

[John Hattie New Book](#)

John Hattie's New Book: Unveiling the Secrets to Powerful Learning

Introduction:

Are you a teacher, educator, parent, or simply someone passionate about maximizing learning potential? Then you'll be excited to delve into the latest insights from renowned educational researcher Professor John Hattie. While he doesn't release books frequently, when he does, the educational world takes notice. This post dives deep into John Hattie's new book (assuming a recent publication – please specify the title if you have one in mind!), exploring its key themes, practical applications, and implications for improving teaching and learning outcomes. We'll dissect its core arguments, offer insightful commentary, and provide you with the tools to implement its findings in your own context. Get ready to unlock the secrets to powerful learning!

Understanding John Hattie's Impact:

Before we jump into the specifics of his new book, it's crucial to understand Hattie's significant contribution to the field of education. His groundbreaking work, particularly his meta-analyses synthesizing thousands of studies on learning interventions, has revolutionized our understanding of what works best in classrooms. His previous books, like *Visible Learning*, have become indispensable resources for educators worldwide, providing evidence-based strategies for enhancing student achievement. His meticulous approach to data analysis ensures that his conclusions are grounded in robust empirical evidence, making his work exceptionally valuable for practitioners seeking effective and impactful teaching methods.

Exploring the Core Themes of [Book Title]: (Replace [Book Title] with the actual title of Hattie's latest book once provided)

This section will delve into the central themes explored in Hattie's latest work. Without knowing the specific title, I will anticipate likely themes based on his previous research. These could include:

1. **The Power of Teacher Feedback:** Hattie consistently emphasizes the importance of high-quality feedback for student learning. His new book likely expands on this, exploring different types of feedback, delivery methods, and their impact on various learning styles and subject areas. Expect detailed strategies on how to provide effective, timely, and actionable feedback that truly promotes student growth.
2. **Visible Learning and the Student Perspective:** Hattie's work focuses on making learning visible, both to teachers and students. This new book may delve deeper into student self-assessment, metacognition, and agency in the learning process. Expect exploration of strategies empowering students to monitor their own progress and take ownership of their learning journey.

3. Collaborative Learning and Teacher Collaboration: The effectiveness of collaborative learning and the professional development gained through teacher collaboration is a recurring theme in Hattie's research. His new book might offer new insights into building effective collaborative learning environments and fostering a culture of professional learning among educators.

4. The Role of Metacognition and Self-Regulation: Hattie emphasizes the crucial role of metacognition – thinking about thinking – and self-regulation in successful learning. His new work probably delves deeper into practical strategies for cultivating these skills in students, empowering them to become more effective and independent learners.

5. Addressing Achievement Gaps and Equity in Education: Given the global focus on educational equity, this book likely addresses strategies to close achievement gaps and ensure that all students, regardless of their background, have access to high-quality education and opportunities to succeed.

Hypothetical Book Outline: “[Book Title] – A Framework for Powerful Learning”

(Replace "[Book Title]" with the actual title)

Introduction: Setting the stage, highlighting the importance of evidence-based practices in education, and outlining the book's key arguments.

Chapter 1: The Science of Learning: Reviewing key research findings and established principles of effective learning.

Chapter 2: Visible Learning in Action: Practical strategies for making learning visible to both teachers and students, emphasizing feedback and assessment.

Chapter 3: The Power of Teacher-Student Relationships: Exploring the impact of strong teacher-student relationships on student engagement and achievement.

Chapter 4: Cultivating Metacognition and Self-Regulation: Strategies for empowering students to become self-directed learners.

Chapter 5: Collaborative Learning and Professional Development: The importance of teamwork and shared learning for both students and teachers.

Chapter 6: Addressing Equity and Achievement Gaps: Strategies for ensuring equitable access to high-quality education for all students.

Chapter 7: Implementing Visible Learning in Diverse Contexts: Adapting strategies to suit various educational settings and student populations.

Conclusion: Summary of key findings, call to action, and future directions for research and practice.

Detailed Explanation of Each Chapter Point:

(Note: This section assumes the hypothetical outline above. Adapt as needed based on the actual book contents.)

The explanations below are elaborated based on our understanding of Professor Hattie's work and the likely themes his new book might cover.

Chapter 1: The Science of Learning: This chapter would likely provide a concise overview of cognitive psychology, learning theories, and relevant neuroscientific research that underpins

effective teaching strategies. It could include discussions on working memory, long-term memory, and the importance of spaced repetition and retrieval practice.

Chapter 2: Visible Learning in Action: This chapter would detail practical applications of Hattie's Visible Learning framework, including strategies for providing effective feedback, using formative assessment techniques, and creating opportunities for student self-assessment and reflection.

Chapter 3: The Power of Teacher-Student Relationships: This chapter might discuss the significant impact of positive teacher-student relationships on student motivation, engagement, and academic success. Strategies for building rapport, creating a supportive classroom climate, and addressing individual student needs would be discussed.

Chapter 4: Cultivating Metacognition and Self-Regulation: This chapter would likely explore strategies to help students develop metacognitive skills, such as planning, monitoring, and evaluating their learning. Techniques like self-questioning, goal setting, and reflection activities would be highlighted.

Chapter 5: Collaborative Learning and Professional Development: This chapter would delve into the benefits of collaborative learning for students, emphasizing peer interaction, shared learning experiences, and the development of social skills. It would also explore the importance of ongoing professional development for teachers and strategies for building collaborative learning communities.

Chapter 6: Addressing Equity and Achievement Gaps: This chapter would likely examine the factors that contribute to achievement gaps and discuss strategies for creating more equitable learning environments. This might include discussions on culturally responsive teaching, differentiated instruction, and addressing systemic barriers to student success.

Chapter 7: Implementing Visible Learning in Diverse Contexts: This chapter would provide practical guidance on adapting Visible Learning strategies to various educational settings, such as different grade levels, subject areas, and student populations. The adaptability of the framework to diverse contexts would be stressed.

Frequently Asked Questions (FAQs):

1. What is the main focus of John Hattie's new book? (Answer will depend on the actual book's content – refer to the themes discussed above)
2. How does this book differ from his previous works? (Answer will depend on the specific content, highlighting any new research or perspectives.)
3. Who is the target audience for this book? (Teachers, educators, parents, educational researchers, etc.)
4. What are the key takeaways from the book? (Summarize the main points and actionable strategies.)
5. Are there any specific teaching strategies recommended in the book? (Refer to the strategies mentioned in the chapter explanations.)

6. How can I implement the book's principles in my classroom? (Provide practical suggestions based on the core themes.)
7. Is the book suitable for both experienced and novice teachers? (Yes, likely. It likely offers something for all levels of experience.)
8. Where can I purchase John Hattie's new book? (Provide links to online retailers like Amazon, etc. if applicable.)
9. What other resources are available to complement the book's content? (Mention related websites, articles, or workshops.)

Related Articles:

1. Visible Learning for Literacy: Exploring Hattie's research specifically related to reading and writing instruction.
2. Visible Learning and Assessment: How Hattie's work informs effective assessment practices.
3. The Impact of Teacher Feedback on Student Achievement: A deep dive into the power of feedback based on Hattie's research.
4. Metacognition and Self-Regulated Learning: Strategies for fostering these crucial skills in students.
5. Collaborative Learning in the 21st Century Classroom: Examining the benefits and practical application of collaborative learning.
6. Closing the Achievement Gap: Evidence-Based Strategies: Exploring ways to ensure equitable access to education.
7. Teacher Effectiveness and Student Outcomes: Analyzing the correlation between teacher quality and student success.
8. The Role of Technology in Visible Learning: How technology can enhance visibility and feedback in the classroom.
9. Building Strong Teacher-Student Relationships: Strategies for creating a positive and supportive classroom environment.

(Remember to replace the bracketed information with specifics once the book title and contents are known.)

john hattie new book: *Visible Learning and the Science of How We Learn* John Hattie, Gregory C. R. Yates, 2013-10-08 On publication in 2009 John Hattie's Visible Learning presented the biggest ever collection of research into what actually work in schools to improve children's learning. Not what was fashionable, not what political and educational vested interests wanted to champion, but what actually produced the best results in terms of improving learning and educational outcomes. It became an instant bestseller and was described by the TES as revealing education's 'holy grail'. Now in this latest book, John Hattie has joined forces with cognitive psychologist Greg Yates to build on the original data and legacy of the Visible Learning project, showing how it's underlying ideas and the cutting edge of cognitive science can form a powerful and complimentary framework for shaping learning in the classroom and beyond. Visible Learning and the Science of How We Learn explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions. Aimed at teachers and students, it is written in an accessible and engaging style and can be read cover to cover, or used on a chapter-by-chapter basis for essay

writing or staff development. The book is structured in three parts – ‘learning within classrooms’, ‘learning foundations’, which explains the cognitive building blocks of knowledge acquisition and ‘know thyself’ which explores, confidence and self-knowledge. It also features extensive interactive appendices containing study guide questions to encourage critical thinking, annotated bibliographic entries with recommendations for further reading, links to relevant websites and YouTube clips. Throughout, the authors draw upon the latest international research into how the learning process works and how to maximise impact on students, covering such topics as: teacher personality; expertise and teacher-student relationships; how knowledge is stored and the impact of cognitive load; thinking fast and thinking slow; the psychology of self-control; the role of conversation at school and at home; invisible gorillas and the IKEA effect; digital native theory; myths and fallacies about how people learn. This fascinating book is aimed at any student, teacher or parent requiring an up-to-date commentary on how research into human learning processes can inform our teaching and what goes on in our schools. It takes a broad sweep through findings stemming mainly from social and cognitive psychology and presents them in a useable format for students and teachers at all levels, from preschool to tertiary training institutes.

john hattie new book: Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

john hattie new book: Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning. Yet, there remains a paradox: why is feedback so powerful and why is it so variable? It is this paradox which Visible Learning: Feedback aims to unravel and resolve. Combining research excellence, theory and vast teaching expertise, this book covers the principles and practicalities of feedback, including: the variability of feedback, the importance of surface, deep and transfer contexts, student to teacher feedback, peer to peer feedback, the power of within lesson feedback and manageable post-lesson feedback. With numerous case-studies, examples and engaging anecdotes woven throughout, the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback. Visible Learning: Feedback brings together two internationally known educators and merges Hattie’s world-famous research expertise with Clarke’s vast experience of classroom practice and application, making this book an essential resource for teachers in any setting, phase or country.

john hattie new book: Visible Learning for Teachers John Hattie, 2012-03-15 In November 2008, John Hattie’s ground-breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom.

This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

john hattie new book: Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher, not by chance, but by design — Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year's worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you'd keep it. And that's precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote Visible Learning for Literacy. They know teachers will want to apply Hattie's head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are visible for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student's learning, and their effect is tangible. Yes, the aha moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie's research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students' lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one's impact on student's learning. Teachers, it's time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways, say Doug, Nancy, and John. So let's see Visible Learning for Literacy for what it is: the book that renews our teaching and reminds us of our influence, just in time.

john hattie new book: 10 Steps to Develop Great Learners John Hattie, Kyle Hattie, 2022-04-07 What can concerned parents and carers do to ensure their children, of all ages, develop great learning habits which will help them achieve their maximum at school and in life? This is probably one of the most important questions any parent can ask and now John Hattie, one of the most respected and renowned Education researchers in the world draws on his globally famous Visible Learning research to provide some answers. Writing this book with his own son Kyle, himself a respected teacher, the Hatties offer a 10-step plan to nurturing curiosity and intellectual ambition and providing a home environment that encourages and values learning. These simple steps based on the strongest of research evidence and packed full of practical advice can be followed by any parent or carer to support and enhance learning and maximize the potential of their children. Areas covered include: Communicating effectively with teachers Being the 'first learner' and demonstrating openness to new ideas and thinking Choosing the right school for your child Promoting the 'language of learning' Having appropriately high expectations and understanding the power of feedback Anyone concerned about the education and development of our children should read this book. For parents it is an essential guide that could make a vital difference to your child's life. For schools, school leaders and education authorities this is a book you should be encouraging

every parent to read to support learning and maximize opportunities for all.

john hattie new book: The Purposes of Education John Hattie, Steen Nepper Larsen, 2020-05-01 What are the purposes of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy, these are among the many fascinating topics discussed in extended conversations between John Hattie and Steen Nepper Larsen. This wide-ranging and informative book offers fundamental propositions about the nature of education. It maps out in fascinating detail a coming together of Hattie's empirical data and world-famous Visible Learning paradigm with the rich heritage of educational philosophy. Additionally, it explores the inevitable questions of the purpose of education and the development of students in a learning society. Part clash of cultures, part meeting of minds, always fascinating and illuminating, this intriguing book will inspire teachers, students, and parents at all levels of the educational system – from kindergarten through school to university. Conversations include: What are the purposes of education? Does educational data speak for itself? What is the role of the teacher? Is learning a visible phenomenon? Is it important to teach and learn specific subjects? What is the role of neuroscience research? What is the relationship between educational research and educational politics? What is the role of the state in education?

john hattie new book: Visible Learning in Early Childhood Kateri Thunder, John Almarode, John Hattie, 2021-09-13 Make learning visible in the early years Early childhood is a uniquely sensitive time, when young learners are rapidly developing across multiple domains, including language and literacy, mathematics, and motor skills. Knowing which teaching strategies work best and when can have a significant impact on a child's development and future success. Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and, backed by evidence from the Visible Learning® research, explores seven core strategies for learning success: working together as evaluators, setting high expectations, measuring learning with explicit success criteria, establishing developmentally appropriate levels of learning, viewing mistakes as opportunities, continually seeking feedback, and balancing surface, deep, and transfer learning. The authors unpack the symbiotic relationship between these seven tenets through Authentic examples of diverse learners and settings Voices of master teachers from the US, UK, and Australia Multiple assessment and differentiation strategies Multidisciplinary approaches depicting mathematics, literacy, art and music, social-emotional learning, and more Using the Visible Learning research, teachers partner with children to encourage high expectations, developmentally appropriate practices, the right level of challenge, and a focus on explicit success criteria. Get started today and watch your young learners thrive!

john hattie new book: The Turning Point for the Teaching Profession Field Rickards, John Hattie, Catherine Reid, 2020-11-29 A revolution is happening in education, with leaders and teachers now asked to focus on learning, to develop collaborative teams to impact on students, to use and raise professional standards, and to identify and esteem expertise in our profession. With new demands relating to technological advances, changing demographics, internationalism, and the inclusion of 'twenty-first-century skills,' there is pressure on schools to deliver greater and deeper success with more students. The Turning Point aims to present the factors needed to affect real change for school systems, in classrooms, and in the teaching profession by: Arguing for the establishment of teaching as a true 'profession' alongside areas such as medicine or law. Identifying the expertise fundamental to the meeting demands of schools. Elaborating on evaluative thinking and clinical practice as the basis of this new profession. Outlining core levers of change to show how teachers can have profound impacts on educational, medical, and social dimensions of students. This book is essential reading for teachers, school leaders, education policymakers, teacher candidates, and teacher educators. Those working in affiliated professions, such as adolescent psychologists and health workers, will also find aspects of the book relevant to their work.

john hattie new book: International Guide to Student Achievement John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many, often

competing, claims about how to enhance student achievement, raising the questions of What works? and What works best? World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms, this guide simply provides the first-ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150+ entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick, easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries, guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies, and their teacher training programs.

john hattie new book: Visible Learning for Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book! Rich tasks, collaborative work, number talks, problem-based learning, direct instruction...with so many possible approaches, how do we know which ones work the best? In *Visible Learning for Mathematics*, six acclaimed educators assert it's not about which one—it's about when—and show you how to design high-impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school. That's a high bar, but with the amazing K-12 framework here, you choose the right approach at the right time, depending upon where learners are within three phases of learning: surface, deep, and transfer. This results in visible learning because the effect is tangible. The framework is forged out of current research in mathematics combined with John Hattie's synthesis of more than 15 years of education research involving 300 million students. Chapter by chapter, and equipped with video clips, planning tools, rubrics, and templates, you get the inside track on which instructional strategies to use at each phase of the learning cycle: Surface learning phase: When—through carefully constructed experiences—students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings. Deep learning phase: When—through the solving of rich high-cognitive tasks and rigorous discussion—students make connections among conceptual ideas, form mathematical generalizations, and apply and practice procedural skills with fluency. Transfer phase: When students can independently think through more complex mathematics, and can plan, investigate, and elaborate as they apply what they know to new mathematical situations. To equip students for higher-level mathematics learning, we have to be clear about where students are, where they need to go, and what it looks like when they get there. *Visible Learning for Math* brings about powerful, precision teaching for K-12 through intentionally designed guided, collaborative, and independent learning.

john hattie new book: Visible Learning Insights John Hattie, Klaus Zierer, 2019-04-25 *Visible Learning Insights* presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

john hattie new book: *Visible Learning for Science, Grades K-12* John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 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 *Visible Learning for Science*, the authors reveal that it's not which strategy, but when, and plot 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 authors empower 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. *Visible Learning for Science* 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.

john hattie new book: *Building to Impact* Arran Hamilton, Douglas B. Reeves, Janet M. Clinton, John Hattie, 2022-04-07 Turn ideas into goals—and goals into impact The road to school improvement and student achievement is paved with good intentions—so why does the destination seem so far away? If you're like most educators, the answer is a pothole known as the implementation gap. This book provides a road map to bypassing that gap in your school or district, offering a carefully researched, field-tested methodology that takes leadership teams, professional learning communities, and educators all the way from good ideas to systematic impact. Following the five Ds, you'll: Discover goals worth pursuing and problems worth addressing Design instruments and actions that generate deep impact Deliver interventions and collect data Double-back to monitor your progress and evaluate the impact Double-up to enhance, sustain, and scale your success You became an educator to make a difference in students' lives. With this playbook, you'll transform research and ideas into achievable actions—and make maximum impact.

john hattie new book: *10 Mindframes for Visible Learning* John Hattie, Klaus Zierer, 2017-12-06 The original *Visible Learning* research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In *Ten Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include: thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

john hattie new book: *Bringing Math Students Into the Formative Assessment Equation* Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, Emily R. Fagan, 2015-01-21 Make formative assessment work for you—and your math students! Finally, formative assessment that adds up! *Bringing Math Students Into the Formative Assessment Equation* is the ultimate resource for helping teachers implement formative assessment in the middle school mathematics classroom. And it's

much more than that. With this research-based, teacher-tested guide, you won't just learn effective teaching strategies—you'll turn your students into self-regulated learners. They'll monitor and assess their own progress—and communicate to you about it! Features include: A clear and manageable six-aspect instructional model Detailed strategies for helping students own their successes Real-life examples from middle school mathematics teachers Useful resources and a companion website to help you implement formative assessment in your classroom Formative assessment isn't just for teachers anymore. With the help of this essential resource, you'll work together with your students toward a common goal of math success. This book is outstanding. I would recommend it to any math educator. The depth of research integrated into practice is extensive and, as a result, it is the most practical book I have come across related to formative assessment and mathematics The self-regulation aspects, as well as the ownership and involvement emphasized in the book, went beyond the traditional cognitive strategies endorsed in most books. Marc Simmons, Principal Ilwaco Middle School, Ocean Beach School District, Long Beach, WA The ideas in this book are brought to life with examples of teachers and students in the classroom. The teacher voices, comments, and quotes lend credibility and are a big component of the book's strengths as well as the visuals and graphics. Rita Tellez, Math Coordinator Ysleta Independent School District, El Paso, TX

john hattie new book: *Clarity for Learning* John Almarode, Kara Vandas, 2018-10-24 An essential resource for student and teacher clarity With the ever-changing landscape of education, teachers and leaders often find themselves searching for clarity in a sea of standards, curriculum resources, and competing priorities. *Clarity for Learning* offers a simple and doable approach to developing clarity and sharing it with students through five essential components: crafting learning intentions and success criteria co-constructing learning intentions and success criteria with learners creating opportunities for students to respond effective feedback on and for learning students and teachers sharing learning and progress The book is full of examples from teachers and leaders who have shared their journey, struggles, and successes for readers to use to propel their own work forward.

john hattie new book: *Self-Concept* John Hattie, 2014-03-05 The aim of this book is to discuss the notions of self-concept, self-esteem, and related terms from an educational and psychological perspective. Specifically, this book is concerned with developing a model of self-concept -- and corollaries to this model -- that assesses the dimensionality of self-concept, reviews tests of self-concept, discusses the relationship between self-concept and other variables (particularly achievement), describes the development of self-concept, and evaluates programs to enhance self-concept. Throughout this volume, emphasis is placed on ordering the many studies using recent methodological advances such as meta-analysis and the analysis of covariance structures. After detailing a conceptual model of self-concept, the book offers various experimental and statistical discussions of the model. Unlike many other models, the claim is not that this model is the correct one but that it may serve as a useful coathanger until a better one is devised.

john hattie new book: *Great Teaching by Design* John Hattie, Vince Bustamante, John Almarode, Douglas Fisher, Nancy Frey, 2020-11-02 Turn good intentions into better outcomes—by design! Why leave student success up to chance? By combining your intuition and experience with the latest research on high-impact learning practices, you can evolve your teaching from good to great and make a lasting difference for your students. Organized around the DIIE framework, *Great Teaching by Design* takes you step-by-step from intention to implementation to accelerate the impact your teaching has on student learning. Inside, you'll find • A deep dive into the four stages of the DIIE model: Diagnosis and Discovery, Intervention, Implementation, and Evaluation • A fresh look at the Visible Learning research, which identifies the most powerful strategies for teaching and learning • Stories of best practices in action and examples from classrooms around the world *Great teaching* may come by chance, but it will come by design. Whether you're new to teaching or looking to give your instruction a boost, take up the challenge and discover a new framework for teaching with true intentionality.

john hattie new book: *Collective Efficacy* Jenni Donohoo, 2016-10-21 Improve student outcomes with collective teacher efficacy. If educators' realities are filtered through the belief that they can do very little to influence student achievement, then it is likely these beliefs will manifest in their practice. The solution? Collective efficacy (CE)—the belief that, through collective actions, educators can influence student outcomes and increase achievement. Educators with high efficacy show greater effort and persistence, willingness to try new teaching approaches, and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing: Rationale and sources for establishing CE Conditions and leadership practices for CE to flourish Professional learning structures/protocols

john hattie new book: *10 Mindframes for Leaders* John Hattie, Raymond L. Smith, 2020-07-15 Mindframes—your internal set of beliefs about your role as school leader—determine the high-impact leadership practices you choose to implement. In other words, how you think about the impact of the actions you take has more effect on student achievement than your leadership practices themselves. Building on over twenty-five years of Visible Learning® research and girded by a theory of action that ensures school leaders have the expertise to select, implement, and evaluate high-impact interventions, *10 Mindframes for Leaders: The Visible Learning® Approach to School Success* brings the mindframes of world-renowned educators to life. Ten chapters, each written by different thought leaders, detail a mindframe at the heart of successful school leadership, along with the high-probability influences that make each mindframe visible. A must-have resource for any educator working toward student achievement at ever-higher levels, each chapter includes, The most current findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe, Practical ideas for leaders to implement high-impact strategies in classrooms and schools, Vignettes, questions, insights, and exercises to help educators clarify and refine their own mindframes, Lead your school to reform from the inside out. Cultivate these ways of thinking, and you're more likely to have major impacts on the learning lives of those students entrusted to your care. Book jacket.

john hattie new book: *Explicit Direct Instruction (EDI)* John R. Hollingsworth, Silvia E. Ybarra, 2009 A proven method for better teaching, better learning, and better test scores! This teacher-friendly book presents a step-by-step approach for implementing the Explicit Direct Instruction (EDI) approach in diverse classrooms. Based on educational theory, brain research, and data analysis, EDI helps teachers deliver effective lessons that can significantly improve achievement all grade levels. The authors discuss characteristics of EDI, such as checking for understanding, lesson objectives, activating prior knowledge, concept and skills development, and guided practice, and provide: Clearly defined lesson design components Detailed sample lessons Easy-to-follow lesson delivery strategies Scenarios that illustrate what EDI techniques look like in the classroom

john hattie new book: *What Really Works in Special and Inclusive Education* David Mitchell, 2014-01-10 As teachers around the world deal with the challenges of inclusive education, they must find effective ways of enhancing their classroom teaching methods. *What Really Works in Special and Inclusive Education* presents teachers with a range of evidence-based strategies they can immediately put into practice in their classrooms. This unique book will be an invaluable resource for educators who may not have the time or the inclination to engage with theory-heavy research, but who wish to ensure that their teaching strategies are up-to-the-minute and proven to be the most effective best practices. Each of the 27 strategies that this book comprises has a substantial research base, a strong theoretical rationale and clear guidelines on their implementation, as well as cautionary advice where necessary. In this new second edition, David Mitchell, a leading writer in special and inclusive education, continues to break new ground with revised and updated strategies based on evidence from the most recent studies in the field. From the myriad of related research available, only those studies with genuine potential for improving the practices of teachers and schools have been included, with the aim of facilitating high-quality learning and social outcomes for all learners in schools. Updates to this new edition include: four new chapters, on response to

intervention, universal design for learning, inter-agency cooperation and one on the Finnish education system over 350 new references an even wider international focus, including evidence drawn from Asia references to recent developments in neuroscience a new companion website, with extra case studies, links to further reading, journal articles and videos, and an interactive quiz, at www.routledge.com/cw/mitchell This book will be essential reading for anyone with a vocational or academic interest in evidence-based special educational needs teaching strategies, whether a student in initial teacher education or a qualified classroom teacher, teacher educator, educational psychologist, special needs coordinator, parent, consultant or researcher. David Mitchell is an Adjunct Professor in the College of Education, University of Canterbury, Christchurch, New Zealand, and a consultant in inclusive education. 'This is the book I wish I had written, synthesizing an enormous literature focused on special needs students. It is robust, it is readable, and it is your right-hand resource. A stunner of a book.' –Professor John Hattie, University of Melbourne, author of *Visible Learning*

john hattie new book: *The Distance Learning Playbook, Grades K-12* Douglas Fisher, Nancy Frey, John Hattie, 2020-06-15 Effective teaching is effective teaching, no matter where it occurs The pandemic teaching of mid-2020 was not really distance learning, but rather crisis teaching. But starting now, teachers have the opportunity to prepare for distance learning with purpose and intent—using what works best to accelerate students' learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, *The Distance Learning Playbook* applies the wisdom and evidence of *VISIBLE LEARNING®* research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment. This powerful guide includes: Learning Intentions and Success Criteria for each module to track your own learning and model evidence-based teacher practices for meaningful learning A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost. Special guidance for teachers of young children who are learning from a distance Videos of the authors and teachers discussing a wide variety of distance learning topics Space to write and reflect on current practices and plan future instruction *The Distance Learning Playbook* is the essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and impactful. To purchase from an Authorized Corwin Distributor click [here](#). A Spanish translation of the *Distance Learning Playbook, Grades K-12, Aprendizaje a Distancia Guia, Guia de Preescolar a Bachillerato*, can be purchased by contacting Irene Yopez from Editorial Trillas at vigaexporta@trillas.mx.

john hattie new book: *Developing Assessment-Capable Visible Learners, Grades K-12* Nancy Frey, John Hattie, Douglas Fisher, 2018-01-11 "When students know how to learn, they are able to become their own teachers." —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: "I know where I'm going, I have the tools I need for the journey, and I monitor my own progress." Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors' bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

john hattie new book: *The Fundamentals of Teaching* Mike Bell, 2020-10-12 Teachers are bombarded with advice about how to teach. *The Fundamentals of Teaching* cuts through the confusion by synthesising the key findings from education research and neuroscience to give an authoritative guide. It reveals how learning happens, which methods work best and how to improve

any students' learning. Using a tried-and-tested, Five-Step model for applying the methods effectively in the classroom, Mike Bell shows how you can improve learning and eliminate time-consuming, low-effect practices that increase stress and workload. He includes case studies from teachers working across different subjects and age groups which model practical strategies for: Prior Knowledge Presenting new material Setting challenging tasks Feedback and improvement Repetition and consolidation. This powerful resource is highly recommended for all teachers, school leaders and trainee teachers who want to benefit from the most effective methods in their classrooms.

john hattie new book: The On-Your-Feet Guide to Visible Learning Shirley Clarke, John Hattie, 2019-07-16 Laminated, 8.5"x11" tri-fold (6 pages), 3-hole punched. All students need to know that they trust teachers to have their best interests at heart but also to believe that they can reach our high expectations of them. We need to encourage students to reveal their misunderstandings, normalizing error as an exciting aspect of learning: feedback when there is misunderstanding is most powerful, as it indicates that the student is on the brink of new learning. This guide encompasses tried and tested ideas for delving into students' understanding so that we can act appropriately in helping them learn. Teachers will learn: - the importance of student-to-teacher feedback - how to check for understanding with the whole class and individual students - question templates for uncovering student thinking

john hattie new book: Significant 72 Greg Wolcott, 2019-02-18

john hattie new book: CLARITY Lyn Sharratt, 2018-09-27 Shared knowledge between educators breeds shared success in all systems and schools Comprehensive in scope, CLARITY illustrates how system and school leaders must come together to boost student achievement and build teacher capacity to learn, teach and lead. By emphasizing collaborative processes, Lyn Sharratt's detailed design demonstrates how shared knowledge, equity and expertise can make every classroom more impactful and every teacher more empowered. Readers will uncover these 'Big Ideas': 14 essential Parameters to guide system and school leaders toward building powerful collaborative learning cultures Case studies, vignettes and firsthand accounts from gifted teachers and leaders bring important theories and practices to life From all points in the organization, a 'line-of-sight' directly to students' FACES in every classroom to ensure continuous improvement Data-driven tasks and tools to tackle solutions needed in all facets of education With more than four decades of research, writing and practical experience in system, school, and classroom improvement, Sharratt provides a 'why-and-how-to guide' to assist educators across the globe as they solve 21st century-created problems and identify the much-needed learning critical to the success of our future citizens.

john hattie new book: The School in the Cloud Sugata Mitra, 2019-08-14 The Science and the Story of the Future of Learning Educators have been trying to harness the promise of technology in education for decades, to no avail, but we have learned that children in groups—when given access to the Internet—can learn anything by themselves. In this groundbreaking book, you'll glimpse the emerging future of learning with technology. It turns out the promise isn't in the technology itself; it's in the self-directed learning of the children who use it. In 1999, Sugata Mitra conducted the famous Hole in the Wall experiment that inspired three TED Talks and earned him the first million-dollar TED prize for research in 2013. Since then, he has conducted new research around self-organized learning environments (SOLE), building Schools in the Cloud all over the world. This new book shares the results of this research and offers • Examples of thriving Schools in the Cloud in unlikely places • Mitra's predictions on the future of learning • How to design assessments for self-organizing learning • How to build your own School in the Cloud • Clips from the documentary, The School in the Cloud Discover the future of learning by digging deep into Mitra's thought-provoking experiences, examples, and vision.

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a wide range of examples and case studies just how much classroom practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers: Facts prevent understanding Teacher-led instruction is passive The 21st century fundamentally changes everything You can always just look it up We should teach transferable skills Projects and activities are the best way to learn Teaching knowledge is indoctrination In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world.

john hattie new book: Rethinking Class Size: The complex story of impact on teaching and learning Peter Blatchford, Anthony Russell , 2020-11-12 The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world's biggest study into class size effects present a counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers' experience, and conclude that class size matters very much indeed. Drawing on 20 years of systematic classroom observations, surveys of practitioners, detailed case studies and extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

john hattie new book: Leaders of Learning Richard DuFour, Robert J. Marzano, 2011-07-26 For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms

john hattie new book: Trust-Based Observations Craig Randall, 2020-07-30 The results are in: observations are not improving teaching and learning. Pertinently, the Gates Foundation's recently completed effort to improve student outcomes through enhancing the teacher evaluation process failed to achieve substantive improvement. The way observations are currently designed serve as an obstacle to teacher risk-taking. Teachers fear negative evaluations when their pedagogy is rated, and they lack faith in being supported by supervisors because a trusting relationship between them and their observer has not been built. Trust-Based Observations: Maximizing Teaching and Learning Growth is a schema changing evaluation model that understands people perform at their best when they feel safe and supported. It begins with twelve, 20 minute observations per week followed by collegial conversations driven by reflective questions, sharing observed teaching strengths, and the building of safe and trusting relationships with teachers. Add the elimination of rating pedagogical skills and replace it with rating mindset, and teachers trust. When teachers fully embrace risk-taking and innovation, it leads to remarkable teaching transformations and improved student learning.

john hattie new book: Tools for Teaching Fredric H. Jones, Patrick Jones, Jo Lynne Talbott

Jones, 2007 This extended special edition of Mark Lewisohn's magisterial book *Tune In* is a true collector's item, featuring hundreds of thousands of words of extra material, as well as many extra photographs. It is the complete, uncut and definitive biography of the Beatles' early years, from their family backgrounds through to the moment they're on the cusp of their immense breakthrough at the end of 1962. Designed, printed and bound in Great Britain, this high-quality edition consists of two beautifully produced individual hardbacks printed on New Langely Antique Wove woodfree paper, with red-and-white head and tail bands and red ribbon marker. The two books will sit within a specially designed box and lid featuring soft touch and varnish finishes. The whole product comes shrinkwrapped for extra protection. Mark Lewisohn's biography is the first true and accurate account of the Beatles, a contextual history built upon impeccable research and written with energy, style, objectivity and insight. This extended special edition is for anyone who wishes to own the complete story in all its stunning and extraordinary detail. This is genuinely, and without question, the lasting word from the world-acknowledged authority.

john hattie new book: Wiliam & Leahy's Five Formative Assessment Strategies in Action Kate Jones, 2021-09-13 Written under the guidance and with the support of Dylan Wiliam, Kate Jones writes about five formative assessment strategies in action in the classroom, with a foreword from Professor John Hattie. Building on the highly successful work of Wiliam and Siobhan Leahy, ideas are shared and misconceptions with formative assessment are addressed with lots of practical advice. Formative assessment in action focuses on five evidence-informed strategies that the teacher can use to support their learners to make progress. Formative assessment can help both the teacher and student understand what needs to be learned and how this can be achieved. During the learning process, formative assessment can identify students' progress as well as highlighting gaps in their knowledge and understanding, therefore giving the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward. Formative assessment takes place during the learning process. It continually informs the teacher and student as to how learning can move forward as it is happening. This is different to summative assessment, which focuses on the evaluation of student learning at the end of the process. There's a range of case studies from different subjects and key stages to show how formative assessment can be embedded across a curriculum successfully.

john hattie new book: Collective Student Efficacy John Hattie, Douglas Fisher, Nancy Frey, Shirley Clarke, 2021-05-11 This innovative book details how knowledge, skills, and dispositions entangle to create collective and individual beliefs, and leads educators to mobilize collective efficacy in the classroom.

john hattie new book: Teaching Statistics Andrew Gelman, Deborah Nolan, 2002-08-08 Students in the sciences, economics, psychology, social sciences, and medicine take introductory statistics. Statistics is increasingly offered at the high school level as well. However, statistics can be notoriously difficult to teach as it is seen by many students as difficult and boring, if not irrelevant to their subject of choice. To help dispel these misconceptions, Gelman and Nolan have put together this fascinating and thought-provoking book. Based on years of teaching experience the book provides a wealth of demonstrations, examples and projects that involve active student participation. Part I of the book presents a large selection of activities for introductory statistics courses and combines chapters such as, 'First week of class', with exercises to break the ice and get students talking; then 'Descriptive statistics', collecting and displaying data; then follows the traditional topics - linear regression, data collection, probability and inference. Part II gives tips on what does and what doesn't work in class: how to set up effective demonstrations and examples, how to encourage students to participate in class and work effectively in group projects. A sample course plan is provided. Part III presents material for more advanced courses on topics such as decision theory, Bayesian statistics and sampling.

john hattie new book: Teacher Proof Tom Bennett, 2013-07-04 'Tom Bennett is the voice of the modern teacher.' - Stephen Drew, Senior Vice-Principal, Passmores Academy, UK, featured on Channel 4's *Educating Essex* Do the findings from educational science ever really improve the

day-to-day practice of classroom teachers? Education is awash with theories about how pupils best learn and teachers best teach, most often propped up with the inevitable research that 'proves' the case in point. But what can teachers do to find the proof within the pudding, and how can this actually help them on wet Wednesday afternoon?. Drawing from a wide range of recent and popular education theories and strategies, Tom Bennett highlights how much of what we think we know in schools hasn't been 'proven' in any meaningful sense at all. He inspires teachers to decide for themselves what good and bad education really is, empowering them as professionals and raising their confidence in the classroom and the staffroom alike. Readers are encouraged to question and reflect on issues such as: the most common ideas in modern education and where these ideas were born the crisis in research right now how research is commissioned and used by the people who make policy in the UK and beyond the provenance of education research: who instigates it, who writes it, and how to spot when a claim is based on evidence and when it isn't the different way that data can be analysed what happens to the research conclusions once they escape the laboratory. Controversial, erudite and yet unremittingly entertaining, Tom includes practical suggestions for the classroom throughout. This book will be an ally to every teacher who's been handed an instruction on a platter and been told, 'the research proves it.'

john hattie new book: Leading the Rebound Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2021-03-18 Let's make the next normal a better normal If there ever was a time for our heroic school leadership to persevere, it's now. Because now, well over one year since the pandemic stretched the resilience and reserves of our school systems, it's time to rebound. It's time to leverage this once-in-a-lifetime opportunity to reboot teaching and learning as we know it so that we magnify the effective practices from the past while leveraging the so many recent lessons learned. This is where Doug Fisher, Nancy Frey, Dominique Smith, and John Hattie, coauthors of The Distance Learning Playbook series, are ideally equipped to serve as your collaborators. Inside Leading the Rebound: 20+ Must-Dos to Restart Teaching and Learning you'll find immediate actions, mindsets, and approaches to take if we're to reimagine and improve our schools and school systems. Step by step, you'll discover explicit guidance on how to: 1. Take care of yourself 2. Take stock and find the path 3. Rebuild teacher agency 4. Rebuild collective teacher efficacy 5. Foreground social and emotional learning 6. Change the learning loss narrative 7. Guide teacher clarity 8. Ensure instructional excellence 9. Use assessments for a range of purposes 10. Design and implement interventions 11. Win back parent-teacher relationships 12. Establish restorative practices 13. Avoid stealing the conflict 14. Enhance teacher-student and student-student interactions 15. Develop early warning systems for attendance, behavior, and course completion 16. Confront cognitive challenges to learning 17. Ensure equitable and restorative grading 18. Enhance PLCs 19. Provide empathetic feedback 20. Host honest performance conversations 21. Maintain your social presence 22. Future-proof teachers and students What's more Leading the Rebound is backed up with all kinds of resources--including **VISIBLE LEARNING®** research, sample planning tools, and other essential tips and strategies--to provide you with a start-to-finish roadmap for navigating this absolutely critical next leg in our journey toward a better normal.

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