acceleration techniques to improve learning. It is an essential resource for any busy classroom teacher or school. Designed with newly qualified teachers and those looking to refine their approach in mind, it emphasises evidence-based techniques rooted in Visible Learning principles. Through actionable advice and relatable insights, this book serves as an

invaluable resource for educators seeking continuous growth and classroom success.

The Teaching Life: Professional Learning and Career Progression Kate Jones, Robin Macpherson, 2021-12-06 Being a teacher is far from easy. Being the best teacher you can be is even tougher. There are two really important things that every teacher needs to get right so that they feel fulfilled and challenged in what they do. Firstly, they need to continually develop their craft through effective professional learning. Secondly, they need to map out a career path that has progression as its defining feature. There are very few people who manage to do both things well. Education doesn't stand still, so being a good teacher means being in a constant state of evolution. How do we achieve this? Covering the latest developments in professional learning, Kate Jones and Robin Macpherson explore the massive changes that the global pandemic has brought, seeing it as a paradigm shift with manifest opportunities. The corollary to this is career progression, which is really about making the right professional choices. Are you a one school person for your whole time in teaching? Do you change location or role? Do you harbour leadership ambitions? And crucially, how do you finish your career on a high? Working out what you want to achieve in your teaching life is a core focus of the book, and is addressed through a range of interviews, case studies, and challenge questions. It is not about telling you what to do but prompting you to reflect on what you do. The Teaching Life is for anyone who wants to make the most of their time in education, for their students and for themselves.

Find Your Blindspot in the Classroom Anne Bonnycastle, 2024-08-01 Find Your Blindspot in the Classroom offers both an alternative and a complement to standard professional development, instructional coaching, and teacher evaluation. Author Anne Bonnycastle reveals 10 common blindspots that can be challenging for teachers, whether you are in year one or 20. She provides practical strategies to help you find your own blindspot and then shows how you can improve that area by incorporating a professional practice focus. The book's unique, no-frills, personalized approach will help you improve your classroom instruction, focusing on the effect that your teaching has on students. The research-supported strategies will help you increase your effectiveness, regardless of the supports available within your school. Whether you have a mentor or coach guiding you or are using the book on your own, this book will be your trusty guide as you grow on your journey as an educator.

Teaching Mathematics in the Visible Learning Classroom, Grades 6-8 John Almarode, Douglas Fisher, Joseph Assof, Sara Delano Moore, John Hattie, Nancy Frey, 2018-10-10 Select the right task, at the right time, for the right phase of learning It could happen in the morning during homework review. Or perhaps it happens when listening to students as they struggle through a challenging problem. Or maybe even after class, when planning a lesson. At some point, the question arises: How do I influence students' learning—what's going to generate that light bulb aha moment of understanding? In this sequel to the megawatt best seller Visible Learning for Mathematics, John Almarode, Douglas Fisher, Nancy Frey, John Hattie, and Kateri Thunder help you answer that question by showing how Visible Learning strategies look in action in the

mathematics classroom. Walk in the shoes of middle school teachers as they engage in the 200 micro-decisions-per-minute needed to balance the strategies, tasks, and assessments seminal to high-impact mathematics instruction. Using grade-leveled examples and a decision-making matrix, you'll learn to Articulate clear learning intentions and success criteria at surface, deep, and transfer levels Employ evidence to guide students along the path of becoming metacognitive and self-directed mathematics achievers Use formative assessments to track what students understand, what they don't, and why Select the right task for the conceptual, procedural, or application emphasis you want, ensuring the task is for the right phase of learning Adjust the difficulty and complexity of any task to meet the needs of all learners It's not only what works, but when. Exemplary lessons, video clips, and online resources help you leverage the most effective teaching practices at the most effective time to meet the surface, deep, and transfer learning needs of every student.

Evidence Based Teaching Geoffrey Petty, 2006 Evidence Based Teaching brings together UK developed strategies, ideas, and advice providing general principles for teaching as well as very specific methods, all of which can substantially improve teaching and a few of which are in common use in the UK. The book demonstrates how to teach school effectiveness and school improvement research. It also shows how to teach thinking skills, multiple representations, and constructivism. The book also examines the best practice in UK university and further education (FE) teaching.

Research Methods for Understanding Professional Learning Elaine Hall, Kate Wall, 2019-02-21 Practitioners are experts in their field and this book introduces research methods that help to make that expertise explicit. There is worldwide recognition of the importance of high quality, reflective practice that both engages with existing research evidence and engages in the production of new evidence. Research Methods for Understanding Professional Learning demonstrates how the knowledge about what happens in a practice context and the skills used to succeed there can be used as the building blocks for developing research methods and tools to best investigate practice. The experienced author team introduce a framework for understanding practice and for designing research about practice using a wealth of real research examples across all phases of education. This practical guide provides suggestions of a unique mix of research methods and tools, moving beyond just action research methodology, allowing the reader to engage with research design and assess how well the data gathered will answer their research question.

Coach It Further Peter M. DeWitt, 2018-08-31 Practical strategies for building coach-leader relationships Leadership is complex work. High quality leadership coaching is one of the most effective methods of professional development for leaders. Coach It Further uses a narrative format to illustrate the important aspects of leadership that leaders and coaches can work on together to achieve their shared goals. It includes: Authentic stories from leaders and students The Collaborative Leadership Growth Cycle, which provides leaders with a starting point and specific steps to take to reach their goals Strategies for the four priorities research shows school leaders are most concerned about: collective efficacy,

communication, student and family engagement, and political climate Reflection questions for leadership coaches to use with their leader-coaches Whether you are a seasoned coach, a leader looking to be coached, or a leader looking for guidance on how to coach burgeoning leaders among your staff, this book will build your confidence and provide you with valuable insights and strategies. Offers a model of how educators can engage in the art of leadership coaching. School administrators will connect to the realistic, varied, and detailed examples illustrating the complexities of leadership. Here you will find thoughtful insights and practical suggestions for improving the quality of leadership coaching in your practice. -Jenni Donohoo, Best-selling author and Professional Learning Facilitator A must-read for school leaders and leadership coaches. You will connect to the real struggles of a principal learning to be coached. This book is chock-full of research, tips, and examples to help you improve your self-efficacy as a leader. -Jessica Johnson, School Leader Co-Author of *The Coach Approach to School Leadership and Breaking Out of Isolation*

Duck and Cover Rick Ginsberg, Yong Zhao, 2023 In the 1950s and 1960s, students practiced ducking under their desks in case of an atomic bomb attack. We know that this was silly and provided no protection and, equally silly, are many school practices that are popular today. This book explores a wide range of what the authors label “duck and cover” policies—ideas that may have started for good reasons but whose usefulness has declined over time, ideas that may lack sound theoretical foundations or long-term evidence, ideas that violate basic logic and reasoning or cause serious and proven damage. Ginsberg and Zhao explore how and why these policies were adopted, along with the underlining factors that push school leaders to maintain them. They also offer recommendations for reconsidering, replacing, or just removing these dubious strategies from practice. Topics include standardized testing, kindergarten readiness, college and career readiness, social and emotional learning, teaching evaluations, class size, professional development, time management, and much more. *Duck and Cover* will help readers to think about their schools’ policies and practices in new ways, encouraging ongoing consideration and feedback about what actually works. Book Features: Invites K-12 educational policymakers, researchers, and practitioners to question the effectiveness of everyday practices. Shows that some commonly practiced and even sacred beliefs in education are not scientifically sound or even logical. Points to actions that leaders can take to remove, reconsider, or revise detrimental practices—a duck-and-cover audit guide with questions readers can use to examine what they do.

International Journal of Innovation, Creativity and CHange, Volume 1, Issue 2, November 2013 Editor IJICC.net, 2013-12-07 The International Journal of Innovation, Creativity and Change publishes scholarly work that promotes and fosters innovation, creativity and change in all fields of endeavour. The focus is on papers that will be influential in their field or across fields and will significantly advance understanding in those fields. All submission are peer reviewed.

The Rise of the Human Digital Brain Beatriz Pacheco, 2018-08-01 Cover Design By: Rebecca Gibson Jones It is estimated that up to sixty-five percent of children entering grade school this year will end up working in careers that have yet to be

created. This is a result, in part, of the rapid advances in technology that have occurred since Apple introduced the iPhone just ten years ago. This technology is not only impacting the way that we learn or the jobs that we will hold in the future, but it is literally changing the way that we think. As modern technologies are introduced during formative periods of brain development, they are having an impact on traditionally linear patterns of thought. Today's youth no longer process information in the same linear fashion as past generations. This is creating confusion in educational settings that are specifically designed to meet the needs of linear thinkers. Administrators, educators, and parents must learn to better understand these changes in order to create models that will be viable for 21st century learners. We must work together to create systems that will both support and encourage children who literally think differently than those who teach them. The Rise of the Human Digital Brain: How Multidirectional Thinking is Changing the Way We Learn contains information about the history of education, the changes in the systems of education over the years, and the impact of technology on learning for 21st century students. It also contains the results of a unique study regarding the impact of iPad instruction on literacy attainment for struggling readers. The hope is that the information contained in this book will cause administrators, educators, parents, and developers of new technologies to take a moment to step back and envision a new model that will revolutionize education across the world. Praise for The Rise of the Human Digital Brain: Beatriz Pacheco's experience as both a researcher and a practitioner in the field of education lends an authenticity to her writing that is both refreshing and enlightening. She has conducted one of the most comprehensive studies to date concerning the use of the iPad for direct instruction, and the results of her study have the potential to influence the teaching of literacy skills on the national level. I highly recommend this book. ~ Michael Gurian, New York Times bestselling author of The Wonder of Boys and The Minds of Girls For much of human history adults have looked upon the youth of their era as flawed creatures who fail to measure up to nostalgic standards. Dr. Beatriz Pacheco's Rise of the Human Digital Brain guides us to recognize and to understand the elements that make rising generations of young people different from their predecessors. The digital brain prefers collaborative engagement over traditional hierarchy and linear thinking. Anyone with a smart phone has command of massive amounts of data and information, and coming generations will be more creative and more critical. Educational systems must change to meet the needs of a changing time. Any educator would benefit from this book. ~ Tori Murden McClure, President of Spalding University Author of A Pearl in The Storm There is no doubt that the accelerated development of digital technology in our day has profoundly transformed the ways in which human beings interact and how we interpret reality. We live in a new paradigm that demands critical assessment of how we educate the new generations, especially in an era of multidimensional thinking. Beatriz Pacheco's well-researched work insightfully names key questions, poses challenges, and offers ways forward. This book promises to be a key tool in defining the what and the how of education during the rest of the 21st century. ~ Hosffman Ospino Associate Professor of Theology and Education Boston College

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