10/23/2018	Making Mathematics Learning Visible	8:30-3:30	$200	District and Campus Adminstrators and Insructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	6	HCDE	Connie Hamilton	K-12 Campus/ District Leaders	This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deep, and transfer phases of mathematics learning. This framework helps educators reach the level of rigor today's students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first stop to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session. The Agenda for this day is as follows: **Visible Learning Research Overview** We begin with the story of Visible Learning research and effect sizes and how students move in, out, and through three phases of learning—surface, deep, and transfer. **Visible Learning Research as It Applies to Mathematics** Next, we share how the Visible Learning data reinforces what we know from mathematics education research. We will introduce which high effect size practices make the most difference in the mathematics classroom. Participants will begin to interpret and apply these concepts to the teaching of mathematics based on a balance of surface, deep, and transfer learning, seeing how the three phases work in concert. **Building Teacher Clarity** Using engaging mathematics tasks, we will explore how teacher clarity—specific learning intentions and success criteria—helps teachers to not only plan lessons more effectively but to also determine how successfully students have absorbed the material. We will also explore how to develop true student ownership of learning and self-efficacy. **Rich Tasks and Mathematical Discourse** Participants engage with different kinds of mathematical tasks and learn why rich tasks are central to mathematics learning. We reflect on the questioning used with the task and discuss the role of mathematical discussion with a focus on questioning strategies. **Where to Next? The Right Strategy at the Right Time** We close the day by preparing participants to explore each phase of the learning cycle—surface, deep, and transfer—and briefly introducing which strategies work best at each phase. We will examine the role of overall high-impact teaching strategies such as collaborative learning, formative assessment, feedback, and intervention. **Participants will:** • Apply the principles of Visible Learning research to the mathematics classroom • Understand that there are three phases of learning and the unique importance of each: surface, deep, and transfer • Learn which mathematics practices have the greatest impact on student growth in each phase (and which have the least) to maximize teaching time • Strategize what practices to implement when in a student's learning • Understand how clear learning intentions and success criteria are the bedrock of any good mathematics lesson • Understand the importance of rich tasks and mathematical discourse at all phases of rigorous learning
12/10/2018	Making Science Learning Visible	8:30-3:30	$200	Insructional Specialists/Coaches Teachers	6	HCDE	John Almarode	K-12 Campus/ District Leaders	In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from—inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success? In this workshop, John Almarode reveals that it's not which strategy, but when, and plots a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer. Synthesizing state-of-the-art science instruction and assessment with over fifteen years of John Hattie's cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the presenter empowers teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle: Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry. Deep learning: when students engage with data and evidence to uncover relationships between concepts—students think metacognitively, and use knowledge to plan, investigate, and articulate generalizations about scientific connections. Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems. Making Science Learning Visible opens the door to maximum-impact science teaching, so that students demonstrate more than a year's worth of learning for a year spent in school.
2/1/2019	Making Literacy Visible	8:30-4:30	$200	K-12 campus or district leadership teams	6	HCDE	Olivia Amador-Valerio	K-12 Leadership Teams	This workshop demonstrates how using the right approach at the right time helps you more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning. The workshop covers Visible Learning research; its connections to surface, deep, and transfer learning as it relates to literacy; the best approaches to use in each stage of learning; and the tools for measuring your impact on student learning. Participants will: • Apply the principles of Visible Learning research to the literacy classroom • Understand the three phases of learning and the unique importance of each: surface, deep, and transfer • Learn which literacy practices have the greatest impact on student growth (and which have the least) to maximize teaching time • Strategize what practices to implement when in a student's learning, while keeping rigor in mind • Assess the impact of one's teaching on one's students—and what to do next as a result