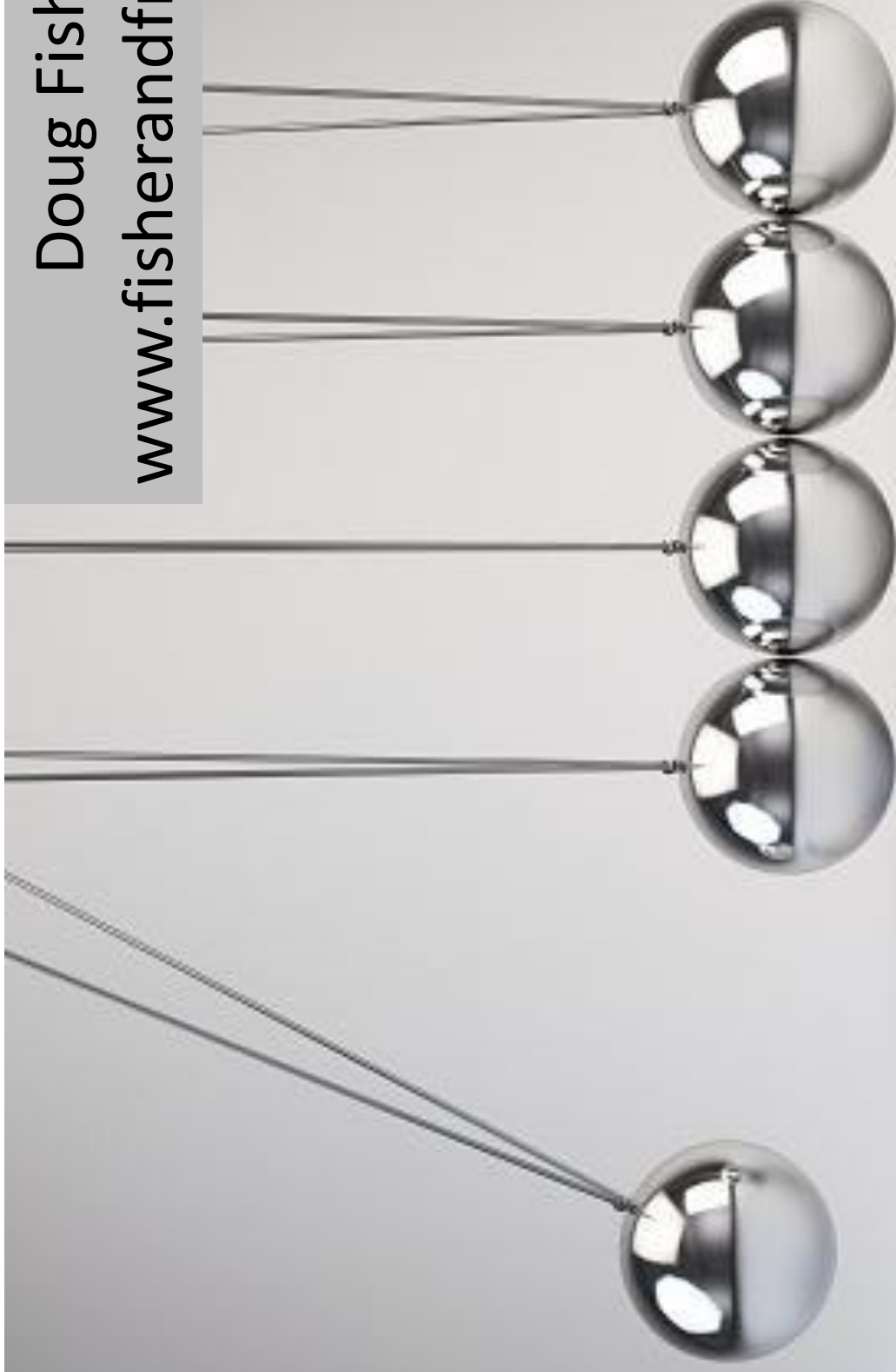


Doug Fisher
www.fisherandfrey.com



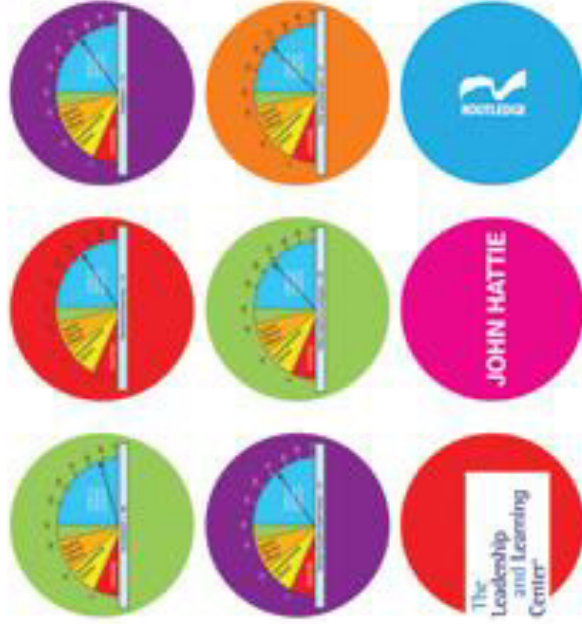
Making Literacy Visible

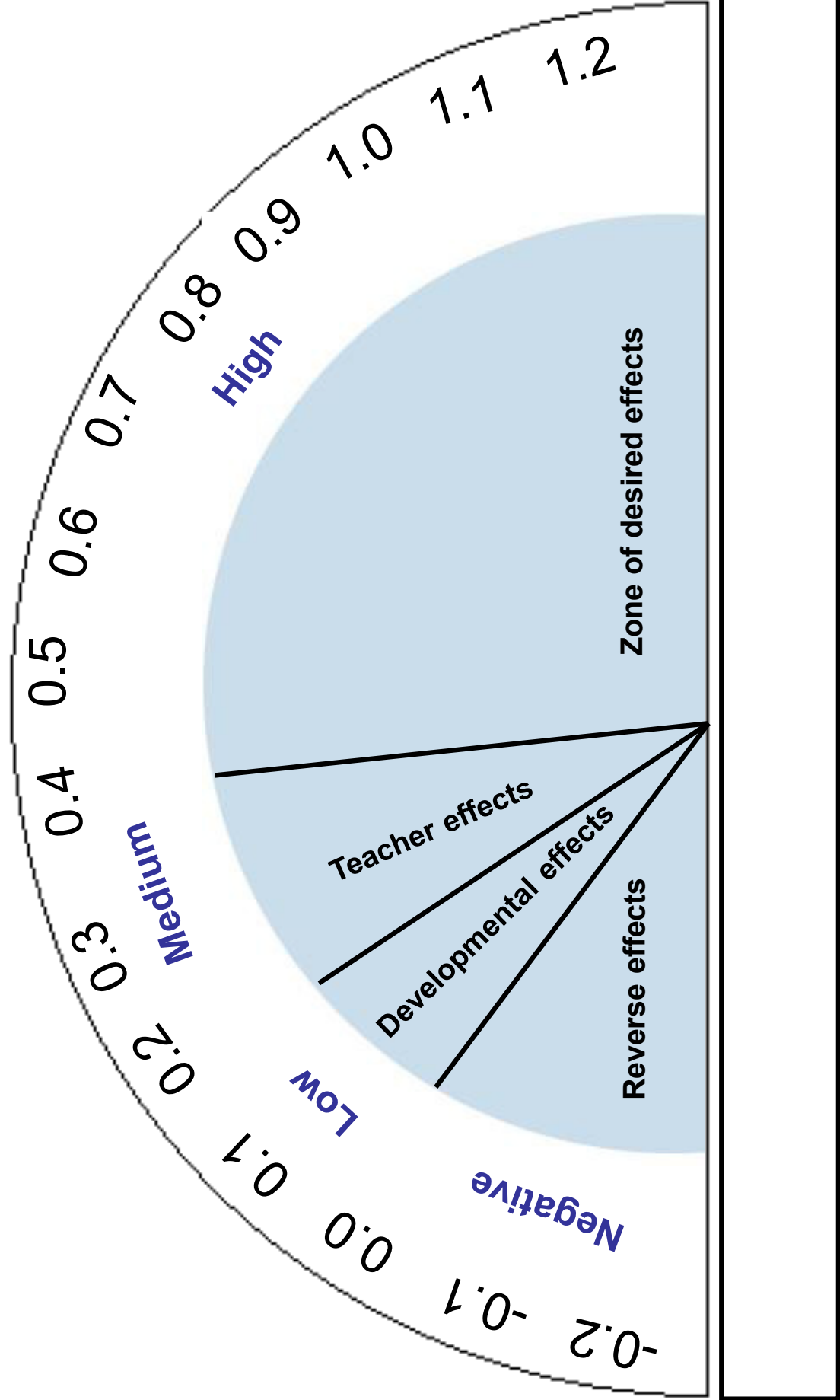
Every student deserves
a *great* teacher, not by
chance, but by **design**.

VISIBLE LEARNING

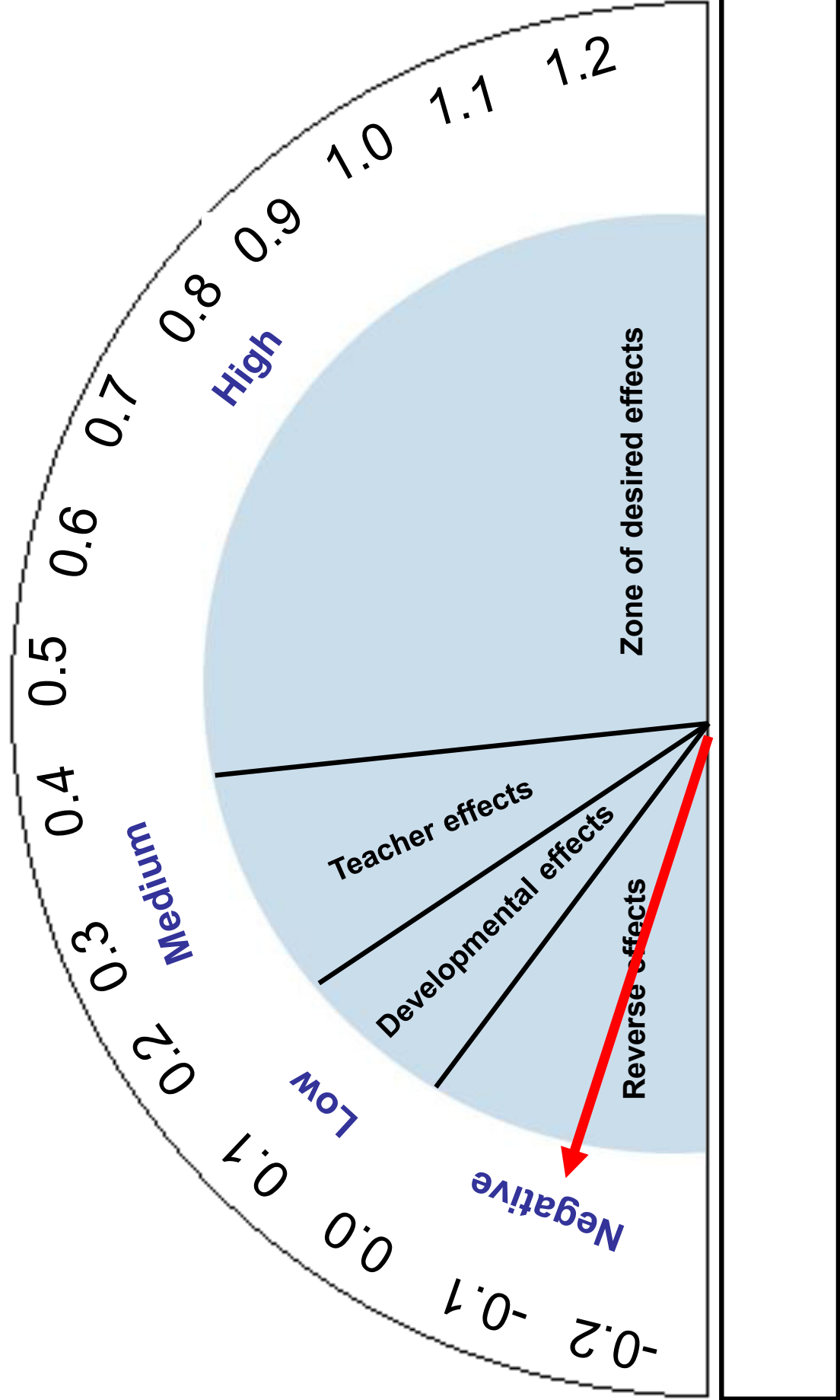
A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement

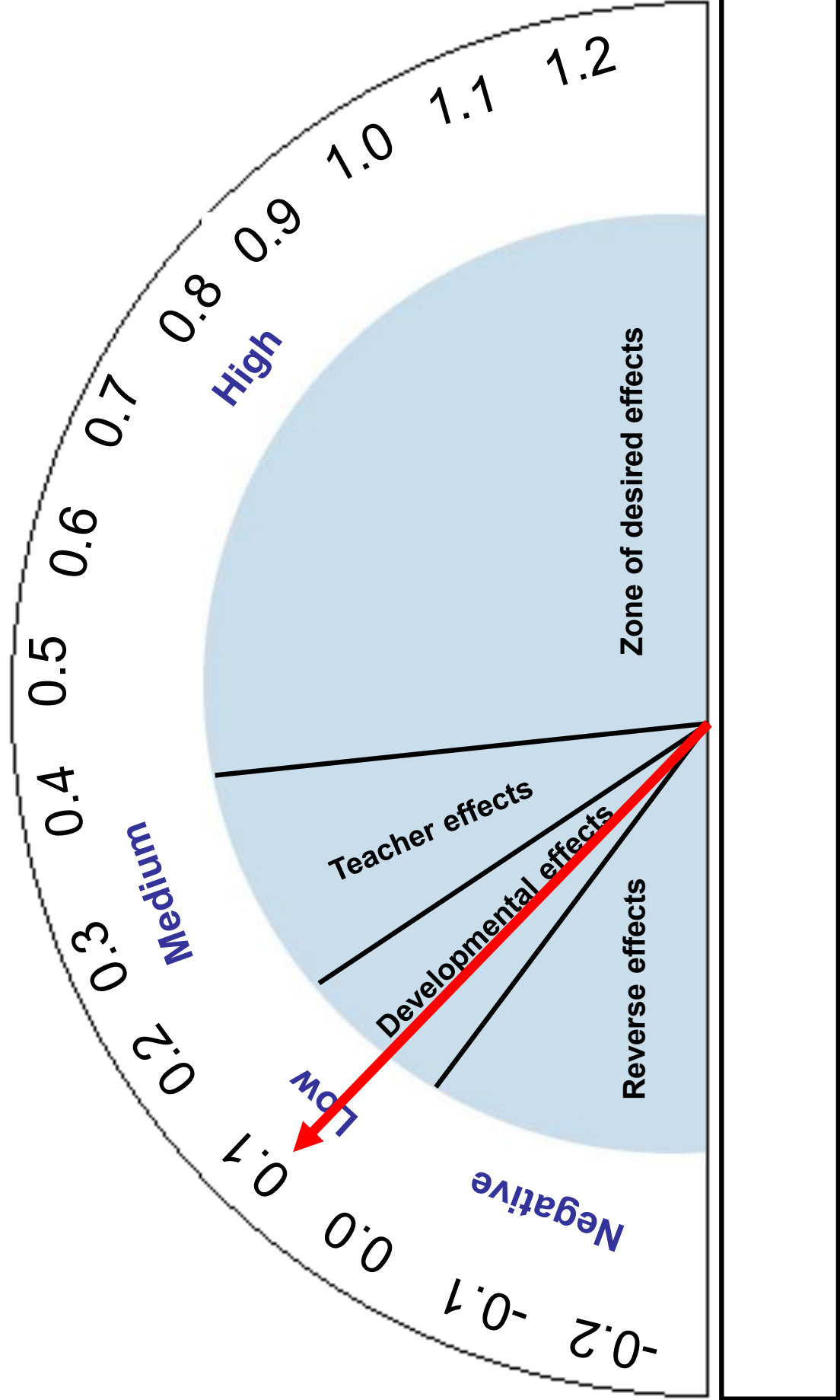




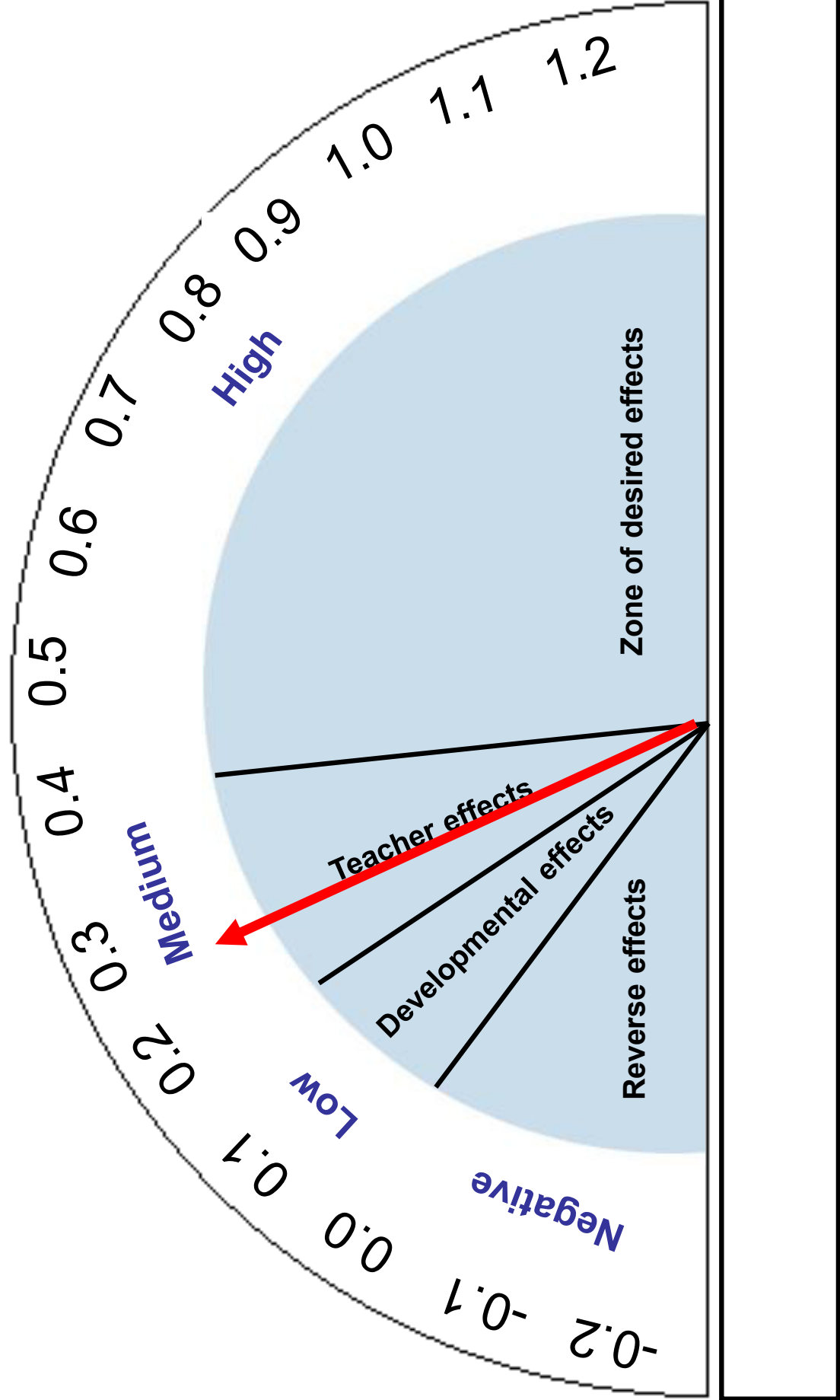
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



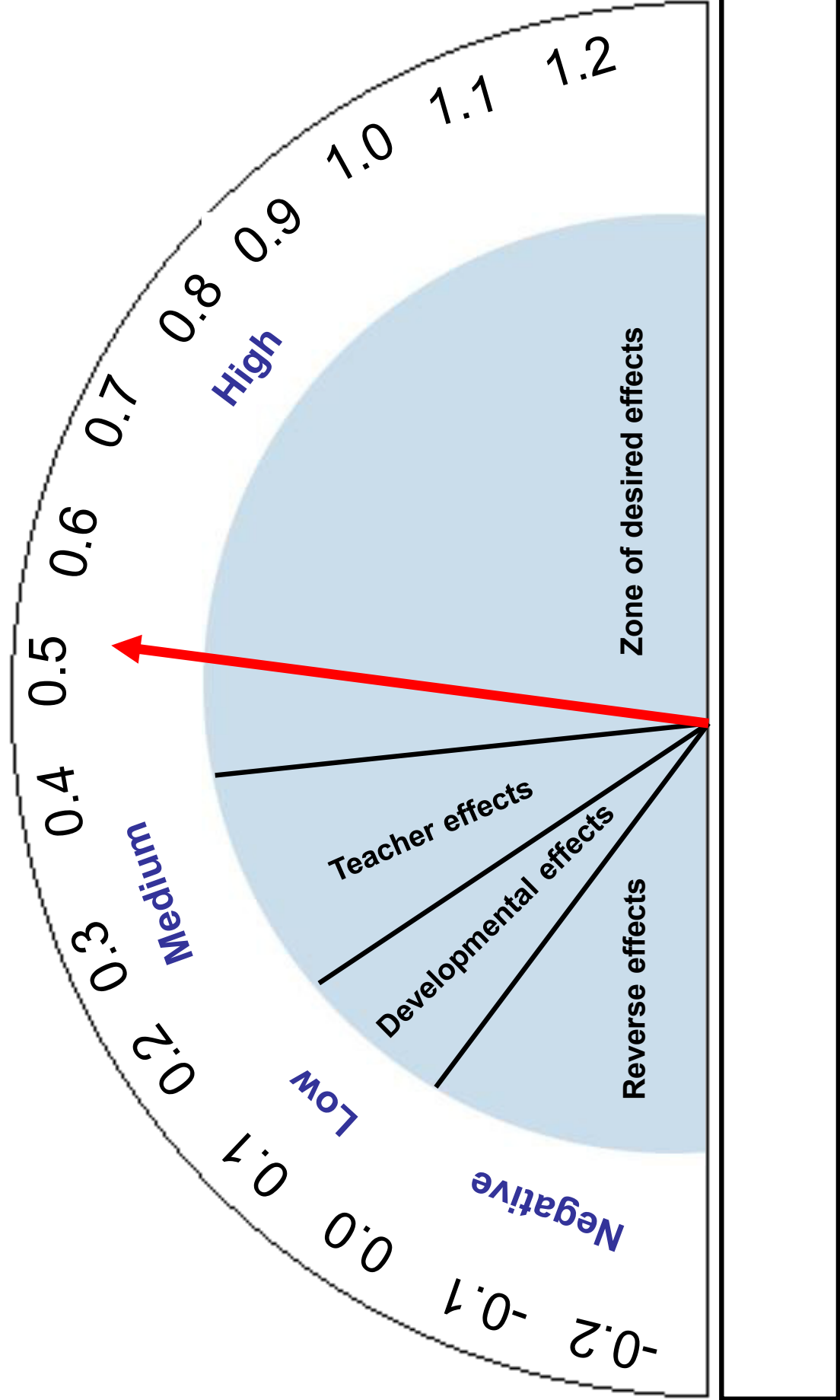
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



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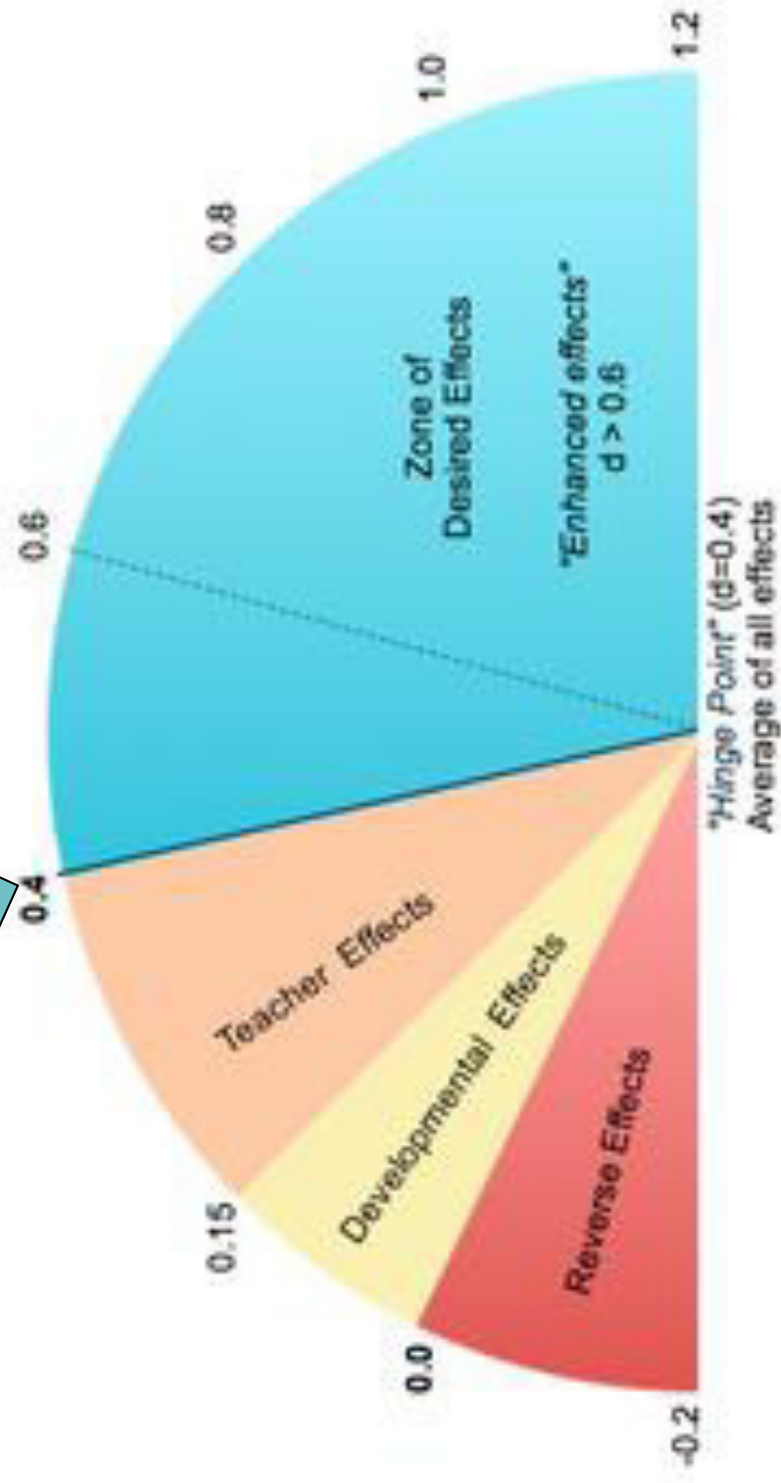
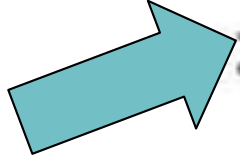


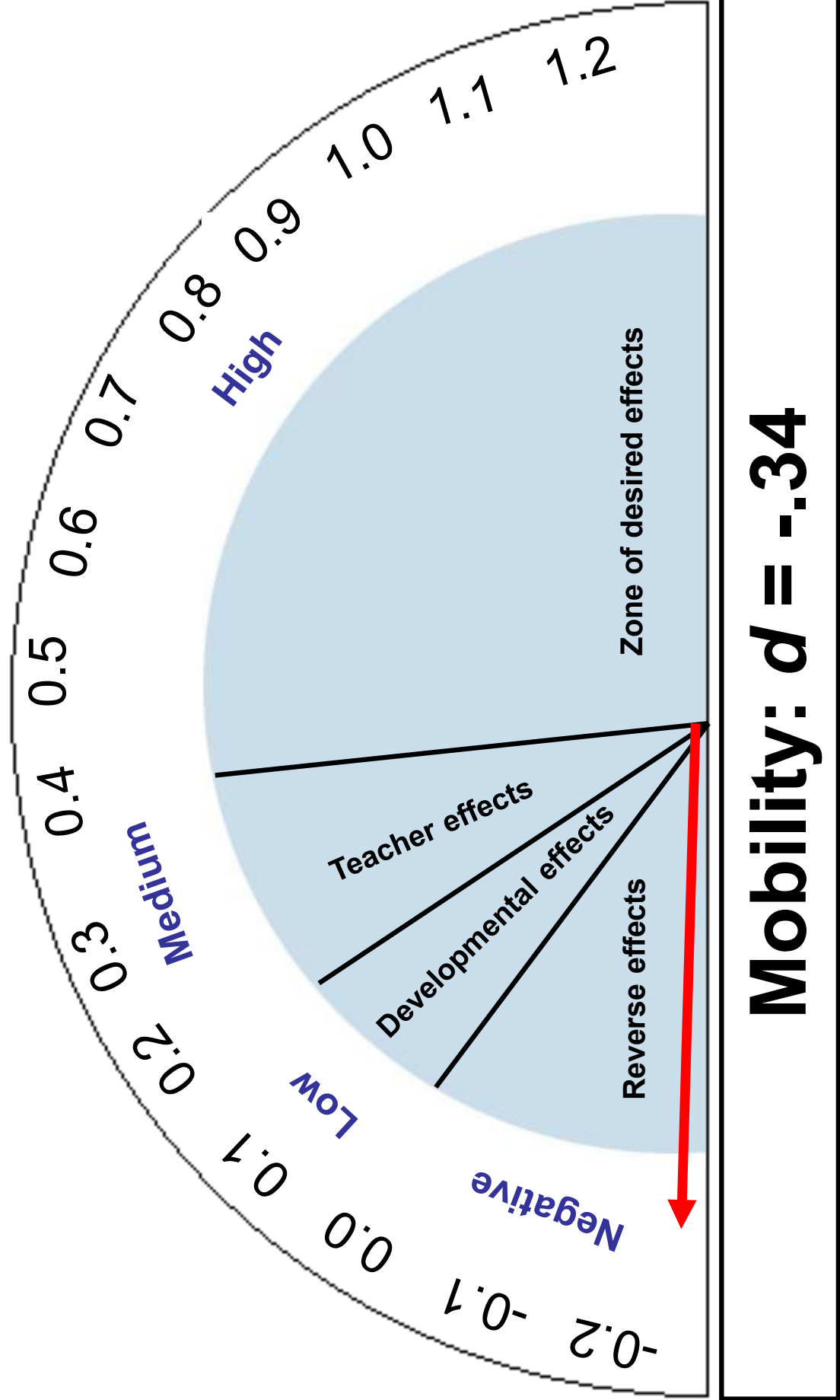
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



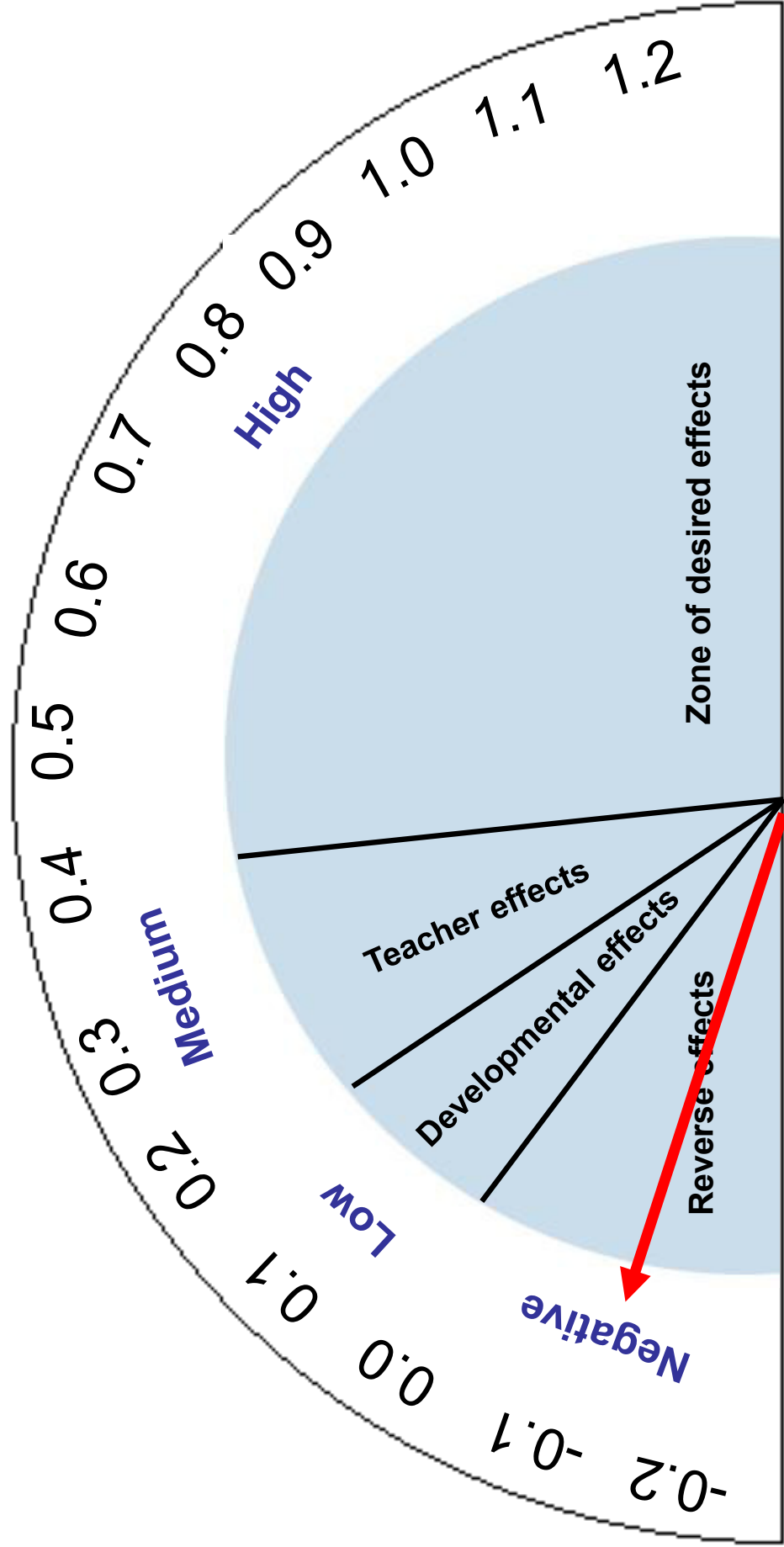
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

This is the hinge point –
a year's worth of growth for a
year in school.



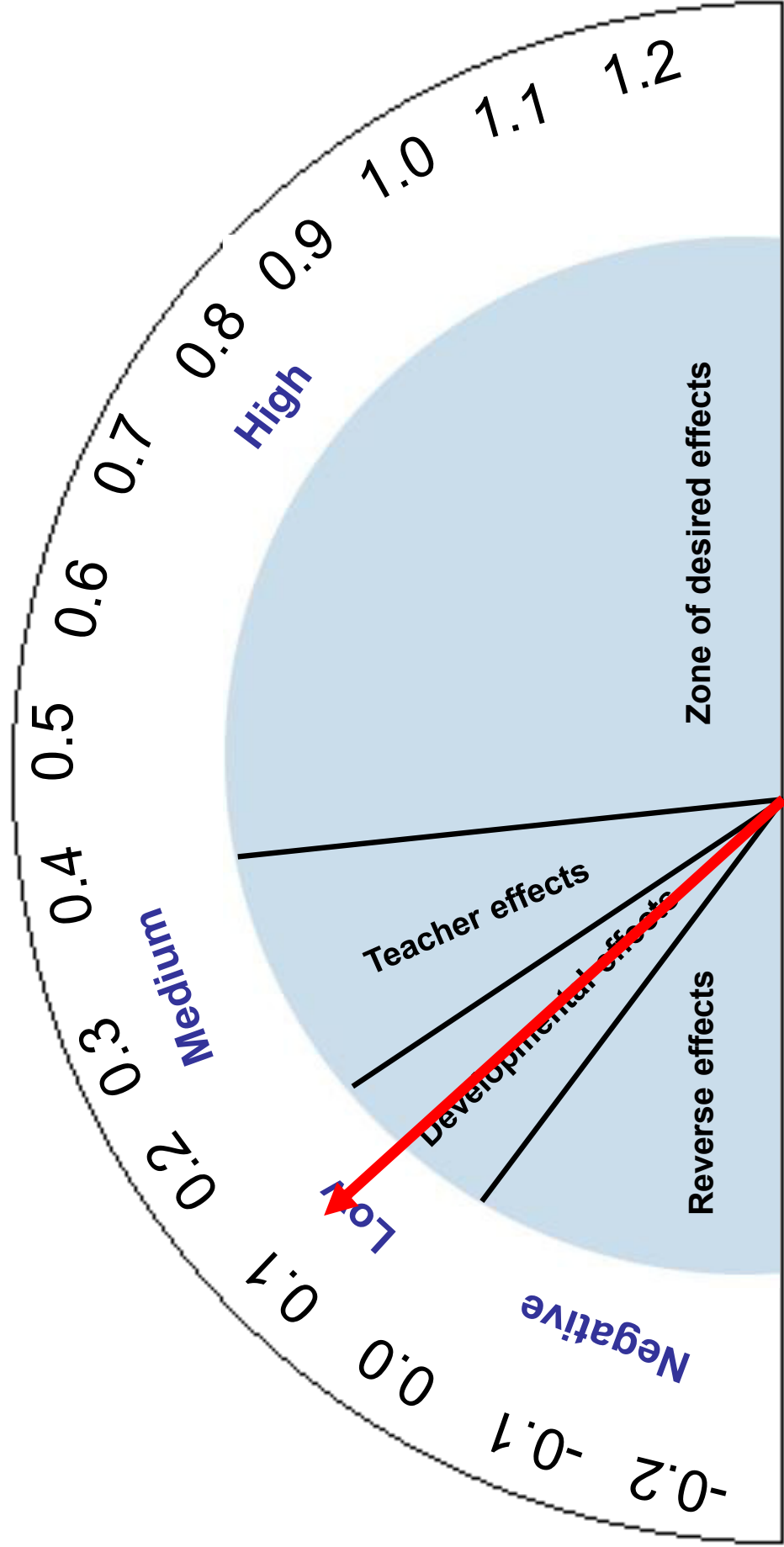


Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



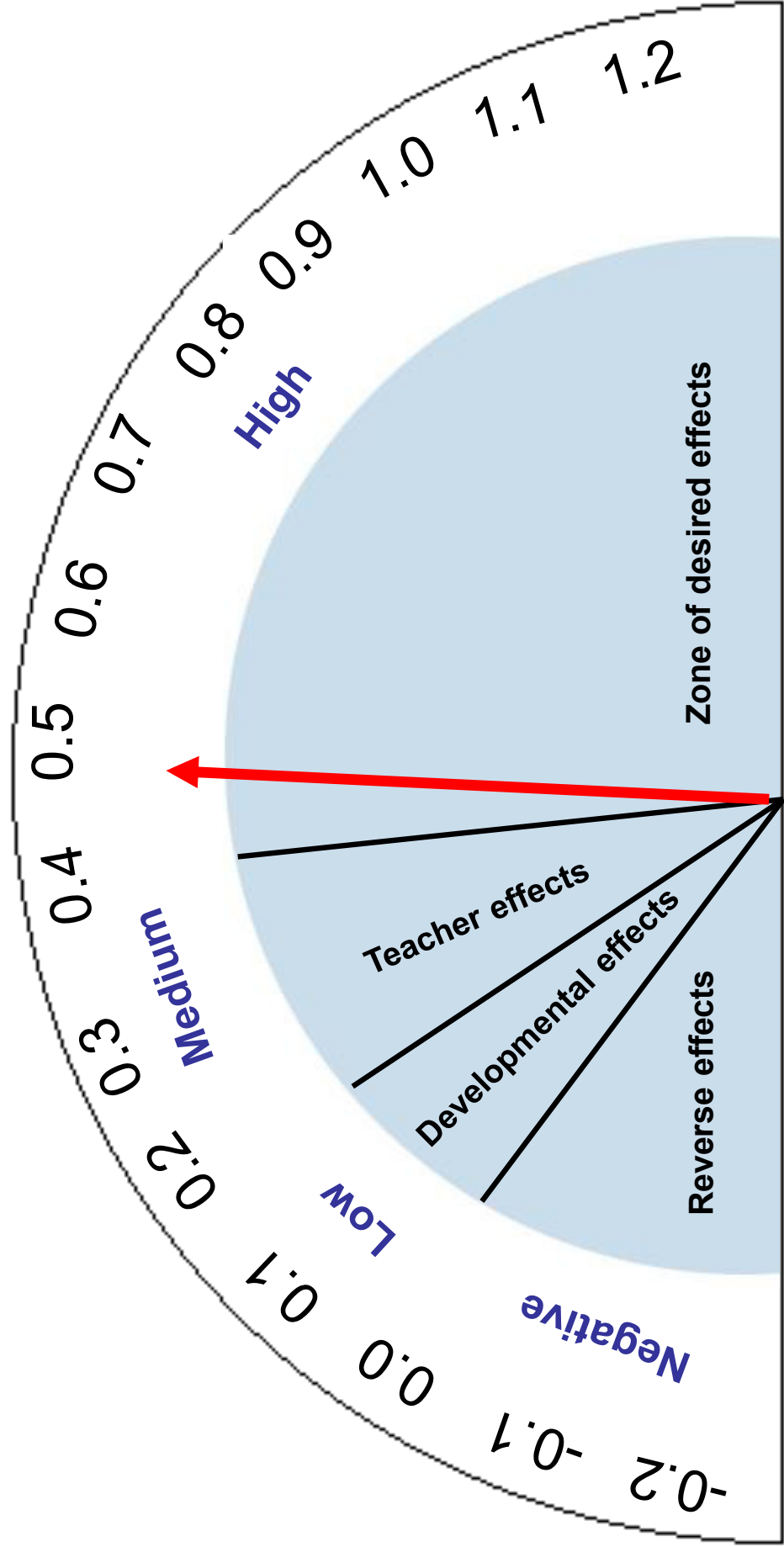
Retention: $d = -0.13$

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



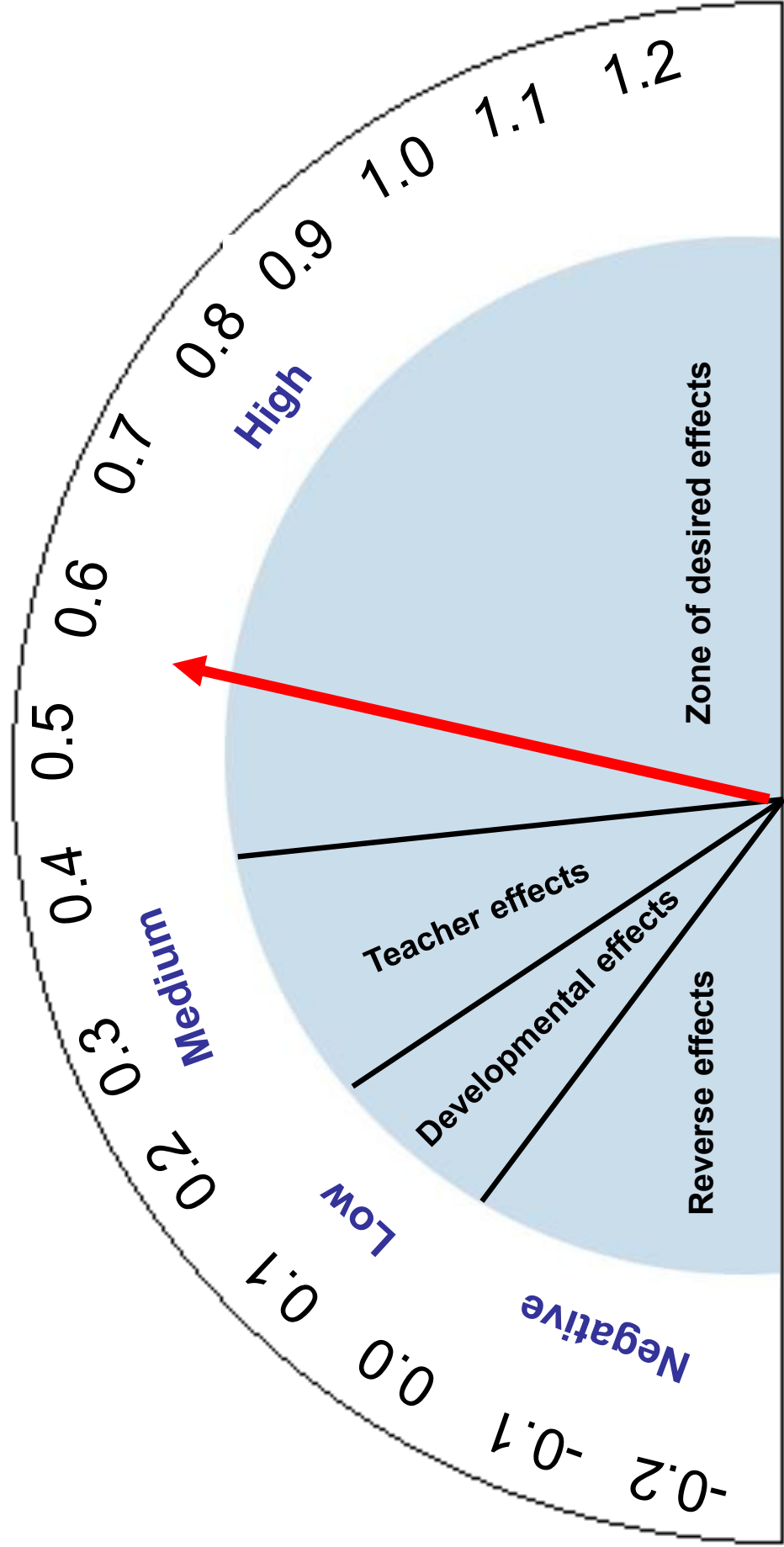
Ability Grouping/Tracking: $d = 0.12$

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



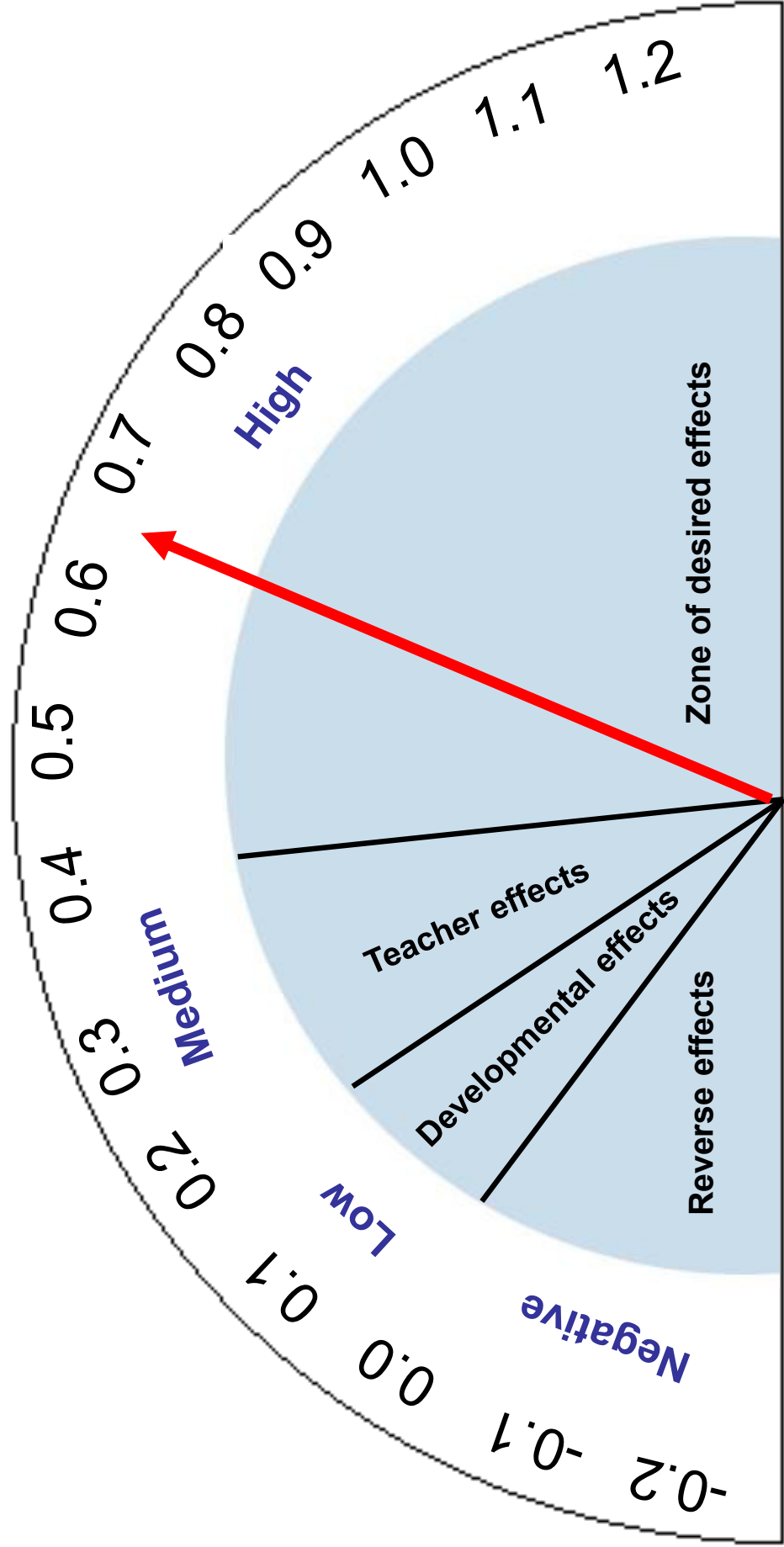
Small group learning: $d = 0.49$

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



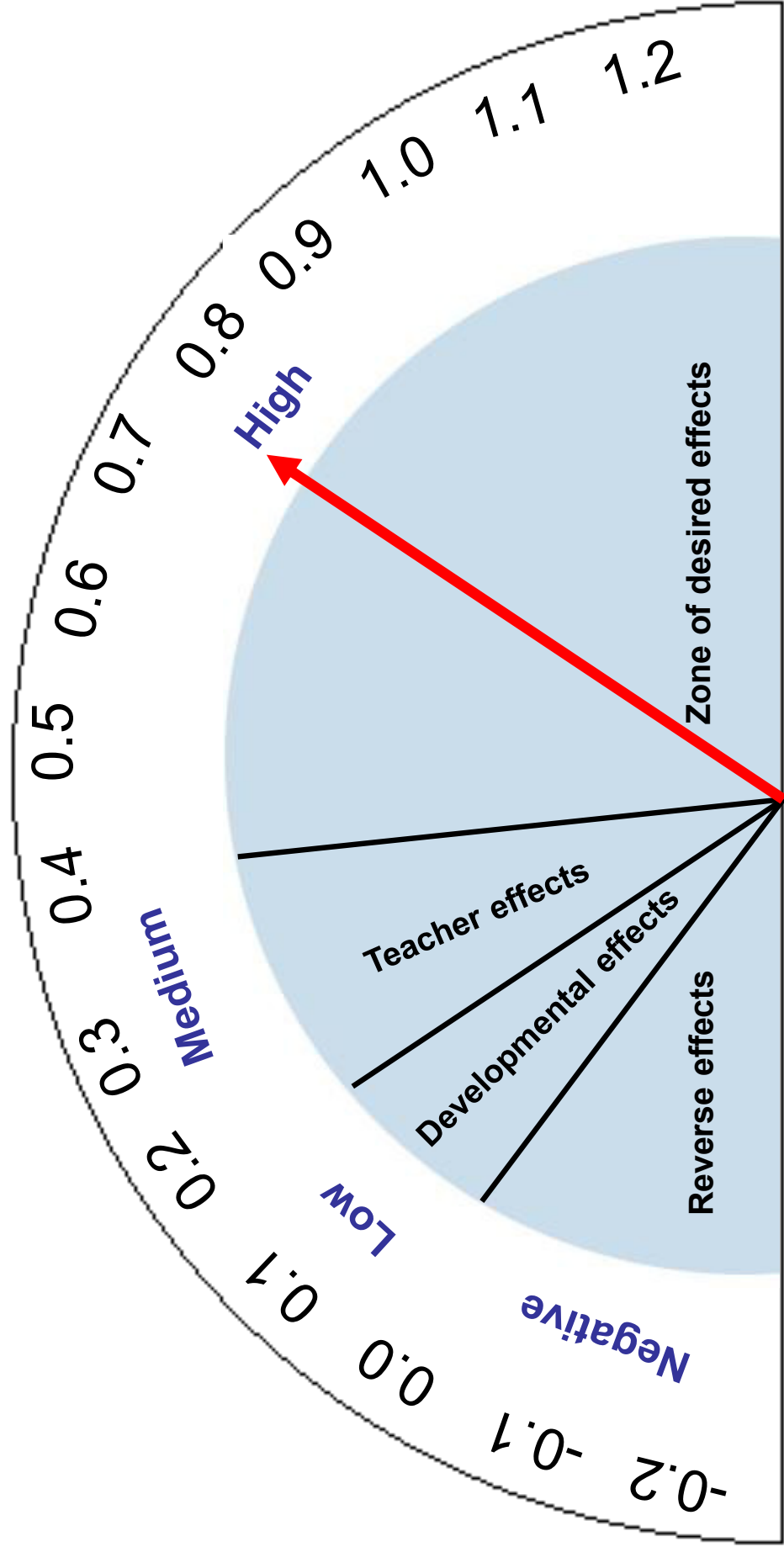
Study Skills: $d = 0.59$

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



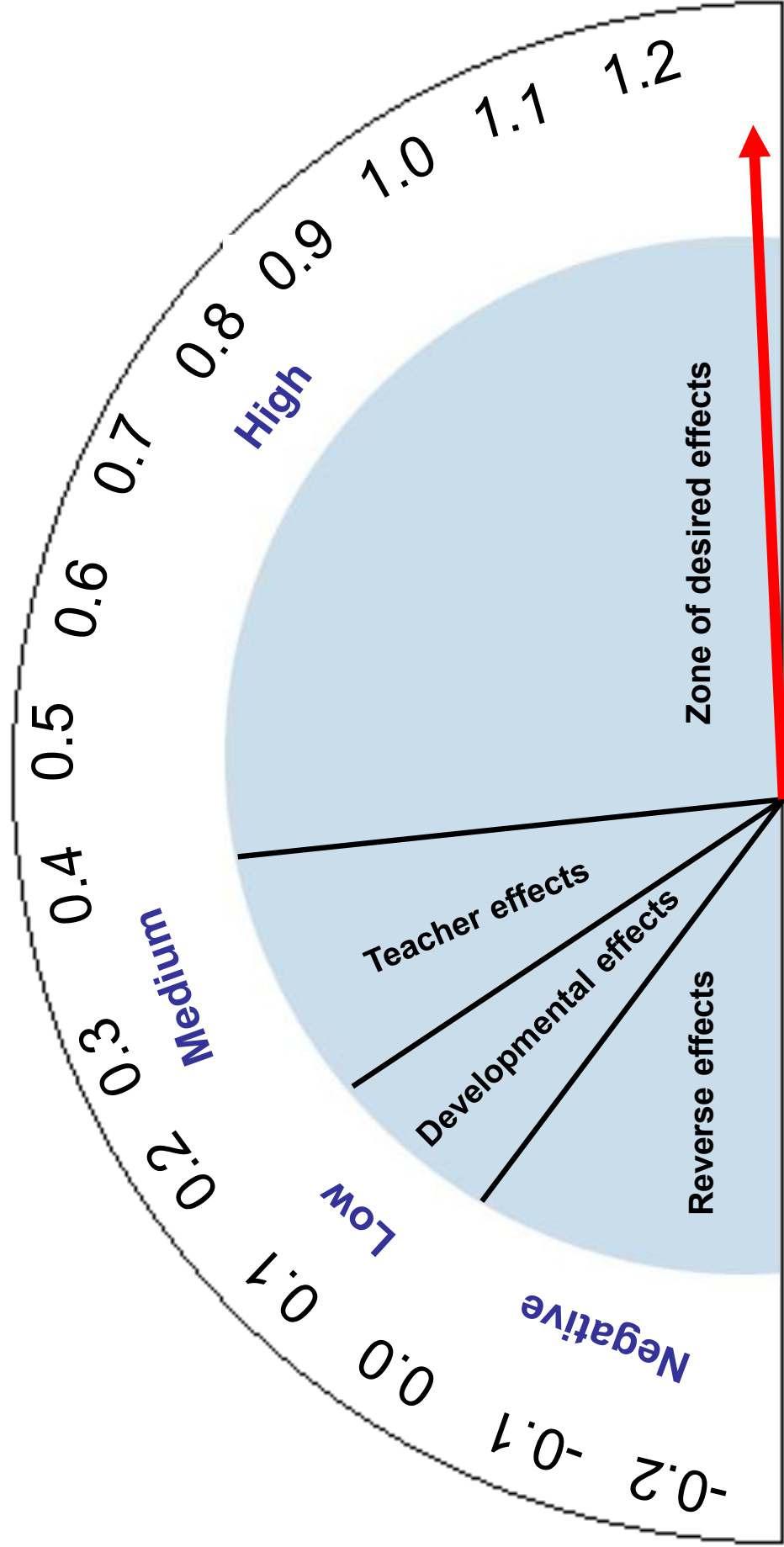
Repeated Reading: $d = 0.67$

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



Classroom Discussion: $d = 0.82$

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



Collective Teacher Efficacy: $d = 1.57$

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

What

Works

When

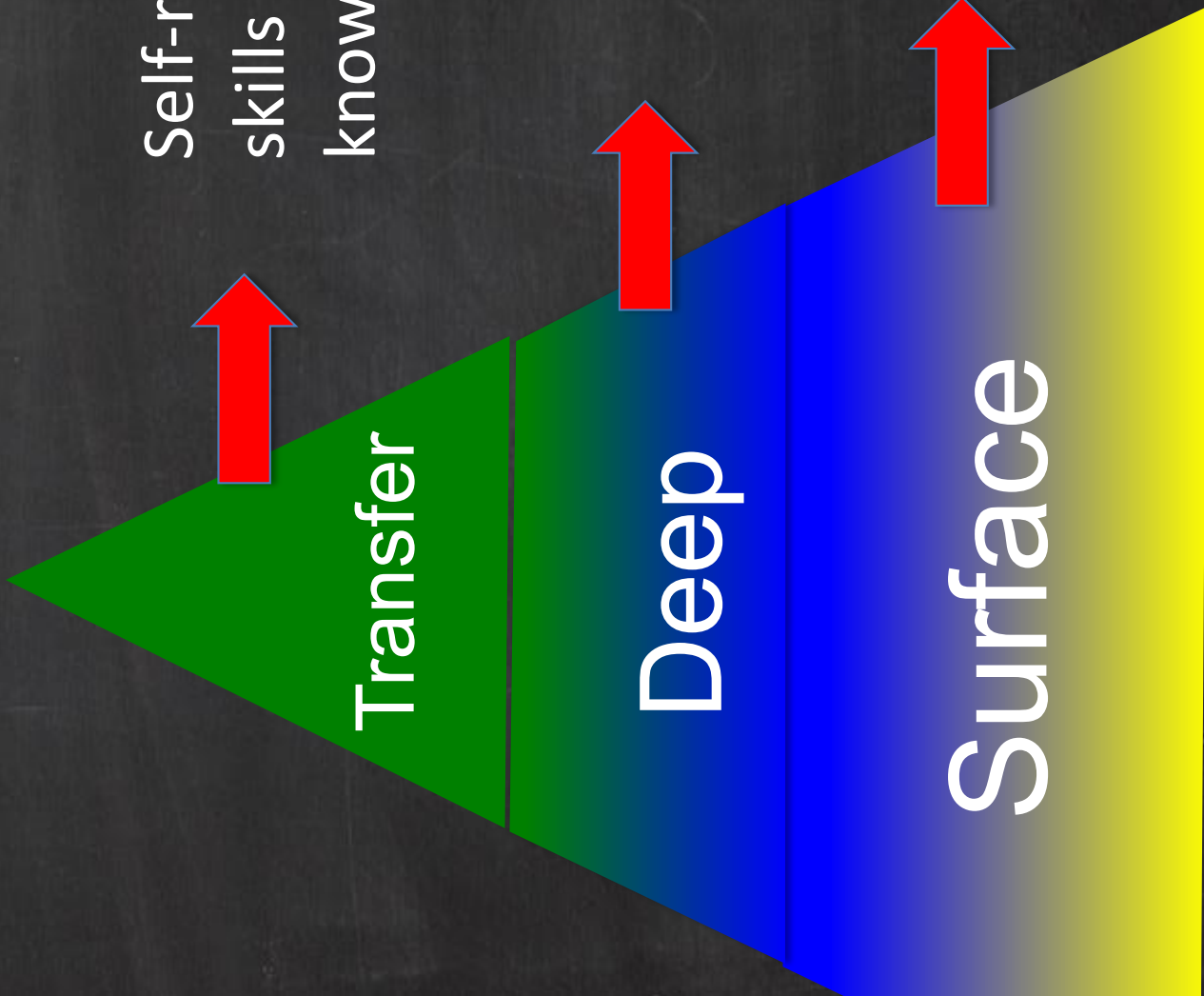




Transfer

Deep

Surface



Self-regulation to continue learning
skills and content, applying
knowledge to novel situations

Connections, relationships
and schema to organize
skills and concepts

Skill and Concept
Development



Surface Learning is **IMPORTANT**

Ways to Facilitate Surface Learning

Leveraging prior knowledge ($d=0.65$)

Vocabulary techniques (sorts, word cards, etc.) ($d=0.67$)

Reading Comprehension Instruction
($d=0.60$)

Wide reading on the topic under study
($d=0.42$)

Summarizing ($d=0.63$)



Reading Volume Still Matters



STUDENT A

- 20 MINUTES PER DAY
- 1,800,000 WORDS PER YEAR
- SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS



STUDENT B



- 5 MINUTES PER DAY
- 282,000 WORDS PER YEAR
- SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C

- 1 MINUTE PER DAY
- 8,000 WORDS PER YEAR
- SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS



**Access
Choice
Discussions
Book Talks**



#1 NEW YORK TIMES BESTSELLING AUTHOR OF
THIRTEEN REASONS WHY

THIRTEEN REASONS WHY

"A beautiful story of love and forgiveness." —STEPHEN CHBOSKY,
#1 New York Times bestselling author of *The Perks of Being a Wallflower*

an New York Times Bestseller

ANGIE THOMAS



**THE
HATE
U
GIVE**



"Absolutely riveting!"
JAMIS BEYERLEIS

"Stunning!"
JURIE GRAY

Kenzie Brown
Ashley
H T
Maya D.

I need a good cry ↓



A letter from a father to his son ↓



Real-life Auschwitz prisoner ↓



Very different from the movie #notabeachread ↓



I have a strange fascination with death ↓



gritty awkward LOL funny ↓



Modeling and Demonstrating



Modeling Comprehension

- Inference
- Summarize
- Predict
- Clarify
- Question

- Visualize
- Monitor
- Synthesize
- Evaluate
- Connect

Word Solving

- Context clues
- Word parts (prefix, suffix, root, base, cognates)
- Resources (others, Internet, dictionary)



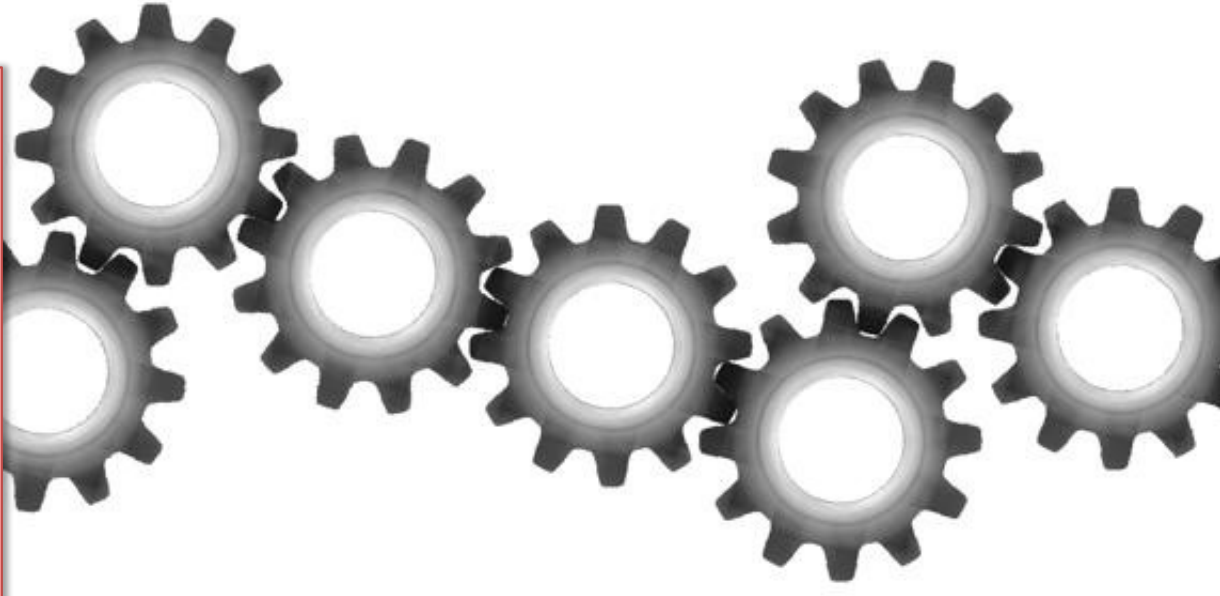
Using Text Structure

- *Informational Texts*
 - Problem/Solution,
 - Compare/Contrast,
 - Sequence, Cause/Effect,
 - Description
- *Literary Texts*
 - Story grammar (plot, setting, character)
 - Dialogue
 - Literary devices

Using Text Features

- Headings
 - Captions
 - Illustrations
 - Charts
 - Graphs
 - Bold words
- Table of contents
 - Glossary
 - Index
 - Tables
 - Margin notes

leather.deviantart.com





Deep Learning is Also Important

Ways to Facilitate Deep Learning

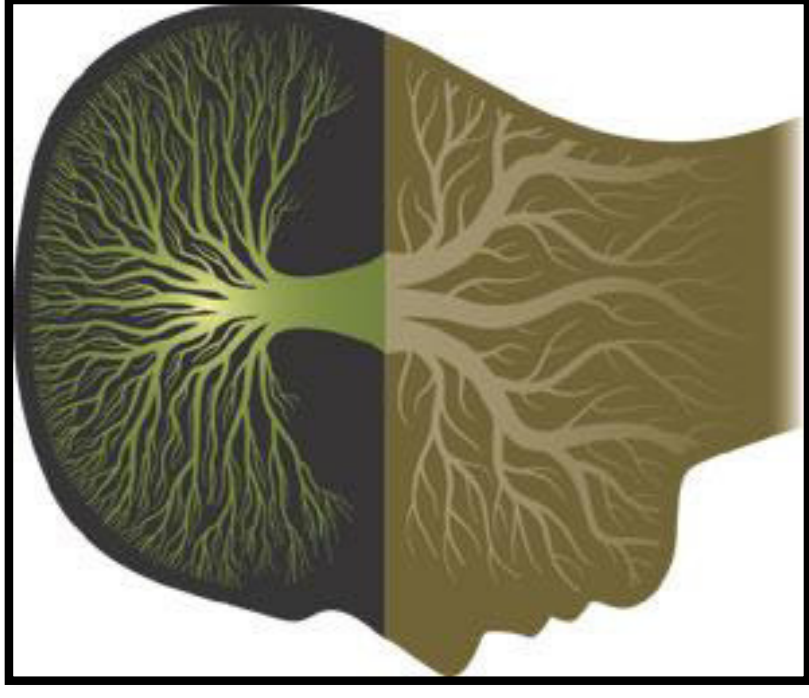
Concept mapping ($d=0.60$)

Class Discussion ($d=0.82$)

Questioning ($d=0.48$)

Metacognitive strategies ($d=0.69$)

Reciprocal teaching ($d=0.74$)



Deep learning approaches don't work any better at developing surface learning than surface learning strategies work to develop deep understanding.



Without more complex tasks, students will not
deepen their learning.



Task complexity should align with
the phase of learning.



Difficulty v. Complexity

Difficulty

- A measure of **effort** required to complete a task.
- In assessment, a function of how many people can complete the task correctly.

Complexity

- A measure of the **thinking, action, or knowledge** that is needed to complete the task.
- In assessment, how many different ways can the task be accomplished.

Which of these means about the same as the word *gauge*?

a. balance

b. measure

c. select

d. warn

A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

- (a) 42,456.9
- (b) 41,279.9
- (c) 41,261.3
- (d) 41,259.2
- (e) 41,257.1

Did you use the calculator on this question?

Yes

No



Marc Umile is among a group of people fascinated with π , a number that has been computed to more than a trillion decimal places. He has recited π to 15,314 digits.

More Complex

Strategic Thinking

Struggle

Low Difficulty
High Complexity

High Difficulty
High Complexity

Easy

Low Difficulty
Low Complexity

High Difficulty
Low Complexity

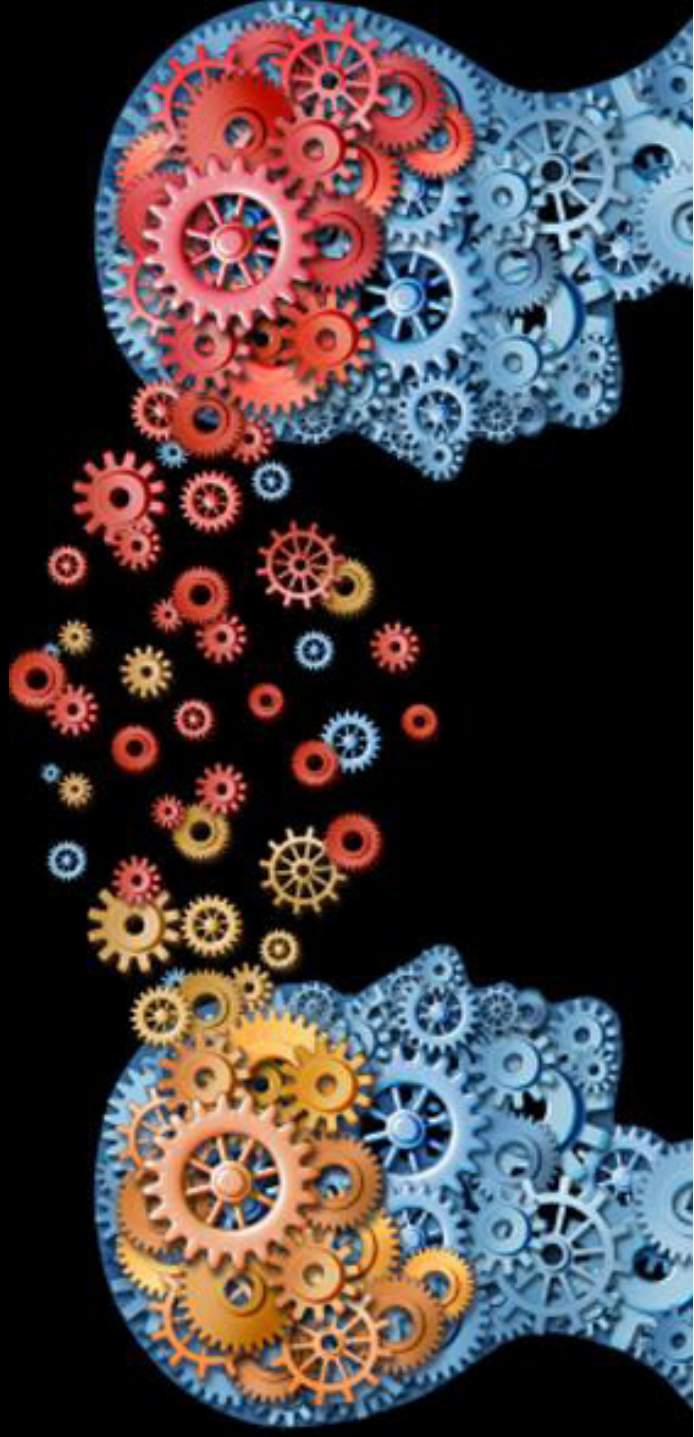
Hard

Fluency

Less Complex

Stamina

Transfer



“The ability to transfer is arguably the long-term aim of all education. You truly understand and excel when you can take what you have learned in one way or context and use it in another, on your own.”

McTighe & Wiggins, 2011

Ways to Facilitate Transfer

Reading across documents to conceptually organize ($d=0.85$)

Formal discussion, including debates and Socratic seminars ($d=0.82$)

Problem-solving teaching ($d=0.61$)

Extended writing ($d=0.43$)

Peer tutoring ($d=.55$)





**The right approach, at
the right time, for the
right type of learning.**

Thank
you

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