

ANNALS OF MEDICINE JULY 29, 2013 ISSUE

SLOW IDEAS

Some innovations spread fast. How do you speed the ones that don't?



By Atul Gawande

July 22, 2013

NOTICE



EMPLOYEES MUST

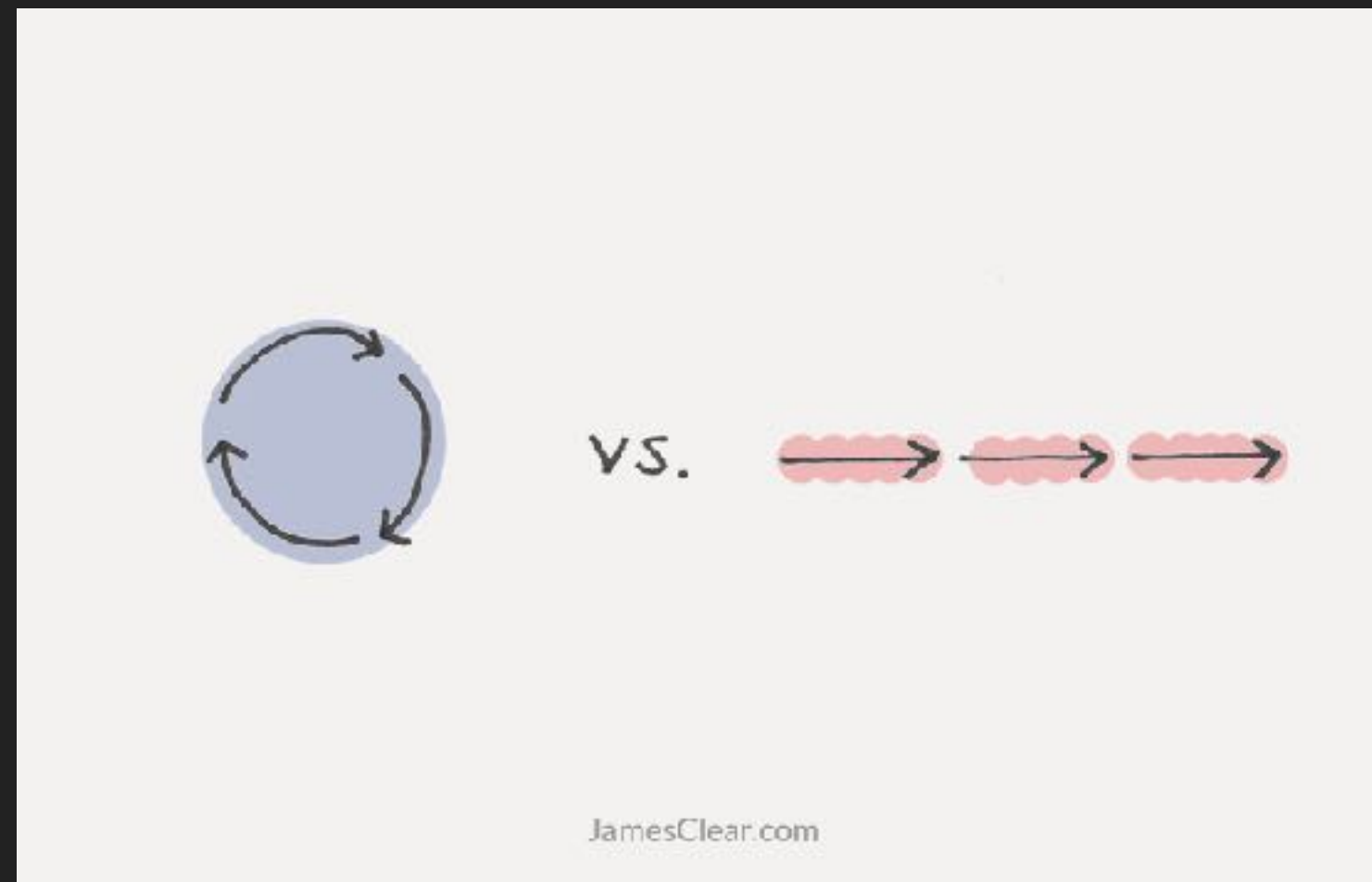
WASH HANDS

BEFORE RETURNING TO WORK



Final Word

	Steps	Time
Prepare	Read the motion versus action article by James Clear	5 minutes
Process	One person will read a quote from the article without any elaboration. Next, each person will comment on the quote. Lastly, the first person will elaborate on why they choose the quote. Repeat for each person.	16 minutes
Debrief	Everyone will debrief the overall takeaways from the article	5 minutes
		26 minutes



<https://jamesclear.com/taking-action>



Motion



Action

	4	3	2	1
Writing-Creativity and Originality: Writing is creative	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.
Writing-Organization: Has a beginning, a middle, and an end.	Writing has a beginning, middle, and an end. Writing flows from one sentence to another.	Writing has a beginning, middle, and end.	Writing has at least a beginning, middle, or end.	Writing does not have a beginning, middle, or end.
Writing-Word	Work used many	Work used many	Work had few adjectives and	Work did not have adjectives

Motion



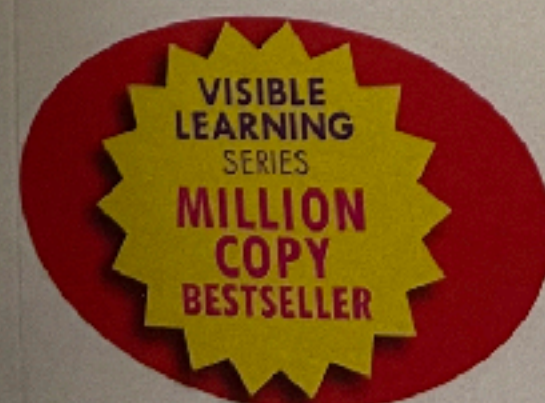
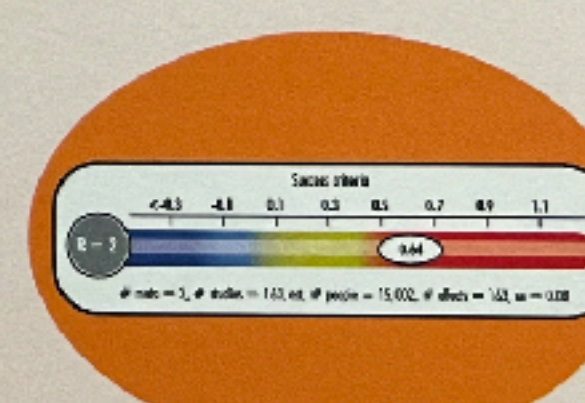
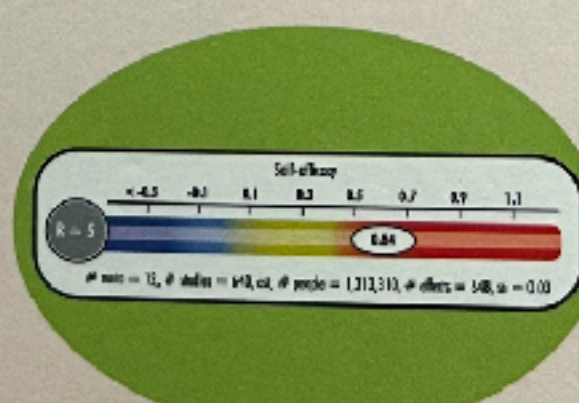
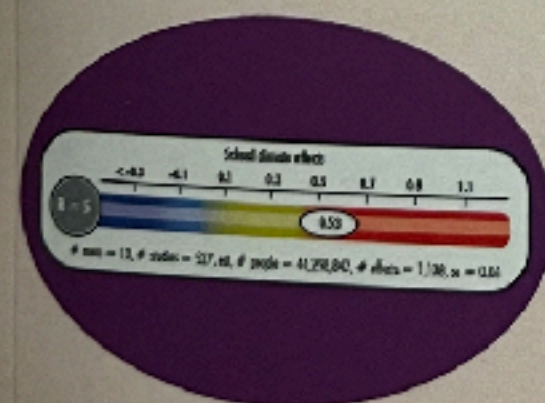
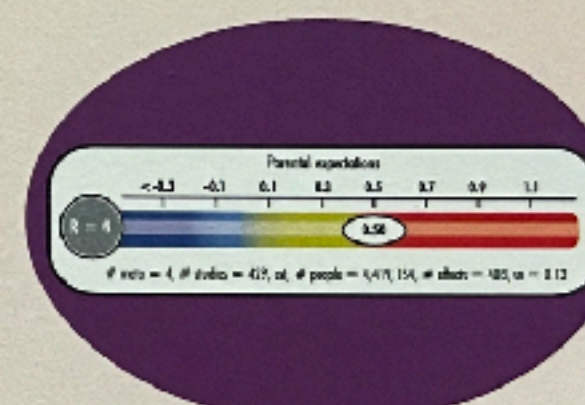
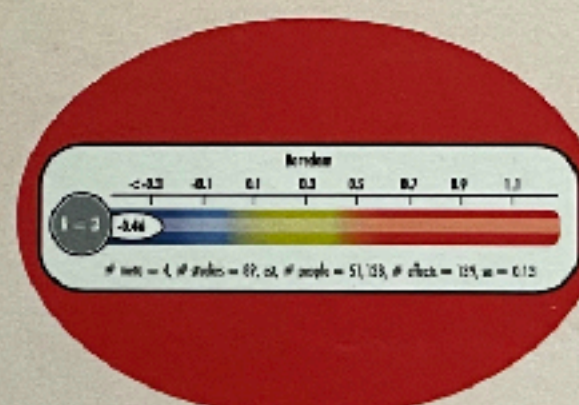
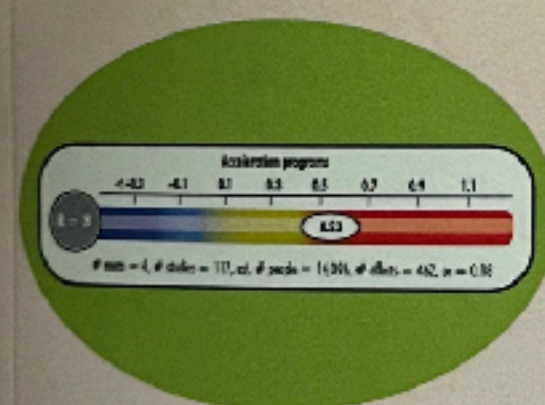
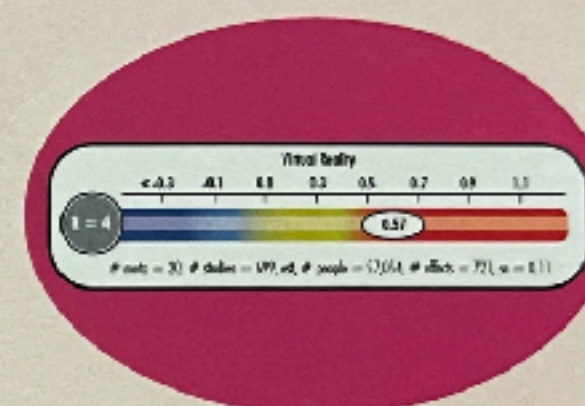
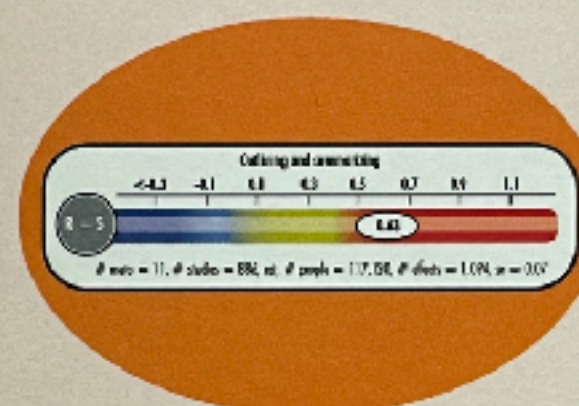
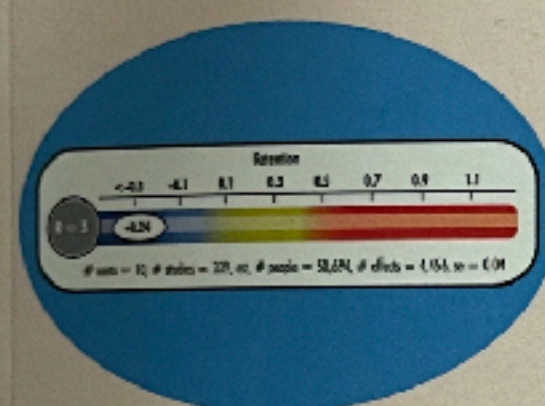
Action

Learning Session 4

What *actions* do you take as leaders to achieve those priorities?

VISIBLE LEARNING: The Sequel

A SYNTHESIS OF OVER
2,100 META-ANALYSES
RELATING TO ACHIEVEMENT



JOHN HATTIE



Influence		2023	
Student assessment capability		0.96	Action Habits
Seeking help from peers		0.47	
Classroom Discussion		0.82	
Scaffolding		0.52	
Teacher Clarity		0.84	
Feedback		0.51*	
Collaborative Learning		0.45	Motion Habits
Class size		0.17	
Discovery Based Learning		0.27	
Co-team teaching		0.21	
Within class grouping		0.16	
One on one laptops		0.16	

.40

Lecture -.26

**Discover-based
learning .27**

**Explicit Direct Instruction
.63**

**Problem Solving Teaching
.61**

I Do OR you do

We Do

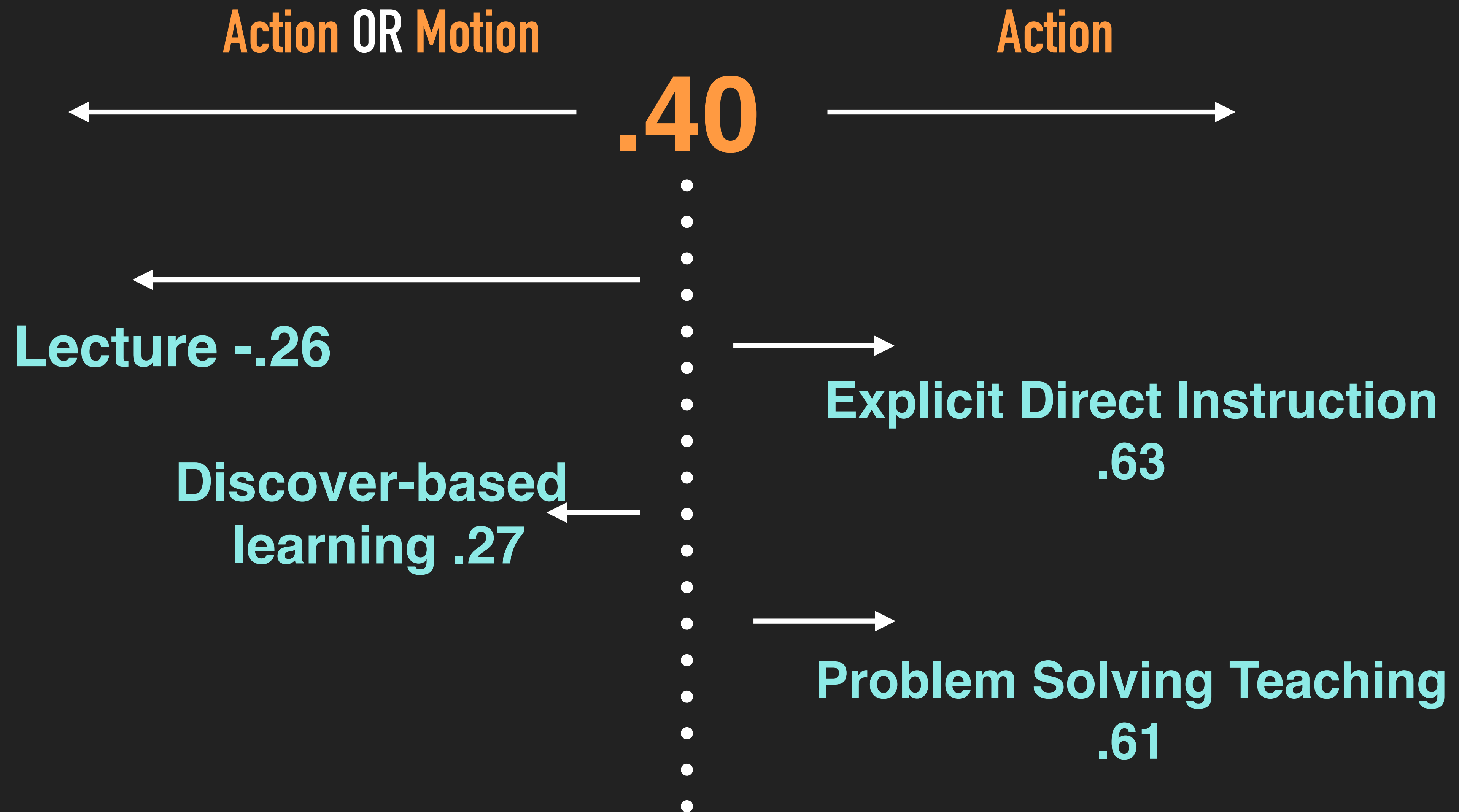
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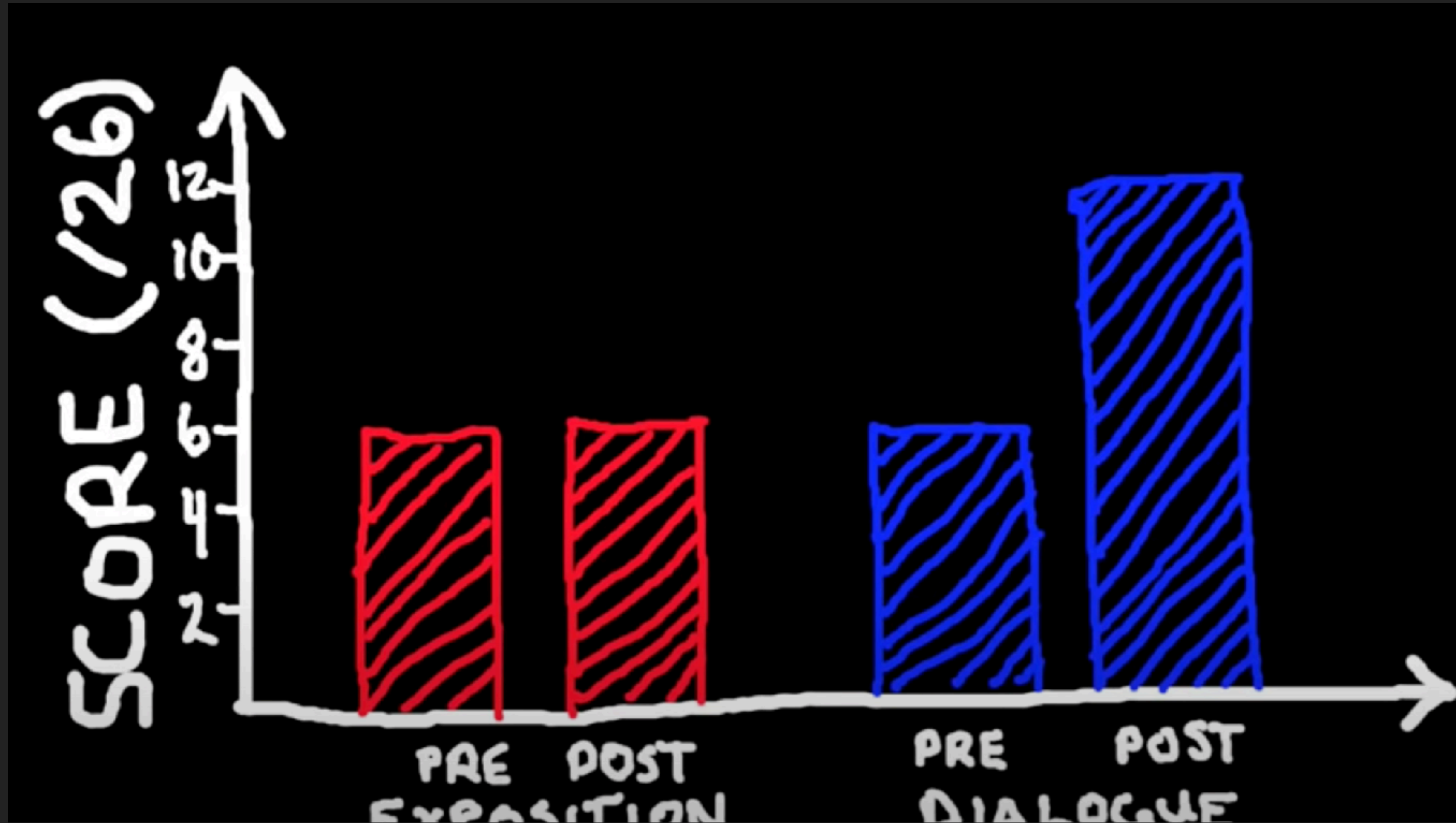
Lecture -.26

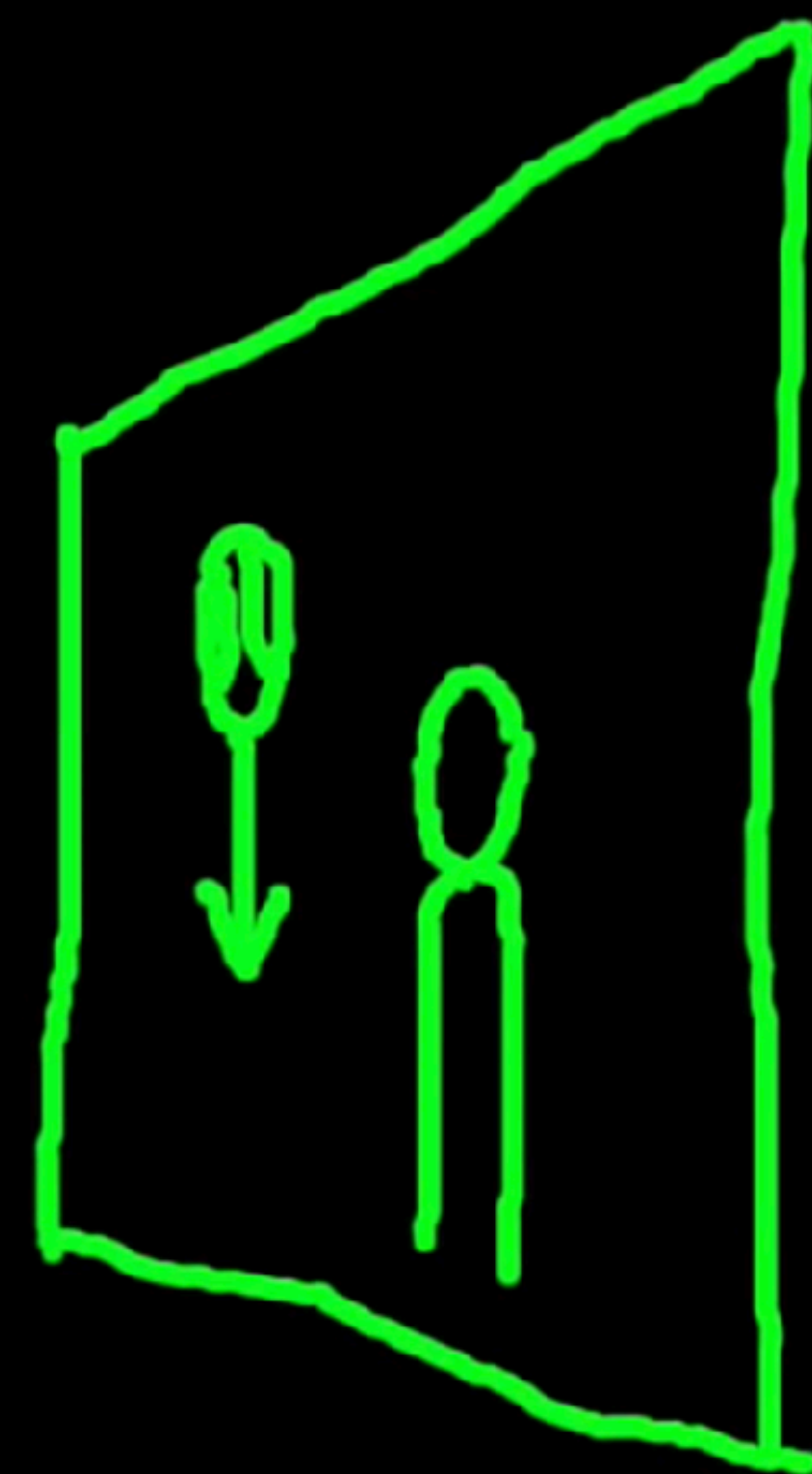
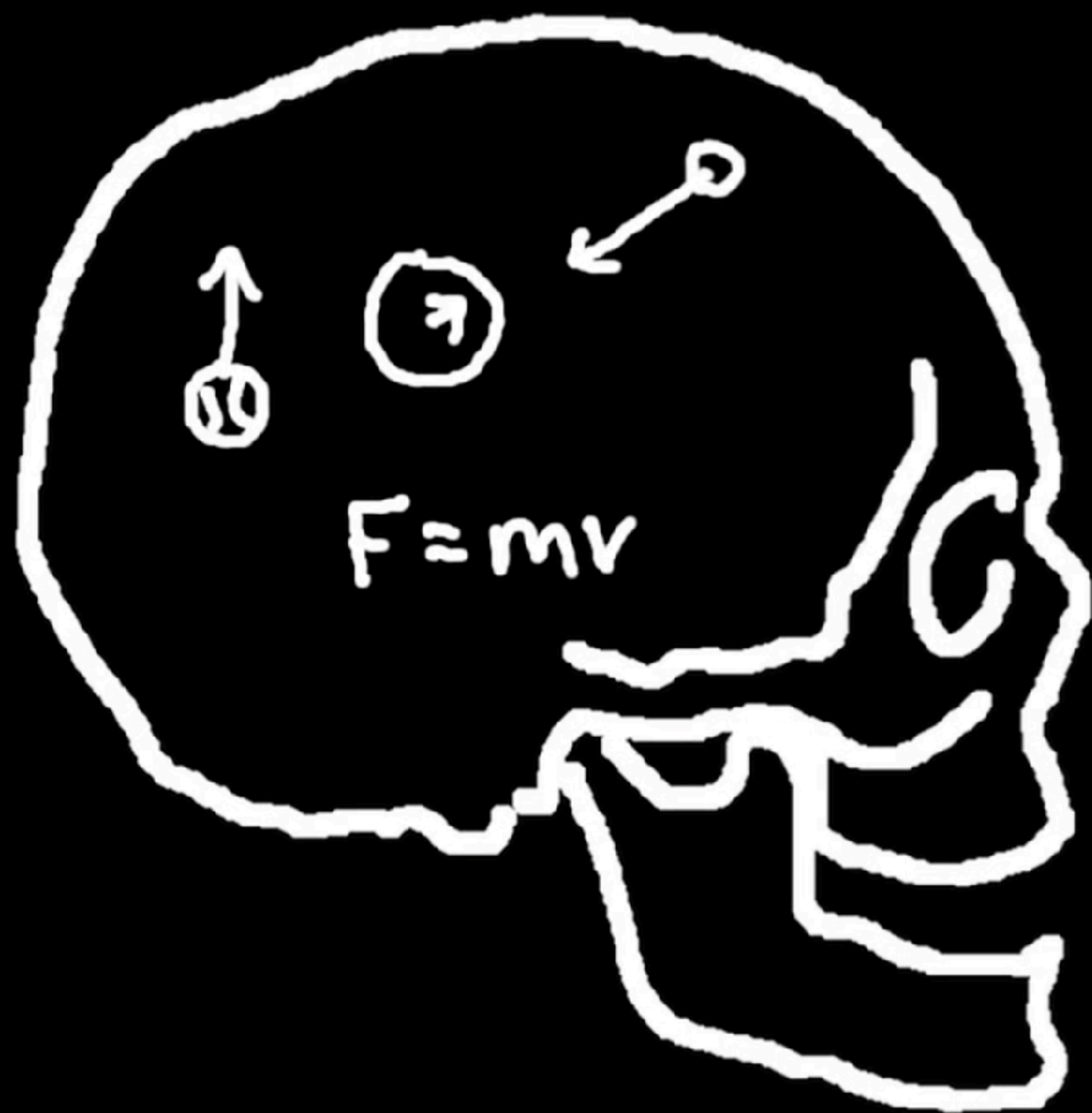
Discover-based
learning .27

Explicit Direct Instruction
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.61





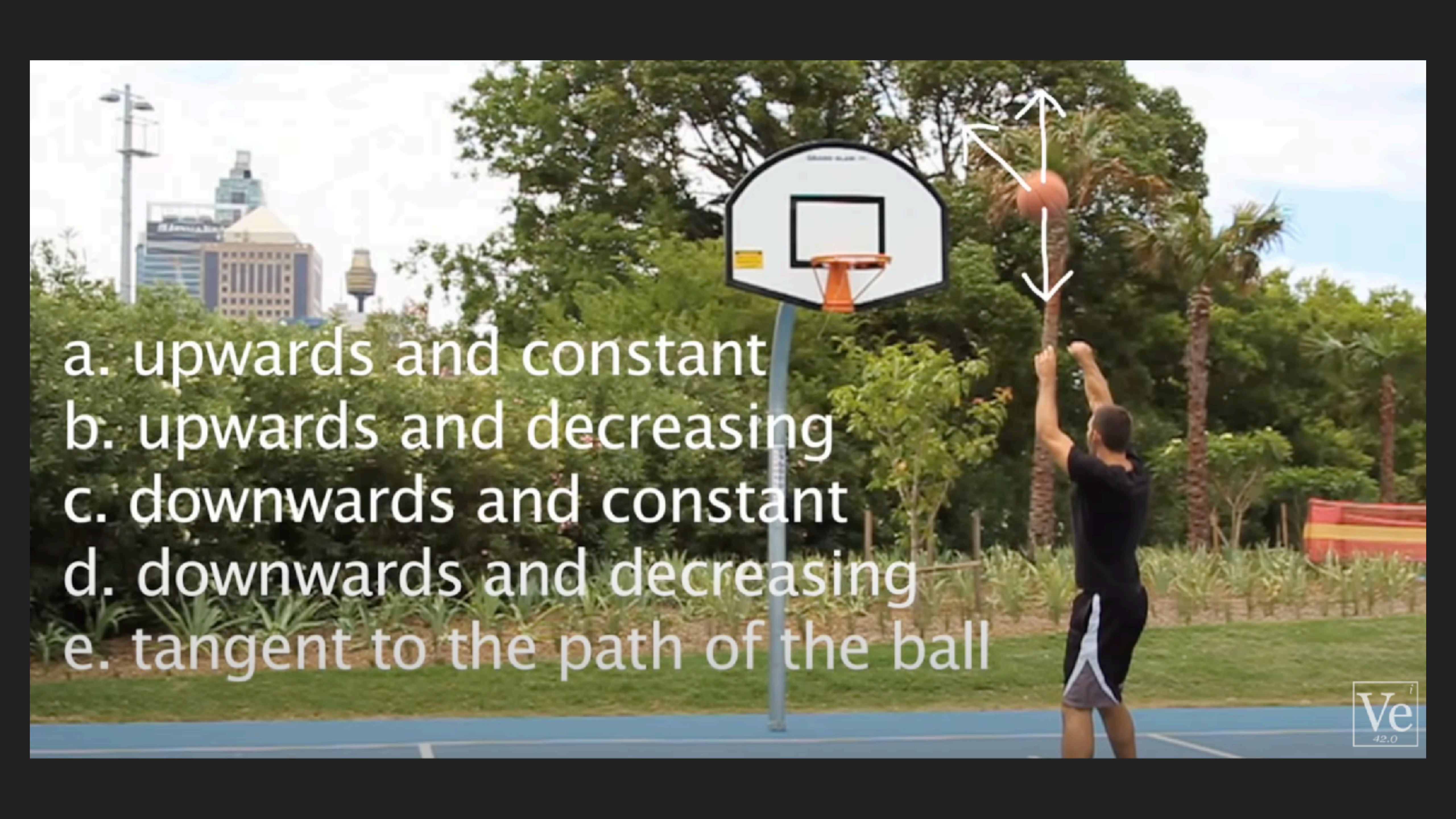


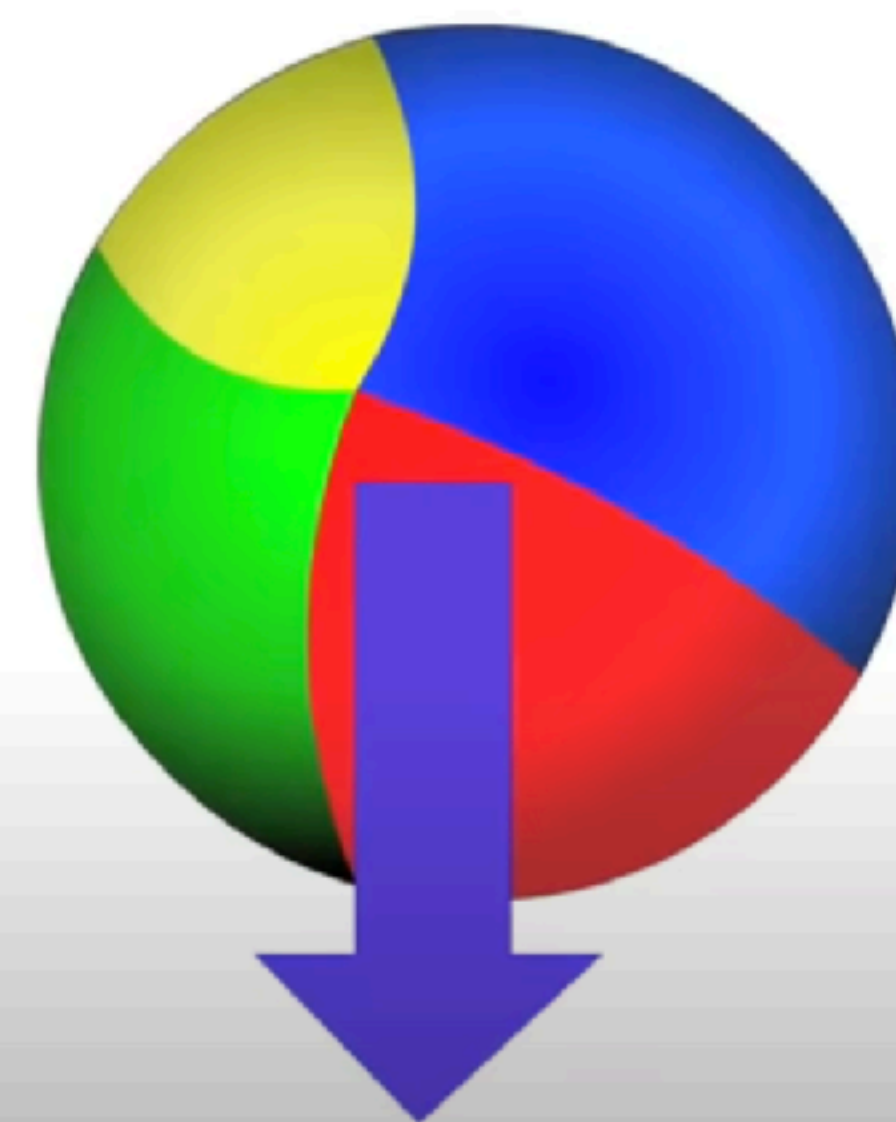
Oh, this again
the force is up

SCORE (126)



PRE

- 
- A man in a black shirt and shorts is shooting a basketball. The ball is in the air, and two white arrows are overlaid on it: one pointing straight up and another pointing diagonally up and to the left. The background shows a basketball court with a hoop, trees, and a city skyline in the distance.
- a. upwards and constant
 - b. upwards and decreasing
 - c. downwards and constant
 - d. downwards and decreasing
 - e. tangent to the path of the ball



clear

Concise

Easy to
understand



score (126)



PRE

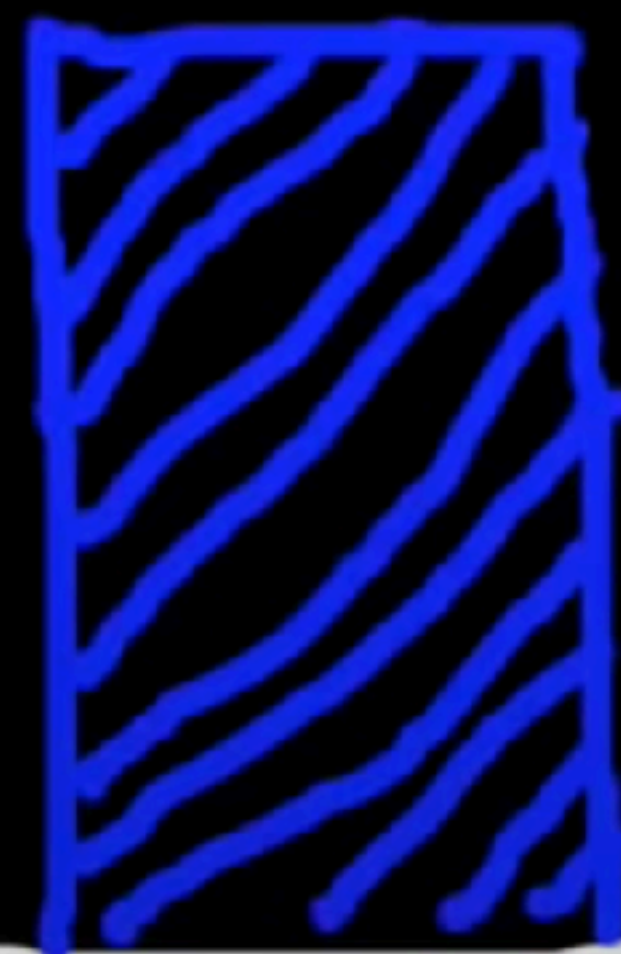
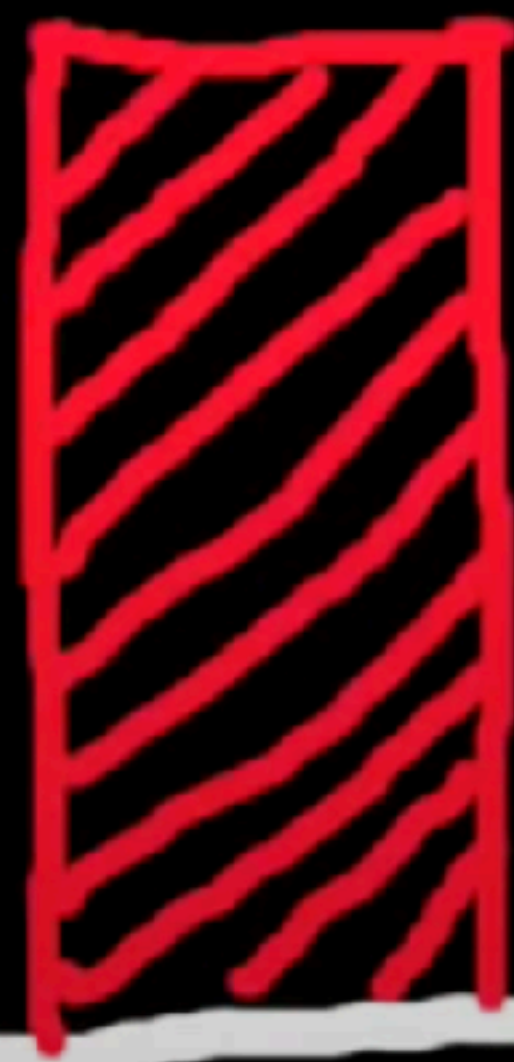
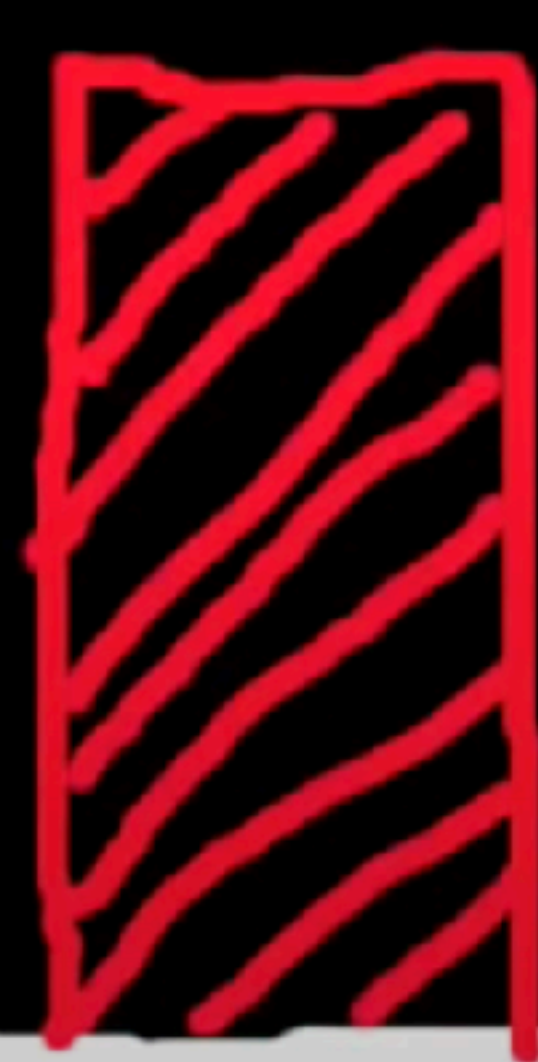
POST

SCORE (126)

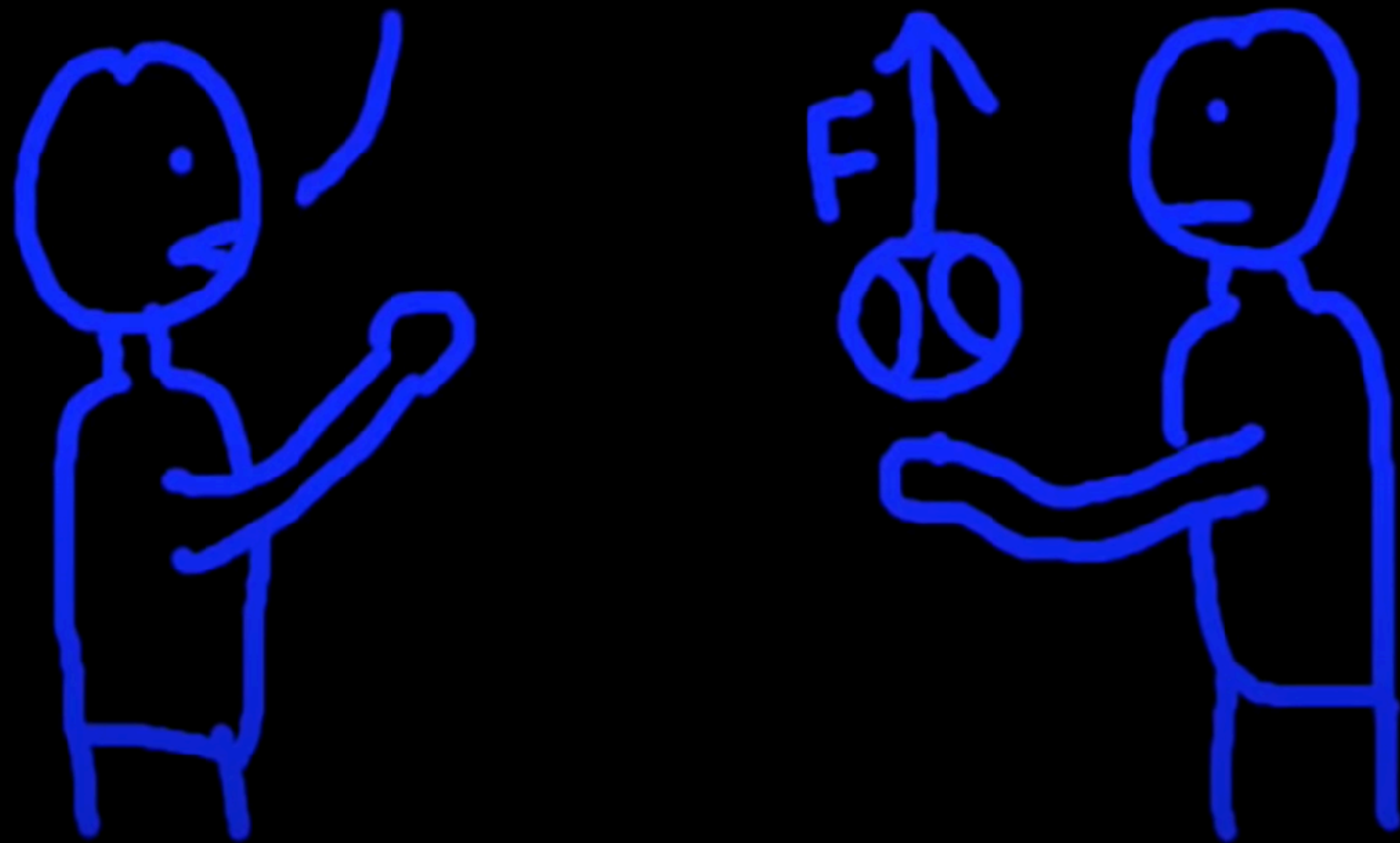
12
10
8
6
4
2

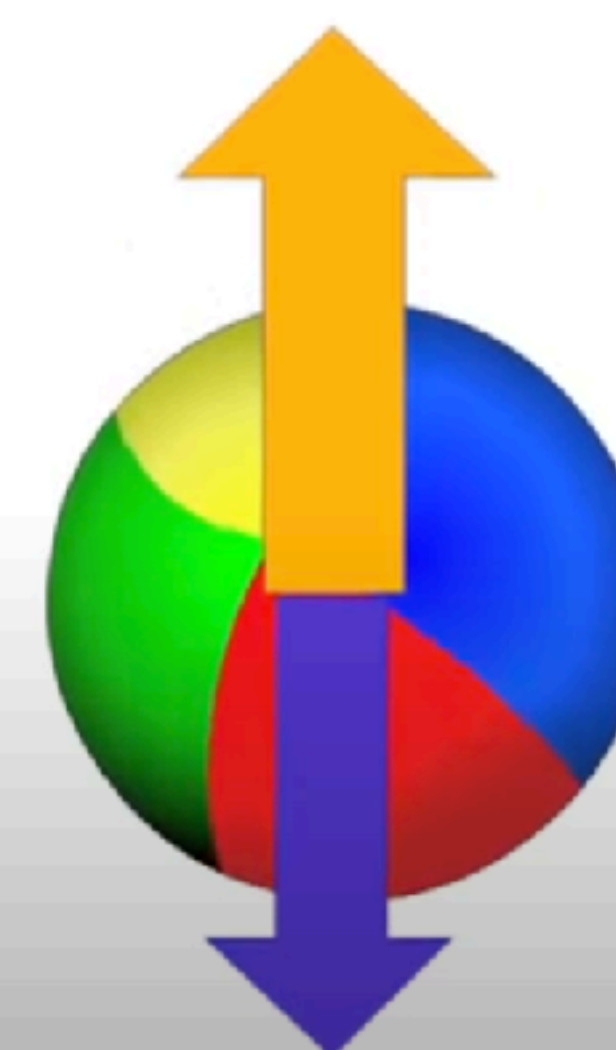
PRE POST
EXPOSITION

PRE POST
DIALOGUE

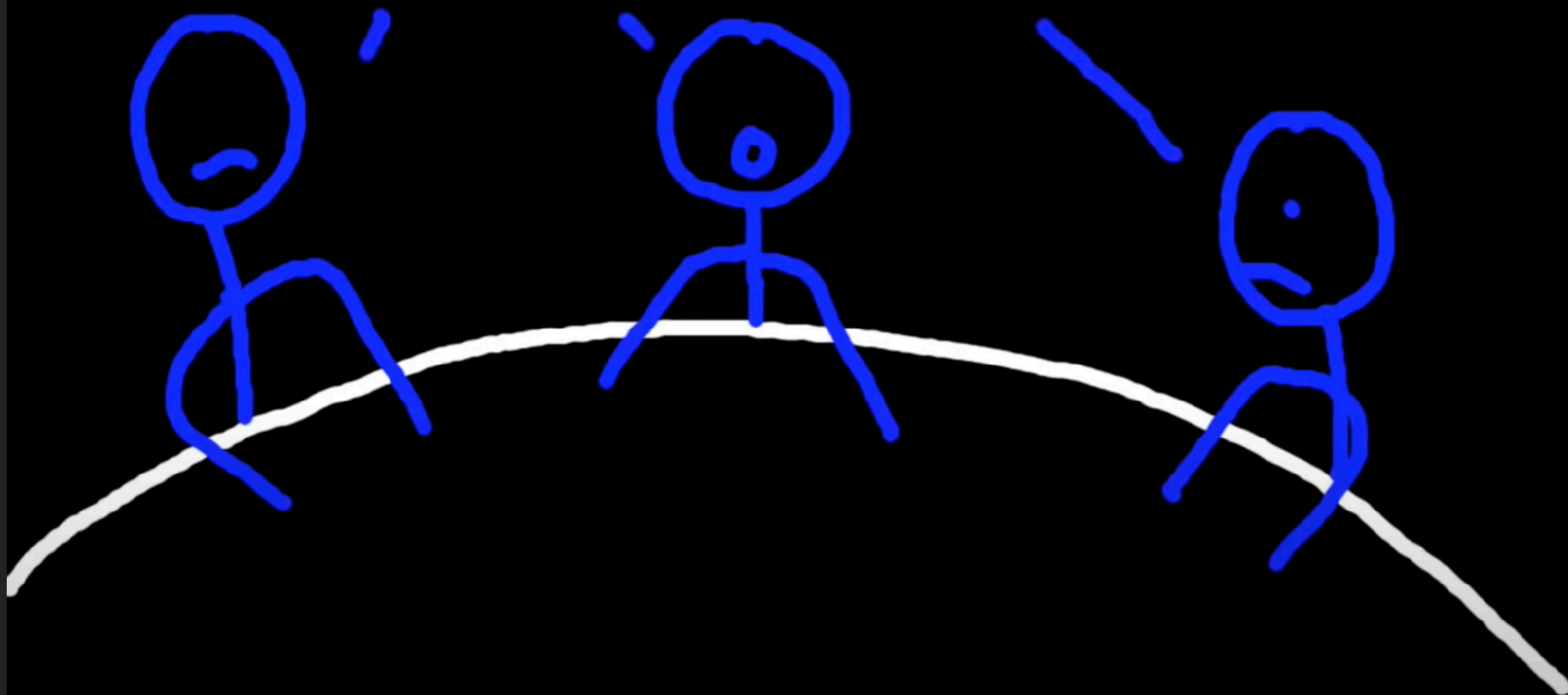


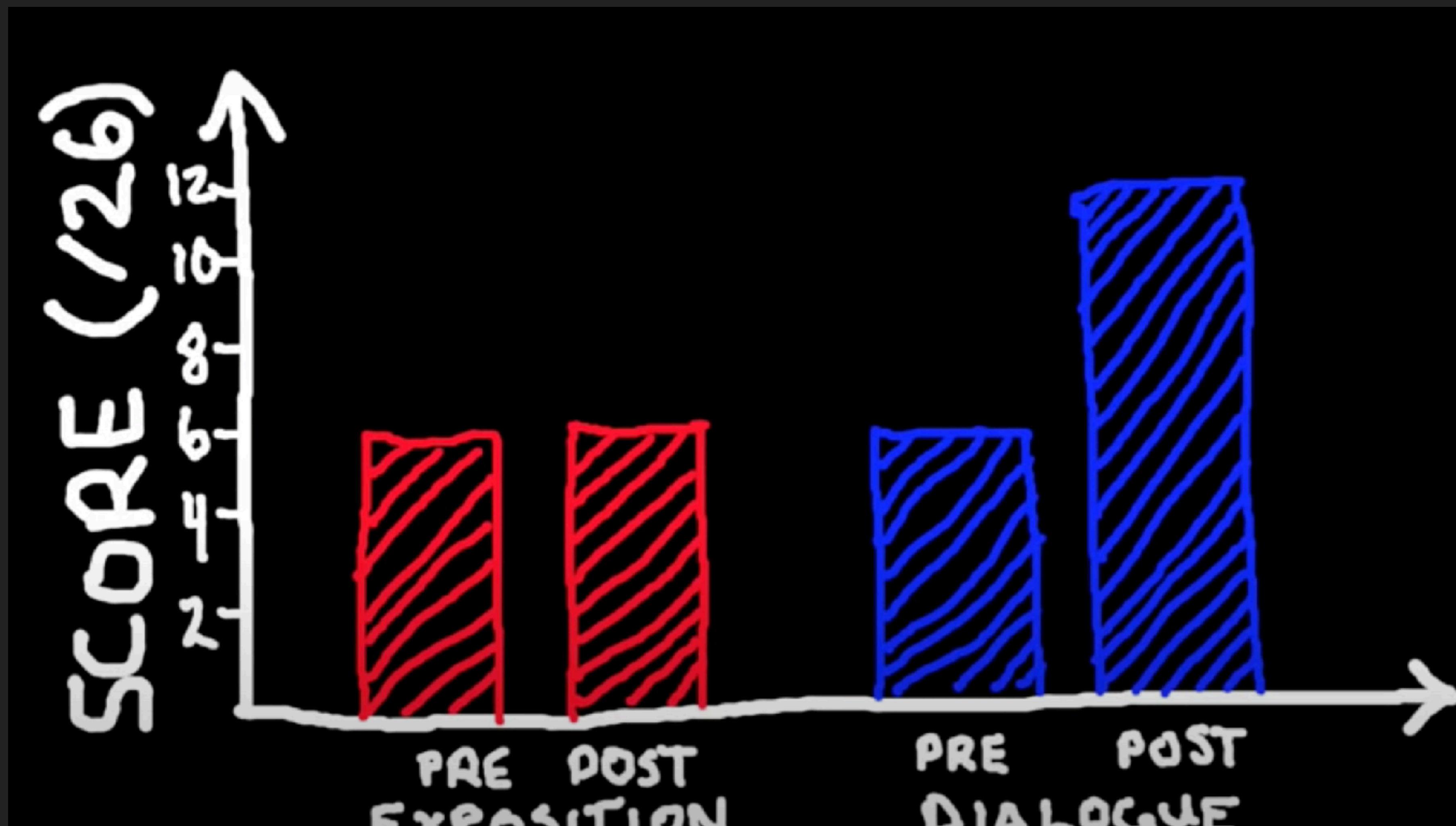
I think the force is up

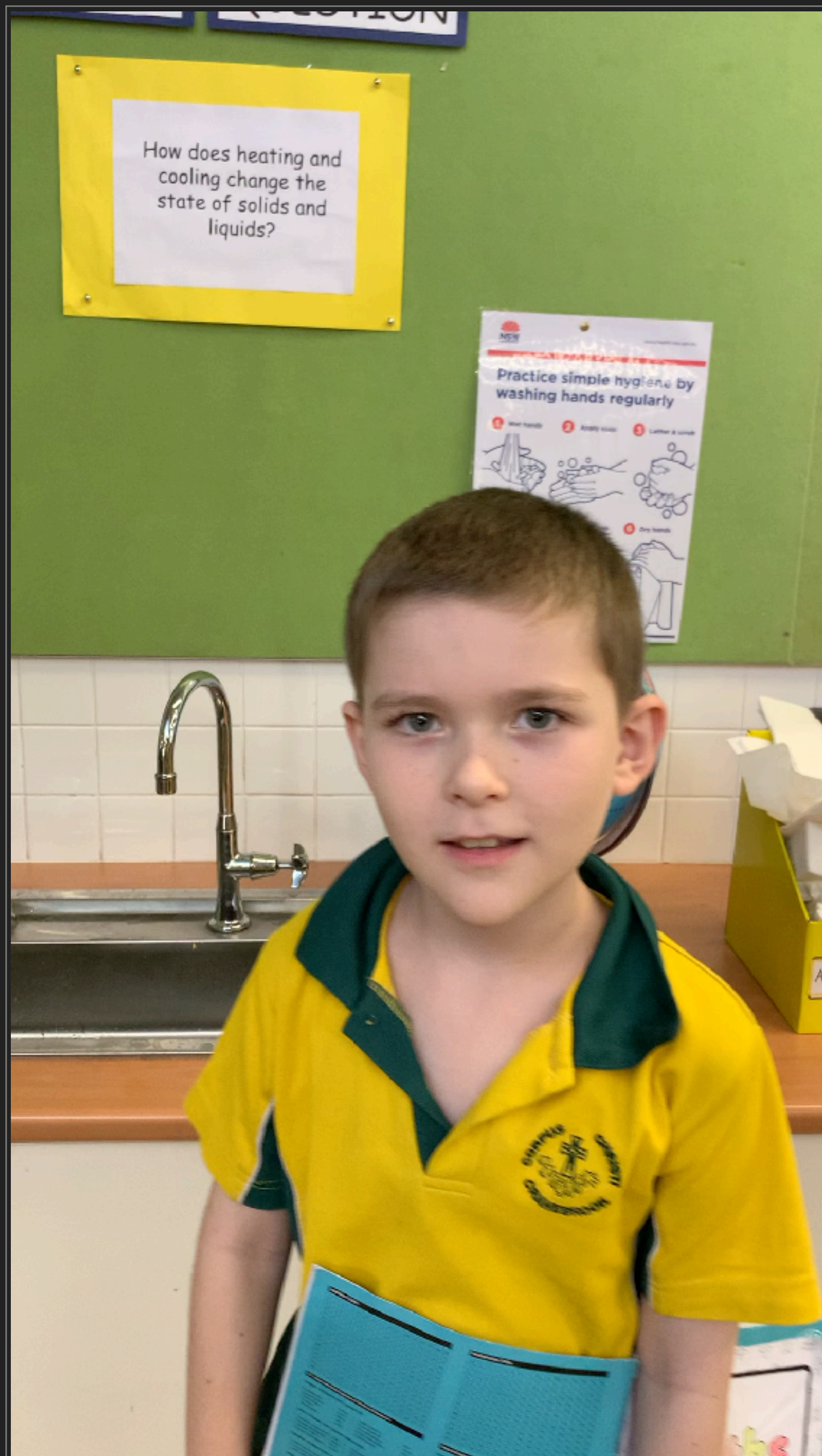




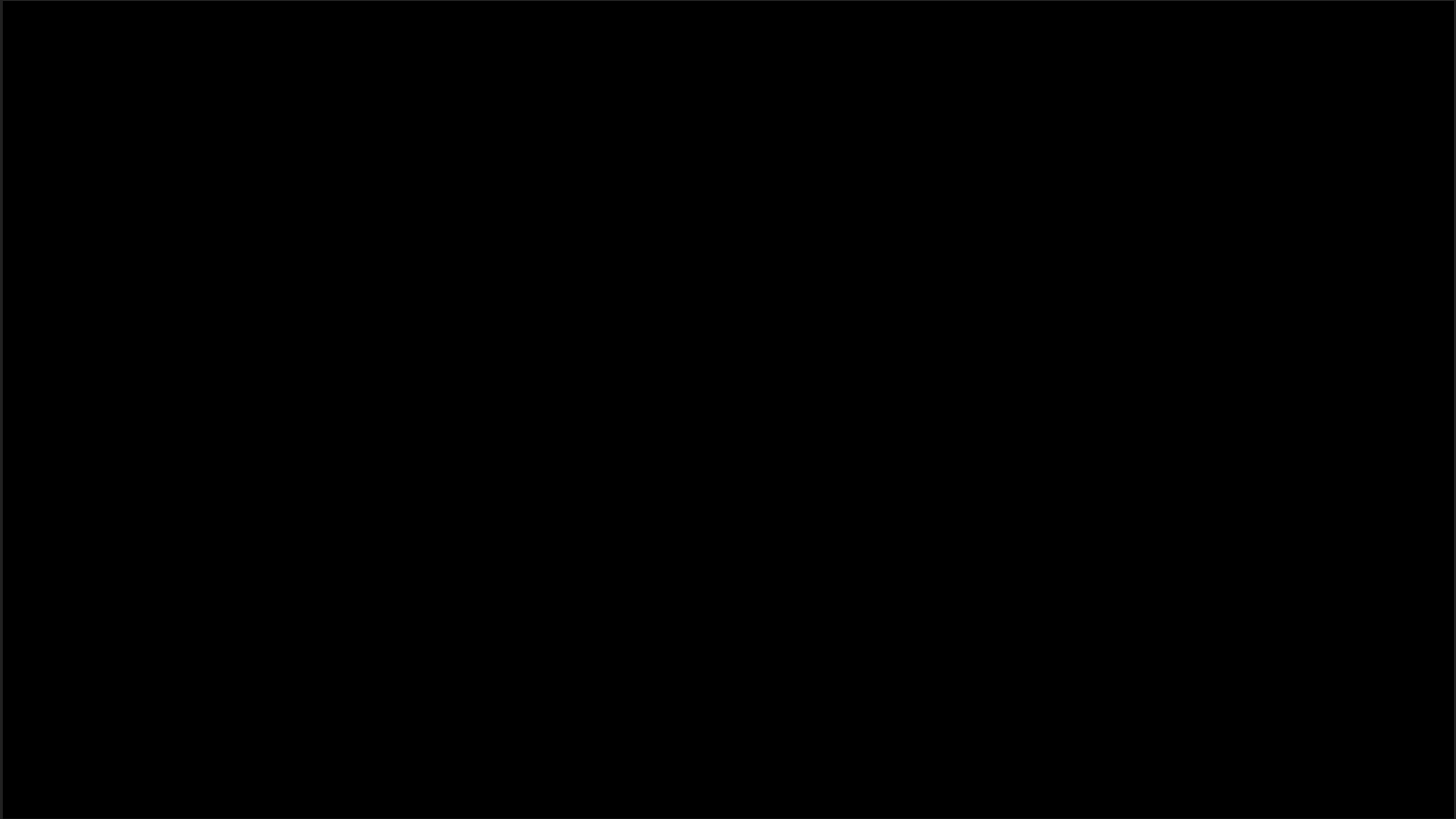
CONFUSING!

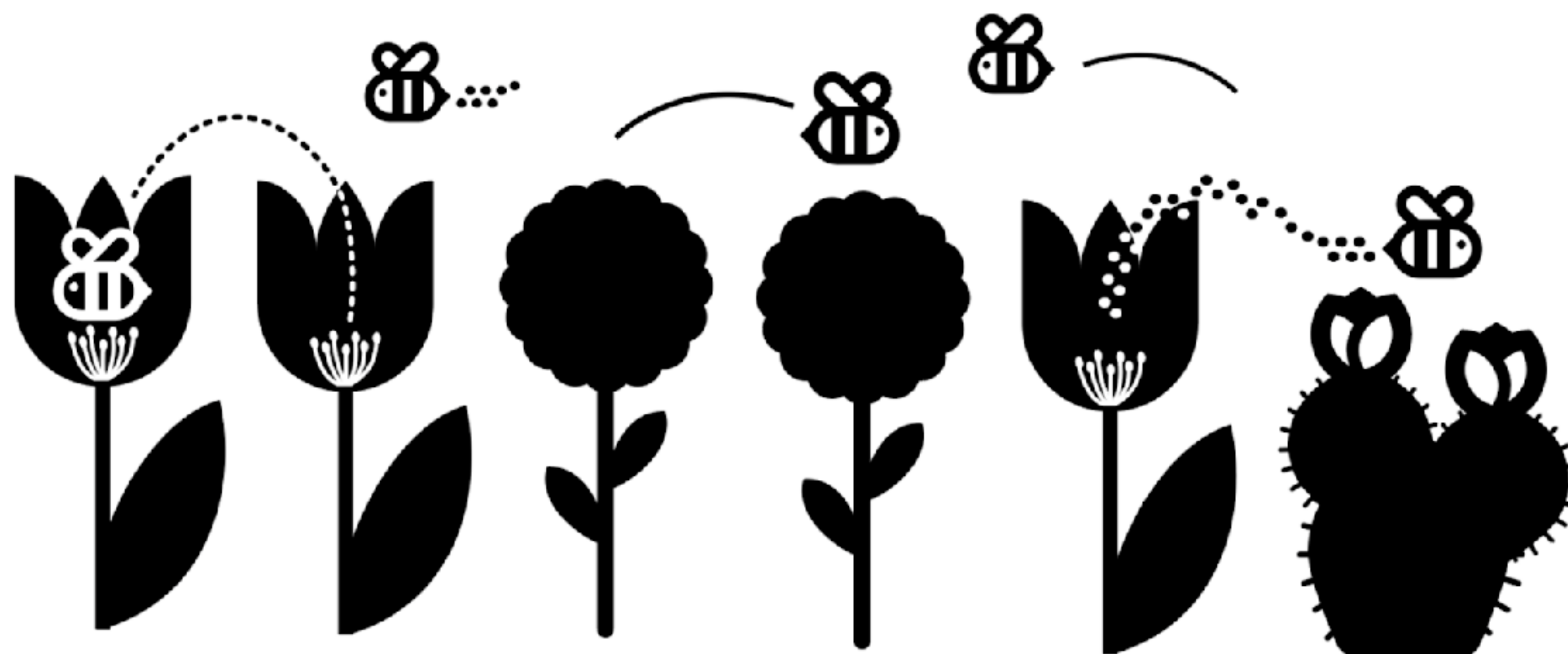




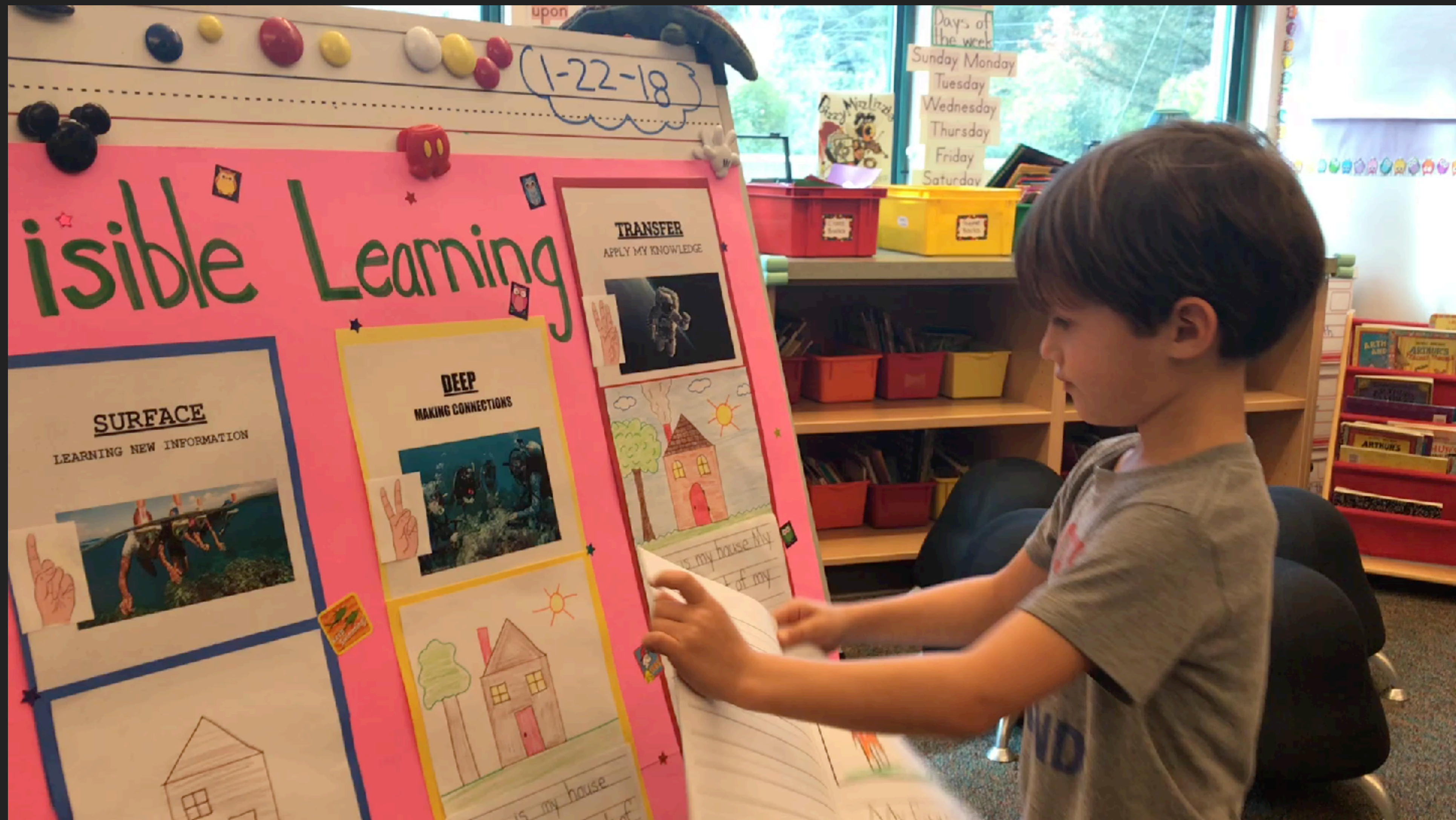


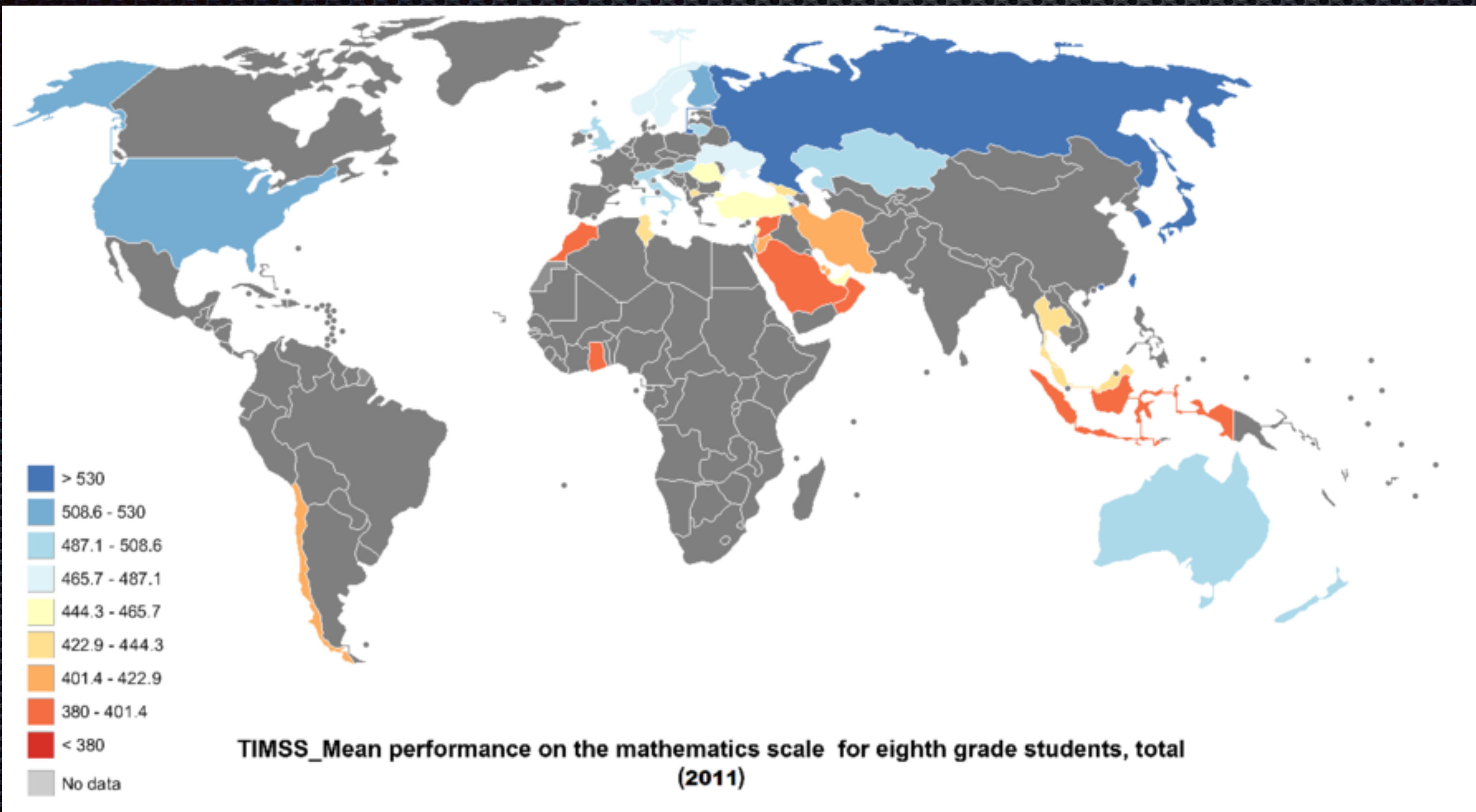






Surface - Deep - Transfer







“We've just looked at 17,000 transcripts of teachers teaching classes and we could not find any teaching of transfer”

- John Hattie



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Review

Building the expert teacher prototype: A metasummary of teacher expertise studies in primary and secondary education

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ARTICLE INFO

Keywords:

Teacher expertise

Expert teachers

Metasummary

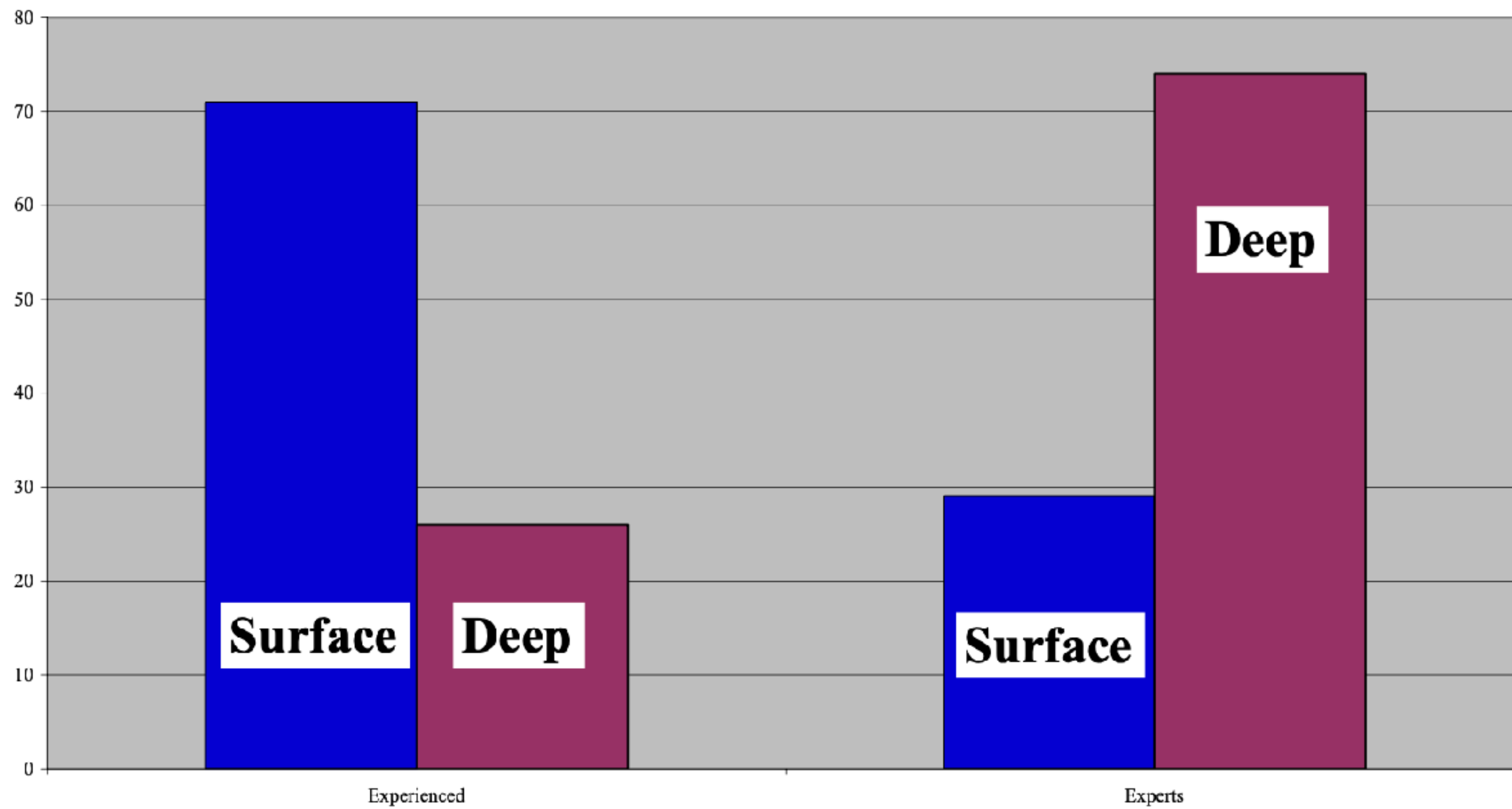
Systematic review

Teacher quality

ABSTRACT

While expert teachers remain a frequent focus of research in education, to date there have been very few attempts to conduct systematic reviews of this literature. This paper presents the findings of the first systematic metasummary of research on teacher expertise in K12 education (primary/elementary and secondary levels), based on analysis of 106 empirical studies from 16 countries involving 1124 teachers identified as experts. The inductively-developed coding framework was applied independently by both authors to the dataset to generate agreement counts for specific coding themes, firstly for specific domains of teacher expertise, and then stratified to compare primary and secondary studies. We present 73 specific features organised into six domains in our expert teacher prototype. Salient findings indicate that, with regard to professional practice, expert teachers reflect extensively and often critically on their practice, help their colleagues frequently, and are continuous learners throughout their careers. Concerning knowledge, we find that expert teachers have well-developed pedagogical content knowledge and knowledge about their learners. In the domain of pedagogic practice, we observe that expert teachers display flexibility in the classroom, build strong interpersonal relationships with their learners, whom they engage through their choice of activities and content, and frequently make use of strategies typically emphasised in both constructivist and learner-centred education literatures. We offer our prototype as a useful initial sketch of family resemblance among expert teachers rather than a checklist of necessary or expected features of expertise, also cautioning that the prototype remains far from complete.

Percentage of Student Work classified as Surface or Deep



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?
- **RIGOR** Are our kids engaging in academic rigor?
- **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 classrooms? How do we ensure our students are gaining +1 in their learning?









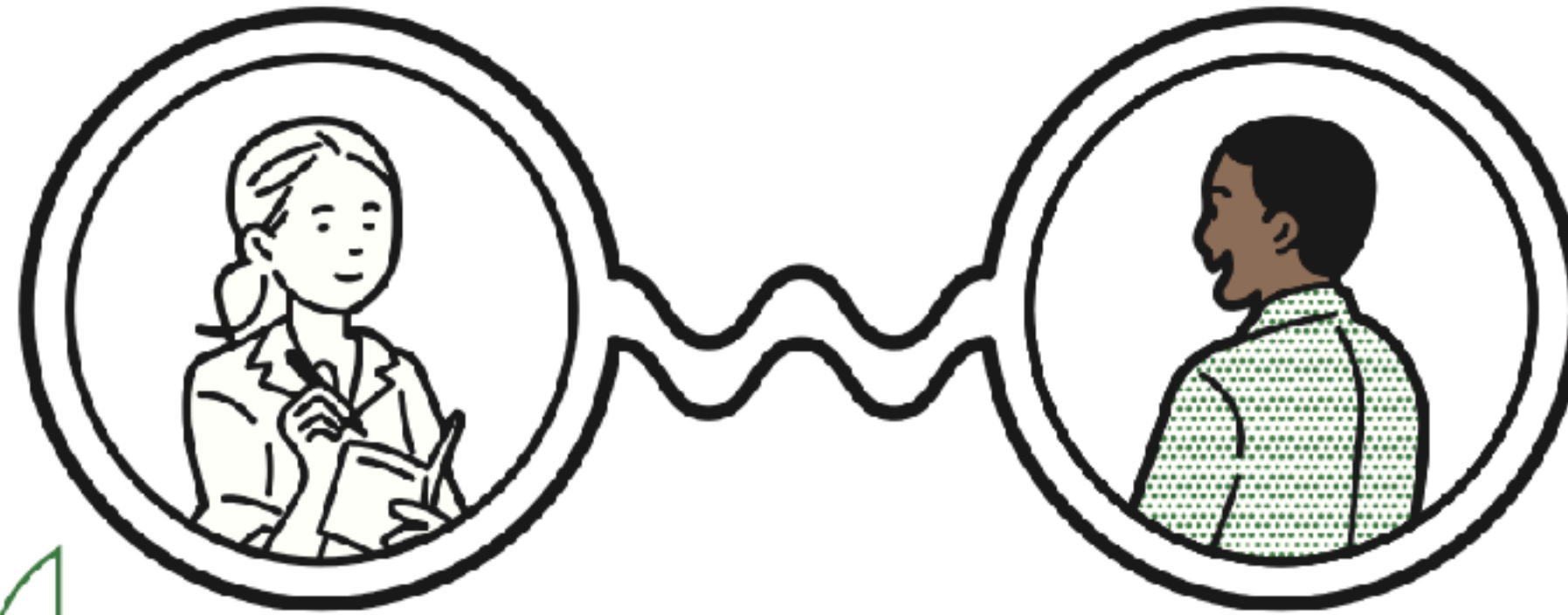


“You do not rise to the level
of your *goals*. You fall to the
level of your *system*.”

—James Clear

*Let's describe the graph.
What pattern does it
show?..... Abdi?*

*The line goes up and then
goes up less steeply.*



*Yes. Good – but now let's
include some of the key
words: – and say what is
actually changing. (gradi-
ent, increase, decrease are
written on the board)*

*Ok.... the temperature
increases but then after
two minutes, the gradient
decreases which means
temperature rises more
slowly.*

Full Sentences

Students often offer half-formed minimal answers. Asking them to reframe responses in complete sentences makes them practise a broader range of vocabulary, consolidating their understanding and building fluency with formal speech.

Metals and non-metals.

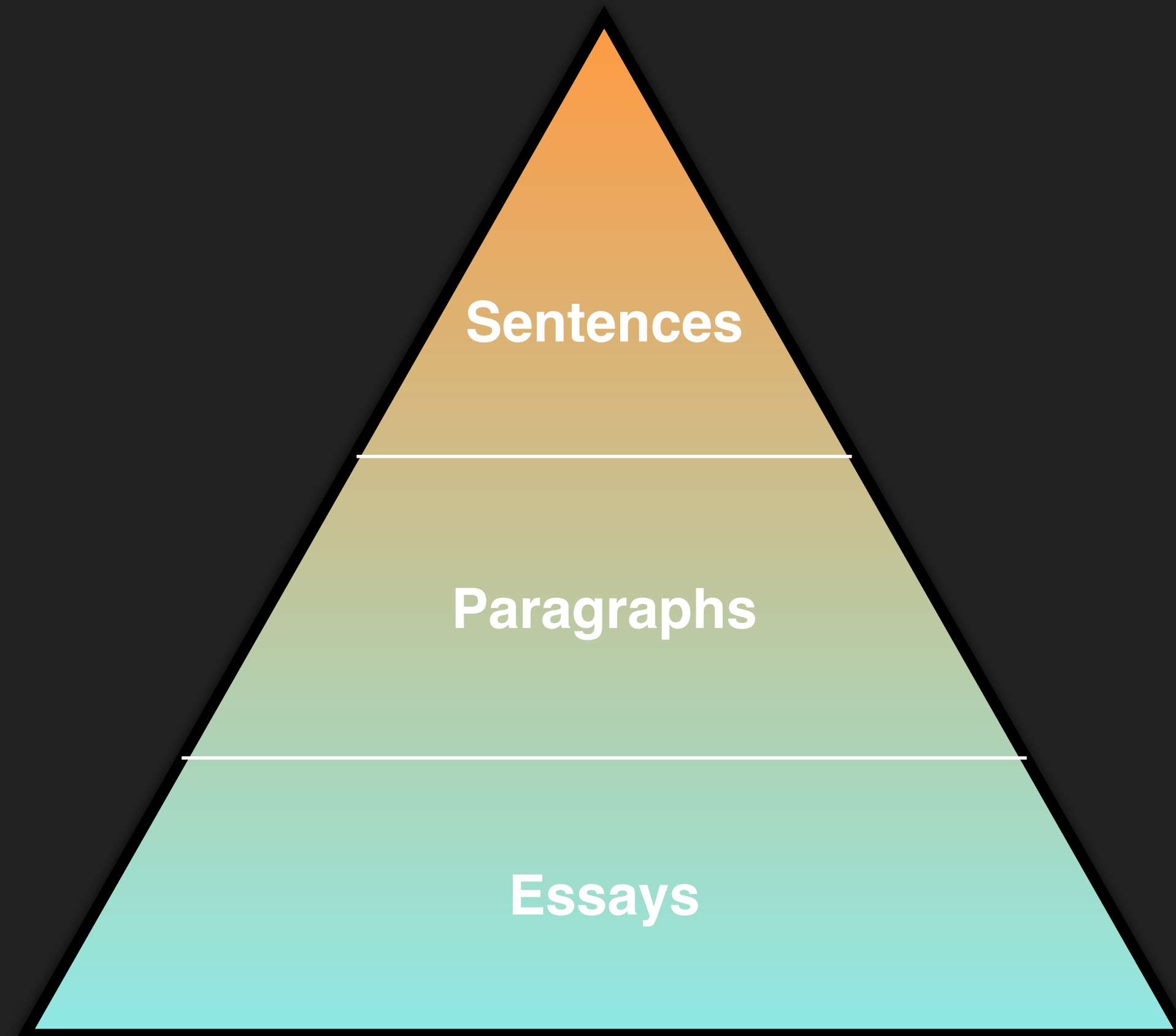
The main difference is that some of the materials are metals but the others are non-metals.

What's the key difference between these types of materials?

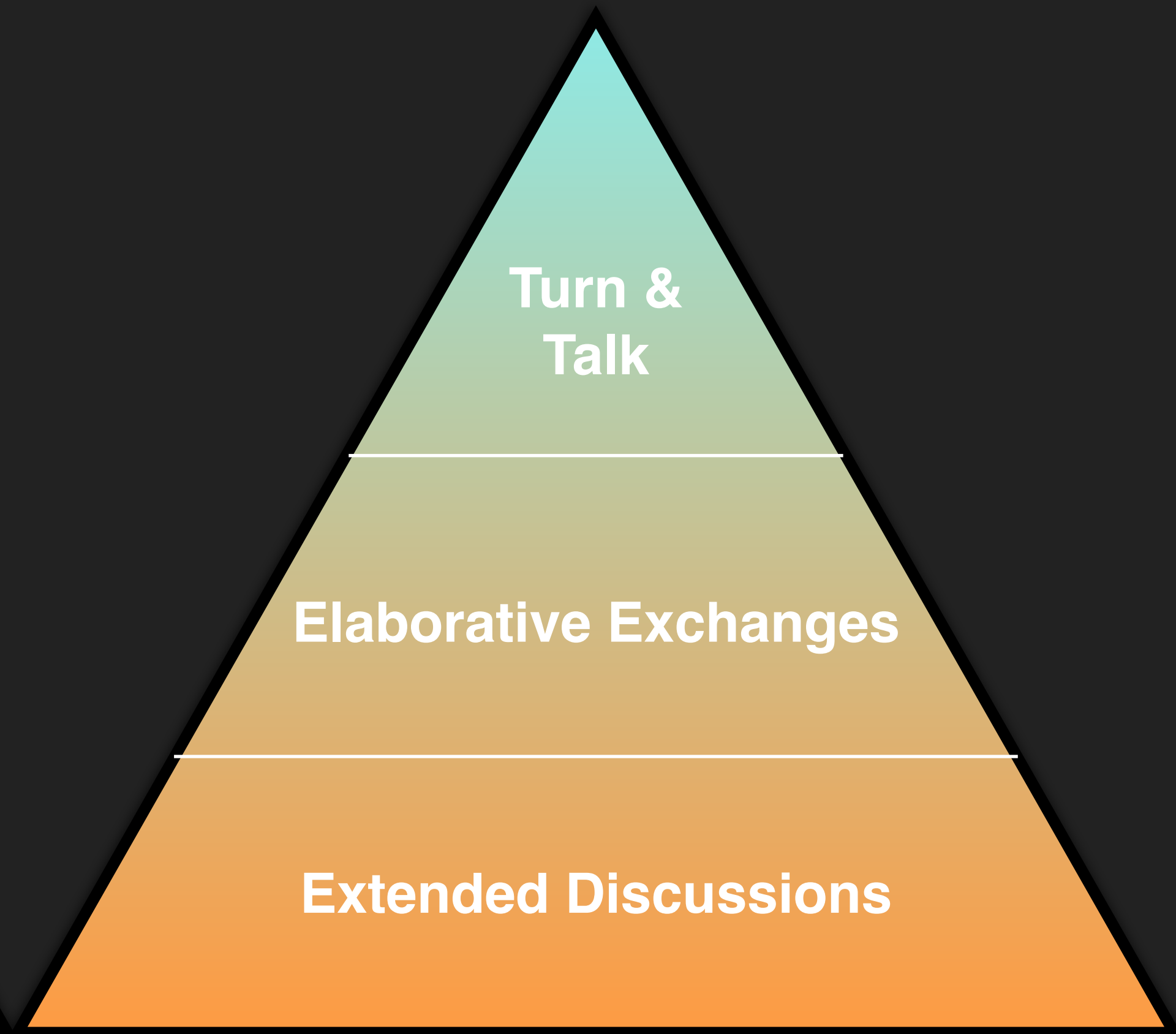
Well done. Now put that in a sentence.



Developing Writing



Developing Dialogue



3 Interval

**Step 3
Complex**

**Step 1
Common**

**Step 2
Connect**



Turn and Talk

- Addition is similar to multiplication...
- Cubes are like squares....
- Ratios are like proportions....
- Viruses are often considered living....
- Democracy is often compared with dictatorships....
- Dropping the atomic bomb is akin to genocide....
- Fractions are like decimals
- Whales are like sharks
- Soccer is like water polo on land...
- Ancient Egyptian civilizations are similar to the civilizations of Mesopotamia

Turn and Talk

Comparison	Academic Language
Addition is similar to multiplication	Sum and product
Cubes are like squares	2 dimension and 3 dimensional
Ratios and like proportions	Variable, quantities, and equality
Viruses are often considered living	Cell, division, reproduction
Democracy is often compared with dictatorship	Autocracy, republic
Dropping the atomic bomb is akin to genocide	Truman, internationally recognized crime
Fractions are like decimals	Numerator, denominator, representation
Whales are like sharks	Mammals and fish
Soccer is like water polo on land	Defense and offense
Ancient Egyptian civilizations are similar to the civilizations of Mesopotamia	Sumerian people, social strata, social development, scientific investigations

Turn and Talk

Comparison	Conjunction
Addition is similar to multiplication	Because... But....So....
Cubes are like squares	Because... But....So....
Ratios and like proportions	Because... But....So....
Viruses are often considered living	Because... But....So....
Democracy is often compared with dictatorship	Because... But....So....
Dropping the atomic bomb is akin to genocide	Because... But....So....
Fractions are like decimals	Because... But....So....
Whales are like sharks	Because... But....So....
Soccer is like water polo on land	Because... But....So....
Ancient Egyptian civilizations are similar to the civilizations of Mesopotamia	Because... But....So....

Turn and Talk

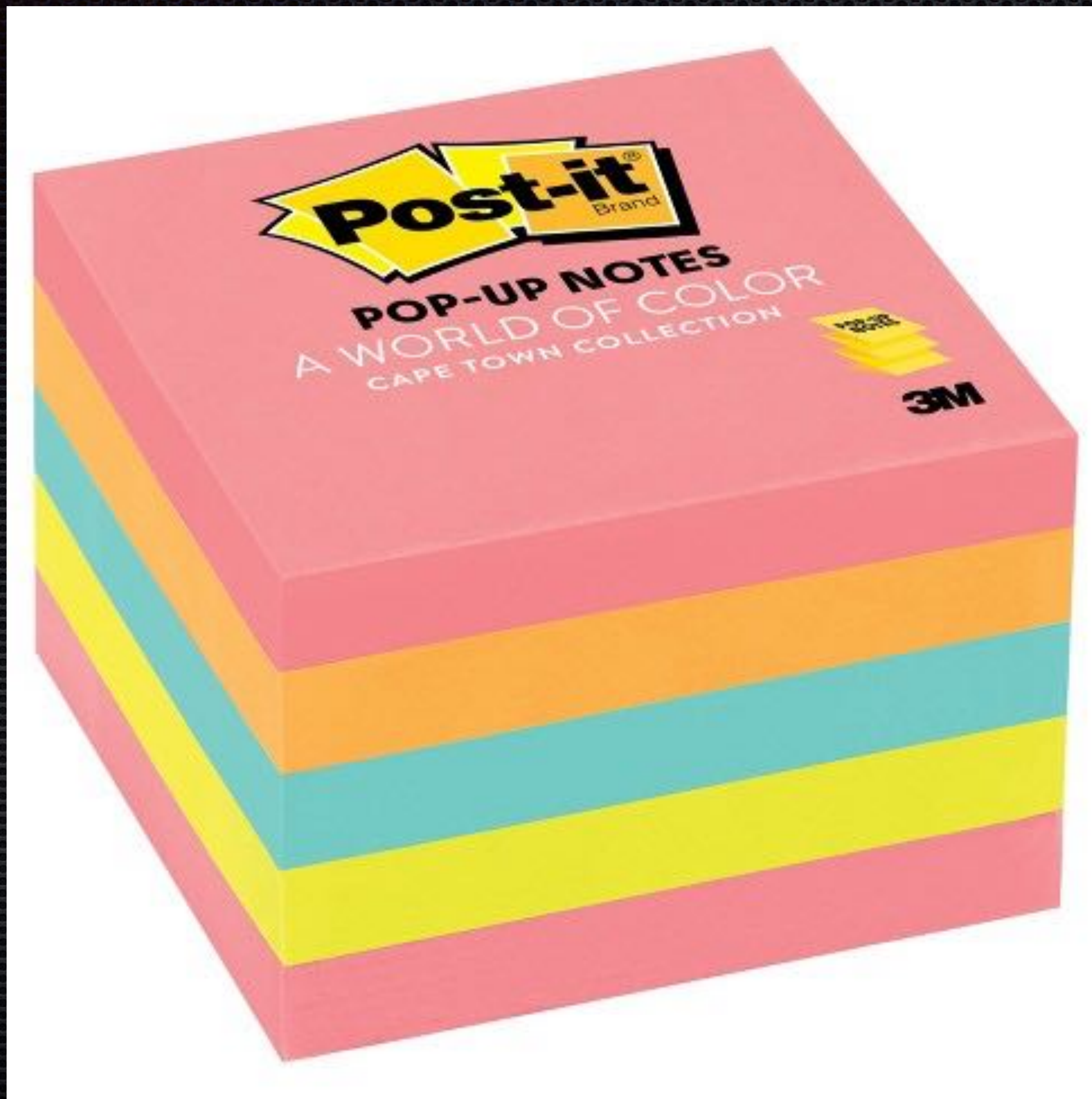
Comparison	Subordinate Conjunction
Addition is similar to multiplication	Although...While...If...Since...
Cubes are like squares	Although...While...If...Since...
Ratios and like proportions	Although...While...If...Since...
Viruses are often considered living	Although...While...If...Since...
Democracy is often compared with dictatorship	Although...While...If...Since...
Dropping the atomic bomb is akin to genocide	Although...While...If...Since...
Fractions are like decimals	Although...While...If...Since...
Whales are like sharks	Although...While...If...Since...
Soccer is like water polo on land	Although...While...If...Since...
Ancient Egyptian civilizations are similar to the civilizations of Mesopotamia	Although...While...If...Since...

Turn and Talk

Comparison	Appositives
Addition is similar to multiplication	Addition, _____, is similar to multiplication
Cubes are like squares	Cubes, _____, are like squares
Ratios and like proportions	Ratios, _____, are like proportions.
Viruses are often considered living	Viruses, _____, are considered living.
Democracy is often compared with dictatorship	Democracy, _____, is often compared
Dropping the atomic bomb is akin to genocide	Dropping the atomic bomb, _____, is
Fractions are like decimals	Fractions, _____, are like decimals
Whales are like sharks	Whales, _____, are like sharks
Soccer is like water polo on land	Soccer, _____, is like water polo on land
Ancient Egyptian civilizations are similar to the civilizations of Mesopotamia	Ancient Egyptian civilizations, _____, are similar to the civilizations of Mesopotamia

Single Exchanges

Prompt	Conjunction	Subordinate conjunction	Appositive
	Because... But.... So....	Although... While... If... Since...	Fact, _____, related fact...
	Because... But.... So....	Although... While... If... Since...	Fact, _____, related fact...
	Because... But.... So....	Although... Before... If... Since...	Fact, _____, related fact...



I have placed
dots on your
paper. Figure out
why and prepare
to share your
answers with me
(or others).

The Great Rift Valley: Splitting a Continent

Begin your essay here. This is your introduction containing your thesis statement and brief mention of the major points to follow in the body. Use double spacing between the lines.

Each paragraph is indented. Either use the space bar five times, or press the tabulation key once. Your text is left aligned. The commonly accepted font is Times New Roman and the size is 12. Use 8.5" x 11" paper and print your text on one side only.

Note that the title of your essay is the same font and size as the rest of the details. Do not use bold, italics, or underlining for it. Margin settings are normally 1" for top and bottom and 1.25" for left and right, although 1" would probably be fine there too.

In the upper right corner of each page, including the first page, type your surname and the page number as seen above: Livingstone 1. On the second page, you would type "Livingstone 2" and so on.

$$\frac{1}{4} + \frac{1}{4}$$

$$\frac{1}{4} + \frac{1}{4} = \frac{1+1}{4} = \frac{2}{4}$$

$$\frac{2}{4} = \frac{1}{2}$$

$$\frac{1}{4} + \frac{1}{4}$$

Step 1. The bottom numbers (the [denominators](#)) are already the same. Go straight to step 2.

$$\frac{1}{4} + \frac{1}{4} = \frac{1 + 1}{4} = \frac{2}{4}$$

. Add the top numbers and put the answer over the same [denominator](#):

$$\frac{2}{4} = \frac{1}{2}$$

Simplify the fraction:

HOW WE LEAD...

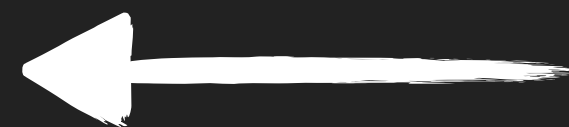
1. Promoting and participating in teacher learning and development (0.84)
2. Establishing goals and expectations (0.42)
3. Planning, coordinating and evaluating teaching and the curriculum (0.42)
4. Resourcing strategically (0.31)
5. Ensuring an orderly and supportive environment (0.27)

1. Promoting and participating in teacher learning and development (0.84)
2. Establishing goals and expectations (0.42)
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5. Ensuring an orderly and supportive environment (0.27)

KNOWING



DOING



Checklist for Habit Development

- **Start small:** How do I make this habit doable in my busy classroom?
- **Sustained:** How do I break this habit down to support consistent implementation?
- **Stacking:** How do I link this habit to something I already do?
- **Shelter:** How do I make sure I don't add a new habit?
- **Sprinting together:** How will I test this with others over a short period of time? How will I know if its working
- **Share:** How do I make my impact, and that of my students, observable?

Start small

**What is doable for me
daily....**

**What is doable for me
when I'm exhausted...**



Which one does it
feel like
right now?



PEBBLE



ROCK



BOULDER

Sustain

How do I do this every day?

**How do I ensure that
students can do this every
day?**



Stacking

Before I do....

**Right after...and
before I...**

After I do....



Shelter

- How do stop adding more?



Sprinting Together

- ✦ Target group - one class or one group
- ✦ Attainable within 1-6 weeks
- ✦ Measurable within 1-6 weeks
- ✦ Focused on small shifts in practice



Sharing

- ✦ How do we share our learning?



Checklist for Habit Development

- **Start small:** How do I make this habit doable in my busy classroom?
- **Sustained:** How do I break this habit down to support consistent implementation?
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Promoting and
participating in teacher
learning and
development (0.84)

IN

Write a reflection on the first three of the following six questions:

To what extent...

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

2 (Pair-Share)

Share your responses to the three questions you selected.

To what extent...

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

OUT

In the larger group share out your responses to the following questions:

To what extent...

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

IN

Write a reflection on the last three of the following six questions:

To what extent...

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*

2 (Pair-Share)

Share your responses to the three questions you selected.

To what extent...

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*

OUT

In the larger group share out your responses to the following questions:

To what extent...

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*

Prepare to share your In2Out with your team

Consider the following:

Where do we find alignment?

How can we work together to ensure our work is feasible for our school and system?