OCTOBER 25, 2022:

CLARITY: (Teacher clarity vs. dialogue about the clarity)

- Clarity does not come from presentation; clarity comes from conversation.
- Clarity is not given; clarity has to be earned.
- Clarity cannot be laminated; clarity is lived.
- Co-construction:
  - Students can't co-construct success criteria
  - Students should co-construct clarity (students carry cognitive load)
    - Clarity requires confusion.
    - Clarity requires collaboration.
- 3 Levels of Engagement: Intellectual, emotional, behavioral
  - Behavioral engagement vs. intellectual engagement (gaps, levels of confusion, and conflicts lead to greater engagement)
    - "I used to think …; now I think…"
    - We should want learning to look messy. Messy is a precursor to clarity.
    - Behavioral messiness vs. cognitive/intellectual messiness - If we get students to be intellectually engaged, the proper behavior will follow
    - Humans think concrete before abstract
    - Build clarity by putting things in students' way.
- Learning intentions and success criteria should be devoid of context (tools shouldn't have create confusion) - PS/R tool
- Mental rolodex: Are kids with you?
- Mental tripwires
- Give students the assessment before the learning. Categorize by levels of complexity.
  - Surface - "I know things."
  - Deep - "I can do things." "I can relate things."
  - Transfer - "I can apply things."

Surface   Deep   Transfer
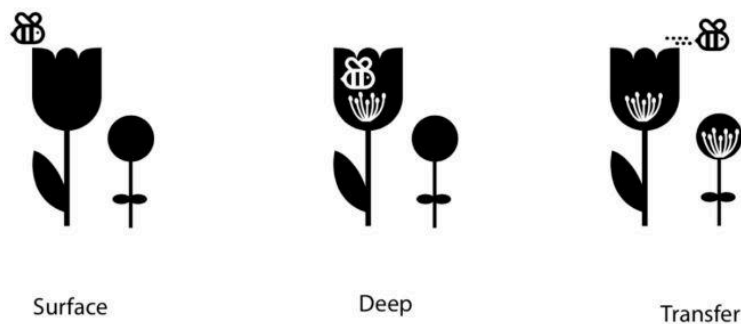
  - RIGOR is the equal intensity of all of these levels - It's all about balance.
    - Teachers think rigor is about complexity.
    - Students think rigor is about completion (getting things done as quickly as possible with as little help as possible)
    - Deep is where standards sit. We have to teach through the standard (to transfer)
- Transfer isn't a giant move; it's small do-able shifts
- Idea and identity are not the same thing
- We want students to copy the criteria, not the context

HATTIE: (All the most impactful skills are interactive) - ACTION HABITS:
- Student Assessment Capability 1.33 (Learning GPS: "I know where I'm going. I know where I am. I know my next steps.")
- Seeking help from peers .83 (off load your feedback strategies to students)
- Classroom discussion .82
- Scaffolding .82
- Teacher clarity .75
- Feedback .7
- Collaborative learning .4

HABITS: The right habits come from the right questions
- Clarity: "I know I'm doing great things in my classroom, but are my students with me?"
- Feedback: "When it comes to feedback, am I working harder than my students?"
- Assessment Capable Learners: "How do we get students to own their own learning?"
- Collective Teacher Efficacy: "How can we collaborate to improve differentiation in our classroom? How do we ensure our students are gaining +1 in their learning?"

COUNTERINTUITIVE NOTION OF FEEDBACK: Take feedback strategies teachers have and give them back to the students.

STRATEGIES:

SURFACE	DEEP	TRANSER	ANCHOR
● Mnemonics ● Outlining ● Strategies to integrate prior knowledge (KWL)	● Classroom Discussion ● Seeking help from peers ● Evaluation and reflection	● Seeing patterns in new situations ● Solving problems in new situations ● Similarities and differences across contexts	● Planning and predicting ● Success criteria ● Setting challenging goals
● What… ● How…	● Why…	● When… ● Where… ● Should… ● Who…	

- All deep learning is collaborative. Teachers cannot teach "deep." If students aren't discussing, there is no deep learning.
  - Teachers have the habits, but give them up when students start to struggle.
  - Productive struggle leads to deeper learning.
  - Don't immediately squash misconceptions.
- Transfer is about breadth of learning, not depth.
  - Don't treat transfer as an event.
  - Transfer is small do-able habits.
- Surface: Facts precede skills. You cannot transfer without content knowledge.
- Transfer: Surface: Deep: Transfer (cyclical vs. linear)

HABITS: Atomic Habits - "The Mistake Smart People Make: Being in Motion vs. Taking Action"
- Motion Habits - Planning and preparation
- Action Habits - Actually getting something done
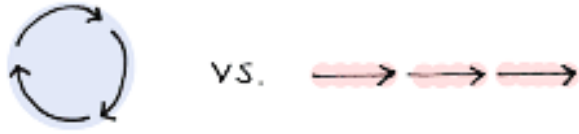
FInal Word Activity:
- Prepare - Read the article
- Final World: (repeat for each person in the group)
  - Read a quote
  - Each person comment on the quote
  - First person elaborates on why they chose that quote
- Everyone debrief on overall takeaways from the article

MOTION vs. ACTION:
- CLARITY: If I post expectations on the board and show them to my students, I'm in motion. If I help students develop clarity by reviewing examples with them, I'm in action.
- Are students in action when teachers are in action or are students in motion while teachers are in action?
- Use the term WHEN? when we're coaching. Put teachers in action.
- FEEDBACK: If I give students papers back after I grade them, I'm in motion. If I prompt students to use success criteria to inspect each others' work and intervene, I'm in action.
- "We never rise to our goals, we fall to our systems."
- Keep a beginner's mindset. Strive to be mediocre. "Mediocre is the gateway to experimentation." - Malcolm Gladwell.
- Improvement Gap (between knowing and doing)
- Tragic Gap (between current reality and ideal reality)
- COACHES + LEADERS sit in the gap between knowing (motion) and doing (action).
  - Know thy initiative. Know thy impact
  - Going from motion to action takes energy. Going from doing to knowing (know thy impact) builds efficacy.
  - Can't be the expert or the doer for the teachers.
  - You can't break the paradox between knowing and doing - that is the leadership trap.
  - Facilitate the designing and the implementation.
  - Today's innovators become tomorrow's resistors.
  - Community of Practice vs. Random Acts of Excellence
  - People need to present in the middle of conversions, not at the end.
  - Teacher and coach should align the problem of practice and theory of action. If they are misaligned, go with the teacher's view.
  - Established agreements around coaching conversations:
    - State views and ask genuine questions
    - Share all relevant information
    - Use specific examples and agree on what important words mean
    - Explain reasoning and intent
    - Focus on interest, not positions

- - - Test assumptions and inferences
      - Jointly design next steps
      - Discuss undiscussable issues
  - Coaching strategies:
    - Sustaining: What is doable for me daily?
      - Not intensity, but consistency.
      - What could I do routinely at the beginning, middle, end of my class
      - We never rise to our goals. We fall to our systems.
    - Stacking: Link a new habit to an existing habit
      - Before I do…
      - Right after… and before I…
      - After I do…
    - Sticky: A cue for the habit
      - Is it easy?
      - Is it obvious?
      - Is it attractive?
      - Is it satisfying?
    - Sprint together:
      - Target group: Pick one group of teachers, parents, students, classified staff
      - Attainable within 1-6 weeks
      - Measurable within 1-6 weeks
      - Focused on small shifts of practice
    - Checklist for coaching:
      - Process check
      - Progress check
      - Instructional model check
      - Inquiry check
  - All professional learning should start between doing and knowing. Collect some evidence first.
  - Coaching for Impact: Habits for High Impact Coaching
  - It's advantageous to keep tension rather than to relieve it. If you relieve tension, you step out of the action.

Coaching Habits:

- Habit 1 - Co-construct a vision for high impact: Co-construct future goals and habits will likely make a demonstrable impact on student learning and motivate teacher learning.
- Habit 2 - Stay small. Stay focused: Focus on sticking with, shifting from, and scaling up practices that stack in precious habits and that align to a few key outcomes.
- Habit 3 - Practice consistency vs. intensity: Continuously engage with coachees on their progress.
- Habit 4 - Establish boundaries: Adhere to agreements, protocols, and roles to promote dialogue.
- Habit 5 - Lean into criteria, not solutions: Focus less on the exact position and rather develop shared commitment to interests. Allow for professionals to make calculated decisions on deliberate practices and deviations.
- Habit 6 - Create a culture of mediocrity: Reduce the threshold of implementation and inspection by using small, do-able habits and praise the progress before precision.
- Habit 7 - Align coaching behavior to expected teacher practices: Model deep and transfer learning as you are working with staff, students, and stakeholders.

- Habit 8 - Go slow to go fast in your approach to change: Provide yourself and others (including coachees) the necessary time it takes to trial, adopt, deepen, and differentiate practices. Motion travels first. Learning is clunky, and high-impact practices are counterintuitive.
- Habit 9 - Use inquiry to drive learning: Your two most powerful strategies are listening and questioning. Use them in every engagement with your coachees to develop commitment to improving practice.
- Habit 10 - Differentiate support to improve practice: Engage in in-situ coaching that integrates modeling, mastery experiences, and meaningful conversations.
- Habit 11 - Routinely switch between knowing and doing: Use strategies to reduce the threshold between knowing and doing.
- Habit 12 - Nudge for novelty: Use prompting to deviate from practices or explore deep and transfer increases the probability of innovation.

JANUARY 5, 2023 (Zoom link)
- "You do not rise to the level of your goals. You fall to the level of your system." -- James Clear
- "Goals are good for planning your progress and systems are good for actually making progress." -- James Clear
    - Don't get caught up in goal setting.
    - What are you doing today?
- Knowing and Doing (separate, but relate to one another)
    - Motion/Knowing things into action.
    - Action into meeting learning goals and learning next thing/Motion
    - We lead in the middle
        - "What evidence do you see that is making an impact now?"
        - What are the next steps?
        - How much time do we spend on motion habits vs. action habits?
            - Motion is important: Design, strategizing, learning new things
            - Action: Let's see if it works. Example: Learning Sprints
- Hattie's Visible Learning (meta-analyses)
    - Zone of Desired Effects: .40 - One year's growth in one year's time, or more
        - Do students know where they are going?
        - Do students know where they are?
        - Do students know what's next?
        - Skills:
            - Student assessment capability 1.33
            - Seeking help from peers .83
            - Classroom discussion .82
            - Teacher clarity .75
            - Feedback .70
            - Collaborative Learning .40
    - Coaches need to be tight on criteria and loose on the strategy.
    - The right ACTION habits come from the right questions:
        - Lead with inquiry:
            - Clarity: I know I'm doing great things in my classroom, but are students with me?
            - Feedback: When it comes to feedback, am I working harder than my students?
            - Rigor: Are our kids engaging in academic rigor
            - Assessment Capable Learners: Are students able to demonstrate their learning?
            - Collective Teacher Efficacy: How do we ensure our students are gaining +1 in their learning?

- [Building the expert teacher prototype: A metasummary of teacher expertise studies in primary and secondary education](#)
  - "We do" stage
  - Show me your best teachers/where success lives - I want to learn from them
  - [Experienced vs. Expert Teachers](#)
- Building Leadership Capacity
  - Transformational Leadership
  - Instructional Leadership - Efficacy
    - Promoting and participating in teacher learning and development .84
    - Are we converting (Knowing-Doing | Action-Motion
      - Start with evidence (data)
- [The Checklist Manifesto](#) (Atul Gawande)
  - Develop your systems (Leader Checklist for System Development)
    - Clarity: How do we maintain our focus on core work of learning in the organization?
    - Coherence: How do we ensure common criteria and support more creative solutions?
      - Progress-based culture is better than a proficiency-based culture
      - Change a culture by changing the task.
    - Capacity Building:
      - How do we advance the learning of the entire staff?
      - How do we ensure all staff gain +1?
        - Coaching is about growth
        - No level of proficiency can be met without growth
        - Are we getting better at getting better?
      - How do we ensure we are supporting our expert teachers?
  - Build efficacy
    - Converting Doing to Knowing
    - Never give people solutions to problems they don't have.
      - Collect evidence before you start.
      - Start with what teachers find important to them.
      - Don't give strategies without knowing what teachers need first. = Diagnosis without examination.
    - "...engagement in professional learning and implementing new strategies alone made little difference. Change in teacher efficacy was a primary result -- rather than a cause -- of measurable increases in student learning." -- Thomas Guskey
      - Process check: What have we learned in the habits development/elimination process?
      - Progress check: What have we learned from our impact on student learning?
      - Instructional model check: What has changed in our model of teaching and learning from this inquiry?
      - Inquiry check: What questions were answered? What questions were generated?
    - Success isn't always quantifiable. Success is about what do did we learn?
      - Successful learning sprints aren't that all students made one year's growth in one year's time.
      - Success is about how I interpret the outcome of the sprint.
  - Lower the threshold
  - Create the right conditions
  - Engage in the right habits

- Deep Learning
  - Interactive: We do
    - Students must collaborate
    - Complete to Complex
  - Standards sit in deep learning
  - Expert Teachers spend most time their time here
    - Share their learning and experiences with others
    - Are teachers willing to consider engaging in transfer strategies
      - Don't treat transfer as an event.
    - Embracing Deviations - small changes in our practice that will enhance student learning
      - Example: Turn and Talk to 3 Intervals
        - Initial conversation
        - Use academic language
        - Use conjunction (because, but, so)
    - [3 Ways Experienced Teachers Can Get More Out of Professional Development](#)

FEBRUARY 23, 2023
- Leveraging Expertise
  - Experienced Teachers focus on surface level knowledge (75% surface vs. 25% deep)
  - Expert Teachers (75% deep vs. 25% surface) default into deep and go into surface and transfer as needed
    - Focus on "we do"
    - Evaluation and reflection
      - Students evaluating and reflecting on their own work
      - Students evaluating and reflecting on core content
      - Feedback is co-constructed
    - Seeking help from peers
    - Discussion (high-level, complex, strategic)
      - Co-construction of clarity
      - Socratic seminars
    - Complexity (not taxonomy)
      - Balance - equal importance
      - Surface learning is knowing basic level content knowledge
      - Deep is about comparing and contrasting content
        - This is where our standards sit
        - A lot of evaluation and reflection
        - A lot of discussion
        - A lot of peer feedback
        - Expert teachers default here
        - Requires a lot of exposure and frequency
      - Transfer is comparing and contrasting CONTEXTS not content
        - Take core content and apply it to different context
    - Gradual Release of Responsibility vs. SHARED Responsibility
      - Experts focus on Deep ("We do")
      - "We do" shouldn't be a pass-through to get to the "You do"
      - Clarity should be a "We do" - power is in the conversation with students - not the teacher "I do"
        - Clarity requires confusion and discussion, not just presentation

- Rigor is shared responsibility of thinking and learning
- Depth of Knowledge should be interactive
  - Where can we bring in evaluation and reflection?
- Effect Size Difference of Expert Teacher
  - Set challenging tasks
  - Deep representation
  - Sensitivity to Context
  - Test Hypothesis
  - Enhance surface and deep learning
  - Look less at what do I have to do as a teacher and you have to do as a student and more what do we need to do…
- Themes of newest meta study
  - Knowledge base - pedagogical content knowledge
    - Understanding by Design
    - Standards vs. What do I need to do tomorrow?
  - Cognitive Processes - high awareness of what is happening in the classroom
  - Beliefs - relationships/rapport as important
  - Personal Attributes - passion for teaching
  - Professionalism - reflects extensively
  - Pedagogic Practices - high degree of adaptive expertise (high level of flexibility)
- How do we help expert teachers get better? Leveraging Expertise
  - Embrace Deviations - opportunities to explore small shifts
    - What are some small changes in my practice that will enhance teacher learning?
    - The Adjacent Possible (Steven Johnson)
    - What can we learn from this?
    - Nudge the known
    - What do they think they want to try?
    - What can we learn from the subtle shifts that experts try?
    - Action Research
- Guided Autonomy
  - Learning to Instruction (not Instruction to Learning) - centered on where kids are
  - Learner to Teacher vs. Teacher to Learner
- Warm Coaching Prompts/Questions (The Coaching Habit)
  - 1: The Kickstart Question - "What's on your mind?"
  - 2: The AWE Question - "And what else?"
  - 3: The Focus Question - "What's the real challenge here for you?"
  - 4: The Foundation Question - "What do you want?"
  - 5: The Lazy Question - "How can I help?"
  - 6: The Strategic Question - "If you say yes to this, what are you saying no to?"
  - 7: The Learning Question - "What was most useful to you?"
- Cool Coaching Prompts/Questions
  - 1: Observable Impact Question - "What has been your observable impact on yourself and others through your action? How do you know?"
  - 2: The Alignment Question - "How have you kept tabs on your perceived and actual behaviors? What the evidence you have to support your opinion."
  - 3: The Learning Question - "What was your takeaway from your impact? What do you need to do/stop doing/shift? What do you need to learn?"
  - 4: The Next Step Question

- - - 5: The Threshold Question - "How will you move forward in a doable way?"
      - 6: The Human Question - humility and confidence
      - 7: The Support Question
    - Key to staying in the middle is lots of wait time
    - Learning Mental Models - How do we capture what they think, evaluate, and adapt in the moment?
      - When you do this, please let me observe and provide feedback.
      - Experts adapt really well and really quickly
      - Not to evaluate, but to learn - "I'm coming in to learn from you."
    - Action Research
    - Learning Sprints
    - Skunk Works Group
      - How do we showcase what we're learning to share with others?
      - Celebrate innovation through small, do-able, incremental steps
      - Chalk Talk, Gallery Walk, World Café, Open Space Technology (OST) protocols
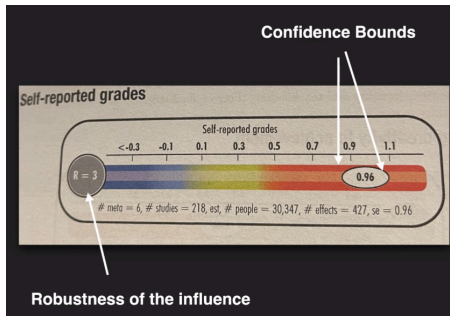
May 18, 2023:

Hattie's Visible Learning Research - The Sequel

- Dylan Williams thinks about what makes the greatest impact on student learning. Got to this through meta-analysis.

- Hattie's biggest criticism in his research (robustness/stability in the effect size).
- Hattie now has created confidence bounds and robustness.
  - Robustness levels
    - Level 5 has the most stability in the influence
    - Levels 1 and 2 have least stability - high level of variance
  - Comparing/Contrasting - Relationships
  - Level of robustness of classroom discussion is a level 1. The reason is because teachers are not doing it so it is not as visible to study.
- Students have to actually **use** the success criteria. Just having it doesn't make a change. I don't think it's saying co-construct. How can they see where they are and where they are going with the success criteria? We have to put students into action.
- We need students to engage with the rubric so they can see what they did well, where they were off, and what they still need to work on.
- Teachers need to know when to do the surface, deep, and transfer for this complex influence. Teacher needs to scaffold and be flexible to jump levels based on student need.

Self-reported grades

Confidence Bounds

Self-reported grades
<-0.3 -0.1 0.1 0.3 0.5 0.7 0.9 1.1
R = 3 — 0.96

meta = 6, # studies = 218, est, # people = 30,347, # effects = 427, se = 0.96

Robustness of the influence

	# of metas	# of studies	# of students	# of effects	# of fail safe
1	1	1-50	0	1-72	0
2	2	51-118	1-6,639	73-176	1-193
3	3-4	119-239	6,640-23,979	177-464	194-972
4	5-9	240-531	23,980-166,799	465-1,260	973-4,063
5	10	532	166,800	1,261	4,064

Influence	2009	2023	Robustness
Student assessment	1.33	0.96	3
Seeking help from peers	0.83	0.47	4
Classroom Discussion	0.82	0.82	1
Scaffolding	0.82	0.52	4
Teacher Clarity	0.75	0.84	3
Feedback	0.70	0.51*	4
Collaborative Learning	0.40	0.45	4
Class size	0.21	0.17	4
Discovery Based Learning	0.21	0.27	2
Co-team teaching	0.19	0.21	3
Within class grouping	0.18	0.16	3
One on one laptops	0.16	0.16	1

Facts need to proceed skill.
- One of the challenges is identifying which is procedure vs. learning the concepts?
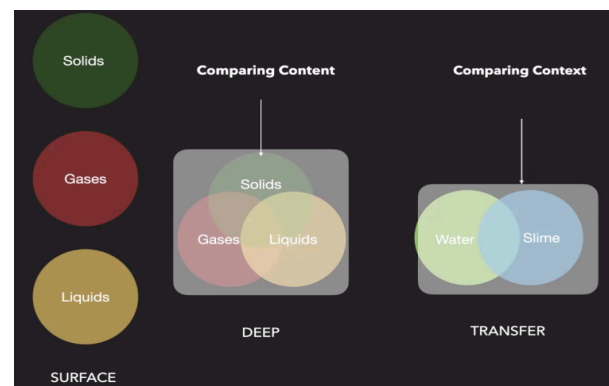- Can they see the difference between the two?

Influence	Surfac	Deep	Transfer	Anchor	Robustness
Success Criteria (ES .64)			X		2
Outlining (ES .63)	X				5
Similarities and Differences across contexts (ES 1.32)		X			N/A
Seeking help from peers (ES .68)		X			1
Planning and Predicting (ES .76)			X		1
Classroom Discussion (ES .82)		X			1
Mnemonics (ES .65)	X				3
Seeing patterns in new situations (ES 1.14)		X			N/A
Setting challenging goals (ES .60)			X		4
Strategies to integrate prior knowledge (e.g. KWL) (ES .93)	X				1
Evaluation and reflection (ES .75)		X			1
Solving problems in new situations (ES .80)		X			N/A

	DECLARATIVE	PROCEDURAL
Defined as….	Concept or idea	Process, skill, procedure
Questions	Think- who? What? When? Where?	Think - how?
Type	Facts, thesis, themes, principles	Rules, tactics, procedures
Example	Photosynthesis / Colonialism	Scientific method / Writing process
Example Learning intentions	Students will understand the events that led to the *Civil War*	Student will be able to determine breathing rate and heart rate

- With the new research → "The story has not changed." Some effect sizes have changed, but impactful strategies remain impactful.
- "The old adage goes, he who does the talking, does the learning. Not true. Those who do the high quality talking do the learning."
- How do you co-create clarity with success criteria.
- "I used to think this…Now I think this."

Classroom Discussion

- 60% of classes = 0% of classroom discussion
- 15% of classes= 2 minutes or less per day
- 25% of classes= less than 15-30 seconds per day

Solids
Gases
Liquids

SURFACE

Comparing Content
Solids
Gases Liquids

DEEP

Comparing Context
Water Slime

TRANSFER

- When to use surface strategies. When to use deep. When to use transfer.
- Facts precede skill. Impossible to transfer if you lack the foundational knowledge.
- Importance of declarative knowledge beyond just procedural

May 30, 2023

- Learning is a process, not a hierarchy
- Surface, deep, and transfer are fluid - all three are equally important
- Balance - like a menu at a restaurant
- Impact on proficiency scales (4 - Transfer)
- Proactively develop metacognition with staff when providing PD
- Surface = knowing
- Deep = linking, relating (central, enduring understanding) - Compare CONTENT
- Transfer = applying - Compare CONTEXT
- Deep learning is conversational, don't overcompensate with more surface
- Where can we build in small, do-able habits in deep and transfer
- Must move from conceptual to observable
- Learner Qualities
    - Acquiring
        - Proactively engaging in metacognition
        - Self-awareness and self-management
        - Social awareness and management
    - Consolidating
- Surface Learning
    - Build background knowledge
    - Check for understanding
    - Consolidate understanding
    - Are students active while teachers are presenting?
- Deep Learning
    - Developing conceptual understanding
    - Apply conceptual understanding
    - Consolidate Learning
    - You can't teach deep learning; students have to communicate (speaking, writing)
- Transfer Learning
    - Building contextual understanding
    - Solving complex problems
    - Consolidating learning
    - Breadth vs. depth
- Criteria
    - "Habits appear to make no difference until you cross a critical threshold." - James Clear

- - ■ 20-200 experiences for habits
    - ■ Requires attention and effort
    - ■ Feels clumsy and unnatural
    - ■ Temporary reduced performance (for teachers and students)
  - ○ Must be small and observable (What does that look like?)
    - ■ The only observable evidence of _____ is what students say, do, or produce.
    - ■ 4 square
      - ● Motion or Action?
      - ● Setting or Strategy?
      - ● High probability or low probability of impact on student learning?
      - ● Means of measurement?
      - ● 4th square: Leadership needs - open up at the end after the other 3 are complete
      - ● Separate from other meetings around planning (planning will eat improvement cycles for breakfast)
        - ○ A meetings = planning
        - ○ B meetings = sprints, improvement strategies

Students ? S1 S2 S3 S4	Educators ? E1 E2 E3 E4
Tasks ? T1 T2 T3 T4	Leadership Needs ? L1 L2 L3 L4