

Visible Learning:

Teachers are most successful when they become evaluators of their own teaching

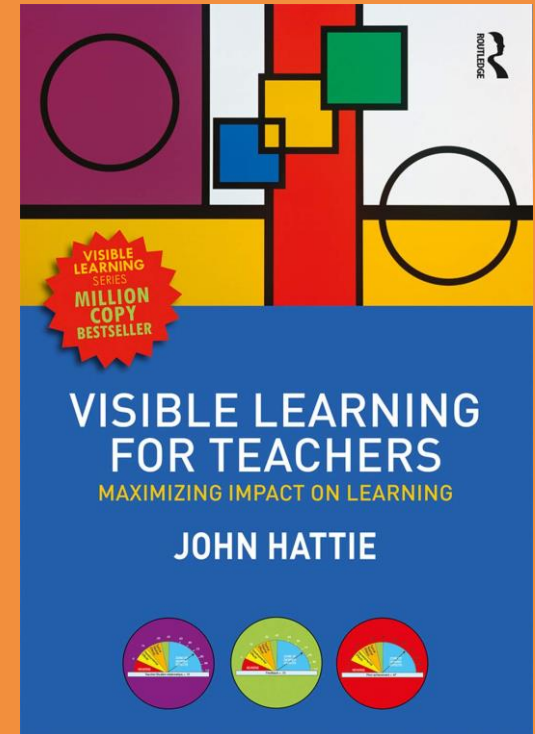
*East Rockaway Board of Education
Curriculum Presentation
November 15, 2022*

East Rockaway School District Mission Statement

The East Rockaway School District respects our diverse community and proud traditions by engaging every student in an innovative and challenging educational program which inspires learners to become self-directed, ethical, creative, and globally conscious citizens.

What is Visible Learning?

- Visible Learning is the result of John Hattie's 15-year research project relating to the influences on achievement in school-aged students.
- It presents the largest ever collection of evidence-based research into what *actually* works in schools to improve learning.



What is Visible Learning?

According to John Hattie...

- Teachers have to begin planning with the END in mind
- Teachers become evaluators of their own teaching
- Making *teaching* visible to the student as well, so that students learn to become their own teachers, an important component of becoming lifelong learners
- There are practices that we know *are effective* in the classroom, and there are practices that we know *are not*

Shift In the Role of the Teacher

- ...from the delivery of information to fostering students' engagement with ideas
- Identify the key ideas and concepts with which we want students to
 - Engage,
 - Struggle,
 - Question,
 - Explore,
 - And ultimately build understanding
- Then they not only learn, they *learn how to learn*

Learning Intention/Success Criteria

LI: To be able to understand how Salinger uses minor character interactions to develop the characterization of Holden.

SC: *I will be able to evaluate evidence of character interaction.
*I will be able to make inferences on Holden based on evidence.

The Teacher's Role in the VL Room

Develop clear learning intentions

- Challenging success criteria
- Range of teaching strategies
- Creates problem-solving learning opportunities
- Know when students are not progressing
- Provide feedback
- Deep understanding about how their students learn best

LEARNING INTENTION

We are learning to use the order of operations.

SUCCESS CRITERIA

What I'm Looking For:

The Students's Role in the VL Room

Take ownership of learning


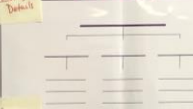

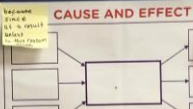
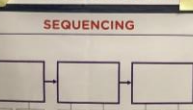

- Understand learning intentions
- Challenged by success criteria
- Develop a range of learning strategies
- Know when they are not progressing
- Seek feedback
- Visibly teach themselves



Making Thinking Visible



Make your thinking visible!

<p>DEFINING IN CONTEXT</p> <p>Prior Knowledge</p> <p>Brainstorm</p>  <p>Explore Meaning</p> <p>Circle Map</p> <p>Define</p>	<p>CLASSIFYING</p> <p>Main Idea/Details</p> <p>Group</p>  <p>Categorize</p> <p>Tree Map</p> <p>Sort</p>
<p>PARING AND CONTRASTING</p> <p>on the other hand</p> <p>as opposed to</p> <p>highlight differences</p>  <p>Contrast</p> <p>Double Bubble Map</p>	<p>CAUSE AND EFFECT</p> <p>because</p> <p>so</p> <p>therefore</p>  <p>Multi-Flow Map</p>
<p>SEQUENCING</p>  <p>Flow Map</p>	<p>DESCRIBING</p>  <p>Bubble Map</p>

Tying It All Together



Connecting Visible Learning, Learning Targets, Success Criteria, and Feedback

Some Definitions:

Learning Targets: describe, in language students can understand, the lesson-sized chunk of information, skills, and reasoning processes that students will come to know deeply (Moss & Brookhart, 2012).

Success Criteria: provide a means for teachers and students to utilize feedback specifically oriented to the learning intentions. They clarify how a task or assignment will be judged (Fisher & Frey, 2018).

Instructional Objectives vs. Learning Targets



If teachers focus on instructional objectives, their energy is spent trying to get students to meet the instructional objective, while students expend energy trying to comply with what the teacher says.



Learning targets help teachers and students forge a learning partnership in the classroom. Both halves of the classroom learning team know exactly what they are aiming for in the day's lesson.

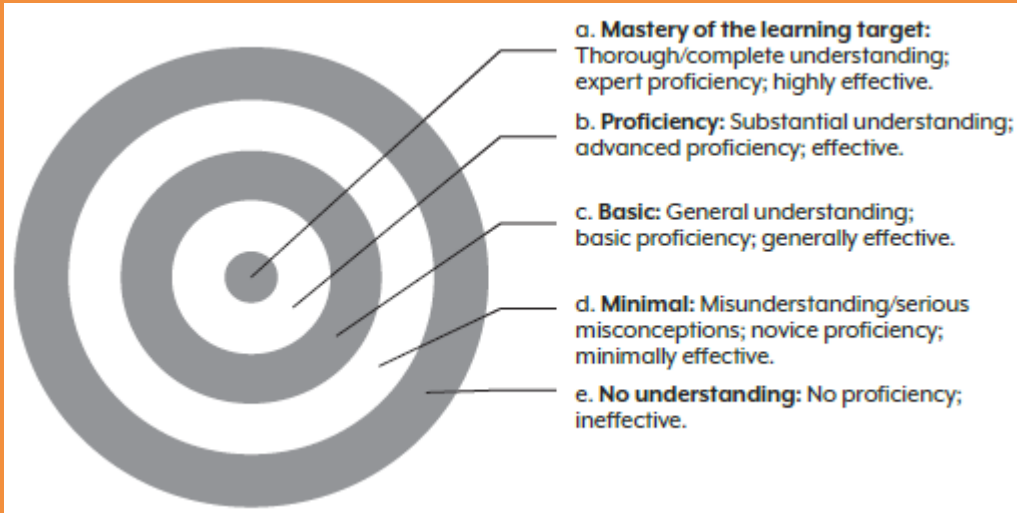
Success Criteria - Visual Model

Think of this like a rubric turned into a bulls-eye

Students will have “hit” the learning target when they are at the mastery level

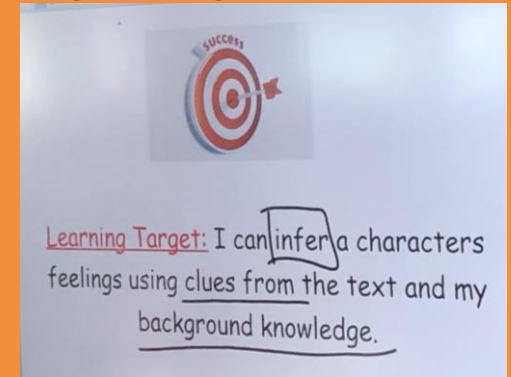
Students at any other “ring” of the target will require specific, actionable, timely feedback to move closer to mastery

The clearer the teacher’s language at each level of success, the more likely students can independently move to the center (mastery)



Feedback and Learning Targets

- High-quality feedback is dependent upon and inseparable from well-designed learning targets



- The learning target is the destination
- The feedback keeps the student on the route
- “If you don’t know where you are going, you’ll end up someplace else.” — Yogi Berra

**Unless
commitment is
made, there are
only promises and
hopes... but
no plans.**

KUSHANWIZDOM
PETER DRUCKER

Visible Learning in E.R. Classrooms

- Clearly stated learning targets or learning intentions
- Clearly stated success criteria

Essential Question: How does a person's environment shape their identity? How does an author's use of vocabulary and literary devices affect the meaning of the text?

Learning Intention: Understand the order of events in a text in order to identify a major shift in plot development.

Success Criteria:

- I can read and annotate a vignette for literary devices and theme.
- I can develop and demonstrate empathy for people going through difficult situations.


Learning Intention: Analyze an author's use of word choice so we can understand how suspense is created.

Success Criteria:

~ I can create a partial multi flow map to analyze this connection.

~ I can construct an evidence based claim using the information in my map.

More from our Classrooms



Learning Intention: I will be able to investigate and use the formulas for perimeter of rectangles.

Success Criteria:

I'll know I've got it when:

- I can state and follow the formula to determine the area
- I can state and follow the formula to determine the perimeter

Day 1 Research

Learning Intention

Students will analyze how structural and behavioral adaptations help organisms survive and reproduce.

- I can define structural and behavioral adaptations.
- I can observe and identify specific adaptations.
- I can recognize distinct characteristics of a certain animal.

More from our Classrooms

10/14
apwh
use knowledge of unit
↓ to identify key architectural sites
Success ✓
① I can recall key areas b/w 1200 CE - 1450
② I can examine cultural influence in architecture.

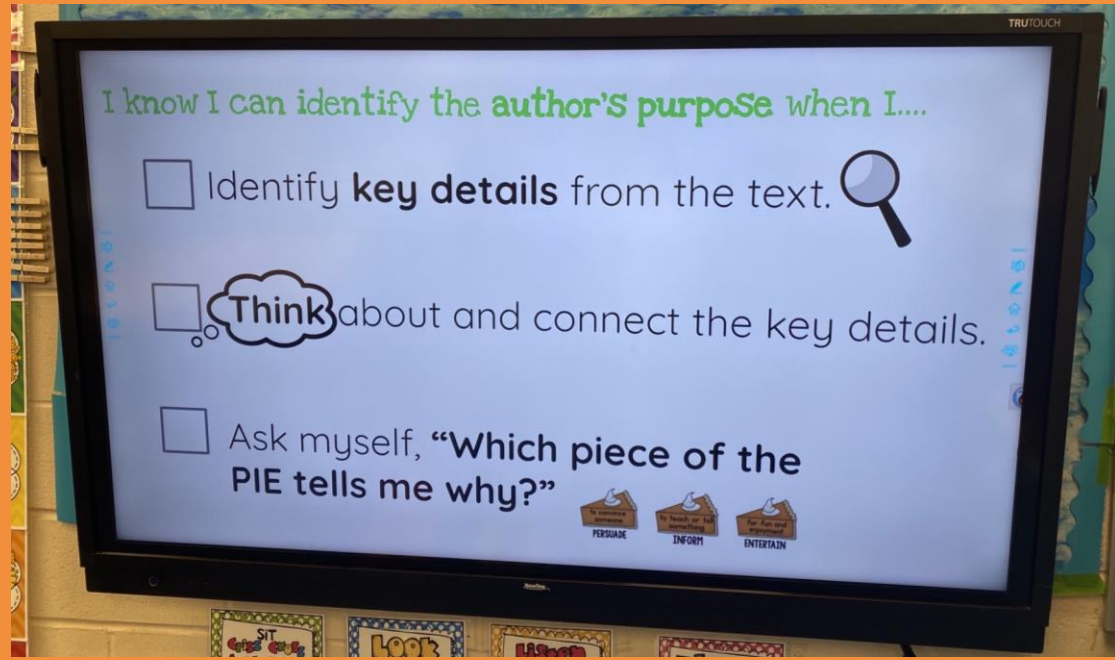
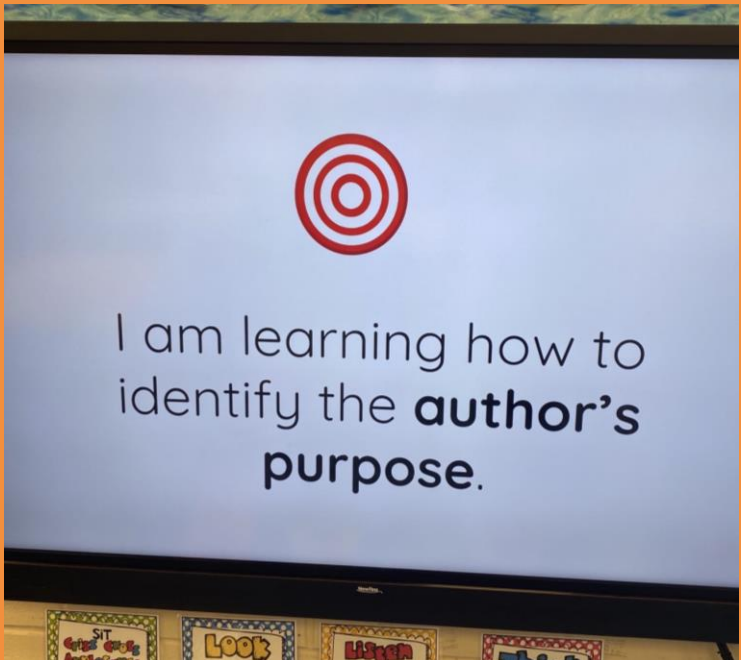
Global 10
use knowledge of Enlightenment thinkers to understand their ideas about government
Success ✓
① I can identify key ideas of Enl. thinkers
② I can evaluate their impact

Homework English 10 Ms. Famighetti

* Learning Intention: Students will be able to evaluate how conflict develops characterization of Lennie and Curley.

HW: Read pages 82-90 (green).
- Post-it Q: What happens between Lennie and Curley's wife? Explain. Due Friday!

More from our Classrooms





Setting a course for excellence

EAST ROCKAWAY
SCHOOL DISTRICT

More from our Classrooms

Thursday, October 13th

**PLEASE HAVE YOUR
CALCULATORS OUT!**

Today's Agenda

Do Now:

- Take out notebook, pen/pencil, and **calculator**.
- **Find 3 consecutive integers that sum to 291.**

Reminders:

- Quiz TOMORROW 10/14
- Extra Help - Friday AM

Activity:

1. Leveled Task Cards
2. Mid-Lesson Check - in
3. Exit Ticket

Homework:

- Finish Kahoot (5 Q's)
- Delta Math #5 due tomorrow.
- Study for Quiz - Optional Links posted.

Learning Intention: Know real world context in order to write an equation in one variable.

Success Criteria: I can...

- Create let statements to give context to the problem.
- Write an equation given real world context.
- Apply properties of equality to solve the equations.

More from our Classrooms



Learning Intention: We are learning about the features of an expository text.

Success Criteria:

- I can name the features of an expository text.
- I can locate specific text features in an expository text.
- I can explain how the text features help me understand the text by using a Tree Map to show my thinking.



Learning Intention: We are learning to write an opinion paragraph.

Success Criteria:

- I can clearly state my opinion for my reader.
- I can support my opinion with facts and evidence.



Setting a course for excellence

EAST ROCKAWAY
SCHOOL DISTRICT

More from our Classrooms

October 14, 2022

1. Newsela (2 articles) due tonight.
2. Partial multi flow map due Monday.
3. Evidence based claim due Tuesday.

Learning Intention: Analyze an author's use of word choice so we can understand how suspense is created.

Success Criteria:

- ~ I can create a partial multi flow map to analyze this connection.
- ~ I can construct an evidence based claim using the information in my map.

DO NOW:

Please take out your copy of the short story, "The Tell-Tale Heart" and your partial multi flow map from yesterday.

ESSENTIAL QUESTION: How does diction (word choice) create suspense?

AGENDA:

1. Today, you will continue to work on a partial multi flow map to analyze the way that diction creates suspense.
2. When you are finished with the map, you will INDIVIDUALLY write an evidence based claim answering the question, "How does Poe use diction to create suspense in "The Tell-Tale Heart?"

More from our Classrooms

5th Grade Module 2 - SMART Notebook

What am I learning today?
Why am I learning this?
How will I know I understand?

Target

Today I am learning how to multiply decimal fractions with tenths with multi-digit whole numbers

so that I can build my math fluency.

I'll know I got it when I can use place value understanding to record partial products on my exit ticket.

72°F Partly sunny 1:55 PM 10/25/2022

More from our Classrooms

Name		Class	Spanish 4H	Period	Date
Date	Learning Intention	Success Criteria		Student Reflection	
Octubre 3 Lunes	Students will be able to fully understand the main ideas and supporting facts in an authentic text while utilizing reflexive grammar.	I can understand the main idea and supporting facts in an authentic text. I can describe my daily routine using reflexive verbs.		One thing I learned today is... One thing I need more practice with is...	
Octubre 4 Martes	Students will be able to fully understand the main ideas and supporting facts in an authentic text while utilizing reflexive grammar.	I can interpret the main idea of a reading in Spanish and identify some details. I can determine my reading level in Spanish and reflect on what I need to improve it.		One thing I learned today is... One thing I need more practice with is...	



Thank you for
your attention.

Are there any
questions?