

Curriculum and Instruction Newsletter

Visible Learning

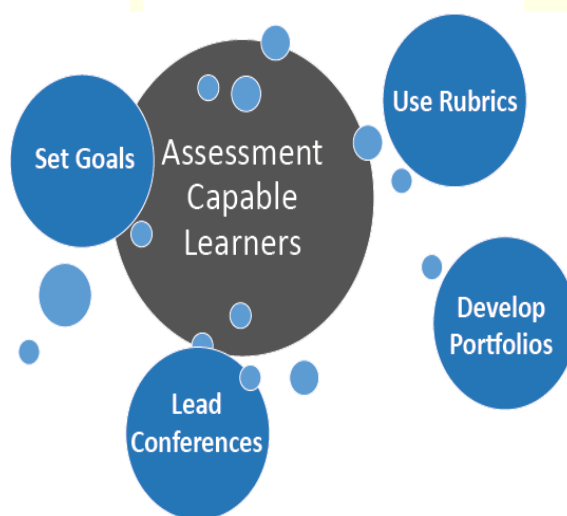
Visible Learning stems from a body of research conducted by John Hattie. Hattie is a professor of education at the University of Melbourne in Australia. The focus of Hattie's research centers on effect indicators which yield the highest impact for learning. Effective instruction rests with the teacher's ability to see learning through the eyes of their students. When learning is visible, students will be able to discuss what they are learning, identify areas of strength and weakness in their enduring understandings of content, and construct meaning regarding their learning. Hattie asserts that teacher feedback and student conferencing have the largest effect on student learning. For feedback to be relevant it should concentrate on:

- Clear connections to prior knowledge
- Student's ability level
- Comprehensible success criteria
- Areas for improvement

When learning is visible, students become assessment capable; in other words, students can communicate things they do well and things they need to work on in order to achieve success. Assessment capable learners are proficient at setting learning goals, develop portfolios to track progress, use rubrics to assess their work product, and lead meetings discussing their progress.

Achieve 3000 Open House

On November 9th, our middle school will host an open house for neighboring schools. Guests will have the opportunity to come and take a peek at the work our students and teachers are accomplishing in our middle school classes by building literacy skills through this leveled literacy program. Congratulations to our middle school team on integrating such a successful approach to reading.



ST Math Program

Our elementary school students and teachers have been working with a new program, ST Math. ST Math is a highly engaging interactive math program for our youngest learners. Students have occasions to explore and master important algebraic concepts so as to build a strong foundation in math skills.

**“Read. Write.
Think.
Every day.”**

Snapshot on Professional Development

Distinctive Educator’s Institute

Randi Roschnotti is continuing to work with our primary and intermediate teachers on building writing skills with our students through a series of grade level work sessions. Our teachers are doing a fantastic job of translating plans and frameworks into authentic writing pieces by our students. Students have the opportunity to take ownership of their writing pieces by selecting two pieces they feel will best represent them. Moreover, students have the opportunity to craft reflections surrounding their choices as well as developing future goals.

Instructional Toolbox:

What Makes You Say That?

This is a visible thinking routine which prompts students to share what they know and/or think in order to build explanations. This routine focuses on evidence-based reasoning. As a result, students are encouraged to understand and consider multiple perspectives.

We invite you to take a closer look at this thinking routine. Simply navigate to:

[http://www.visiblethinkingpz.org/
VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html#](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html#)

