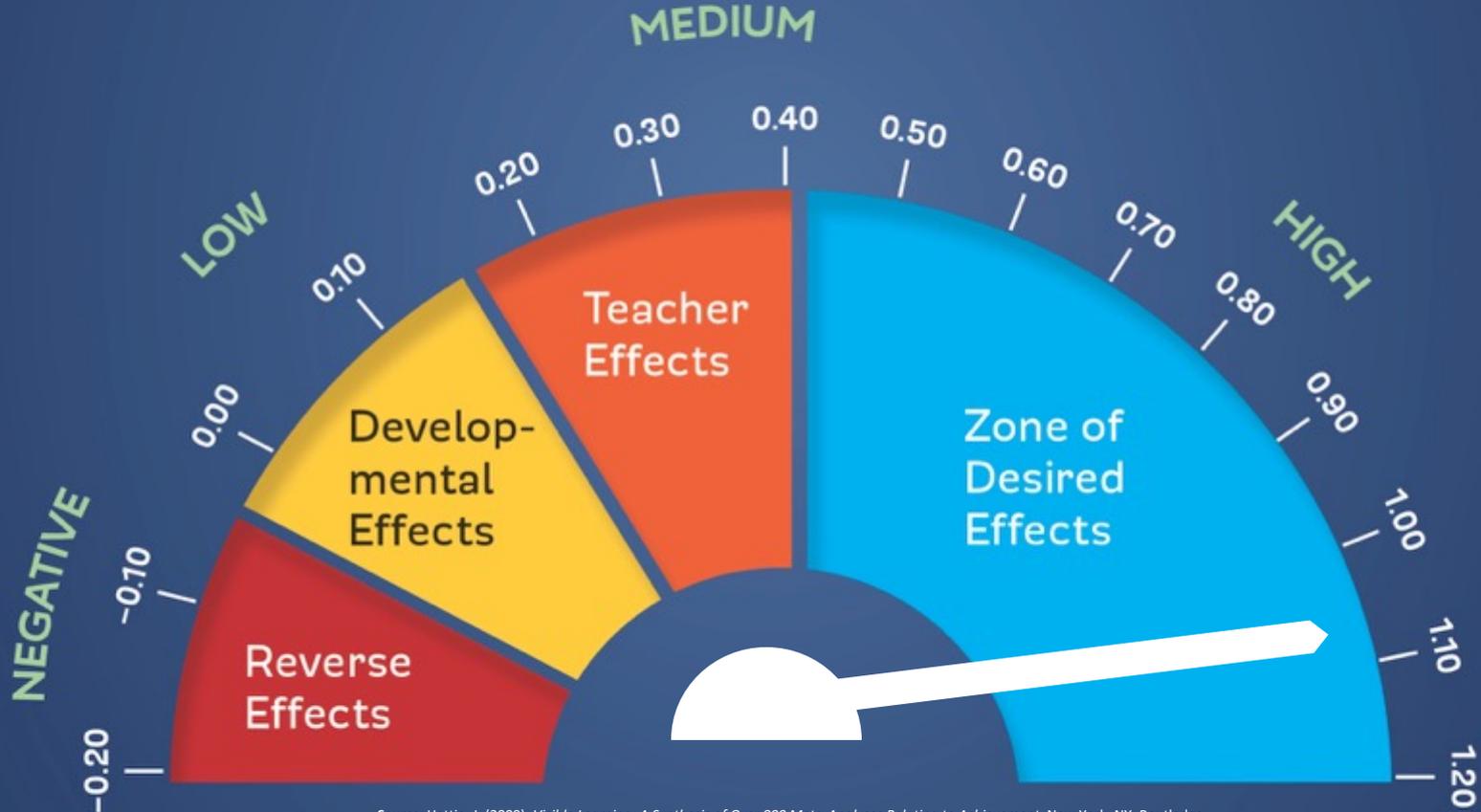


Doug Fisher
www.fisherandfrey.com

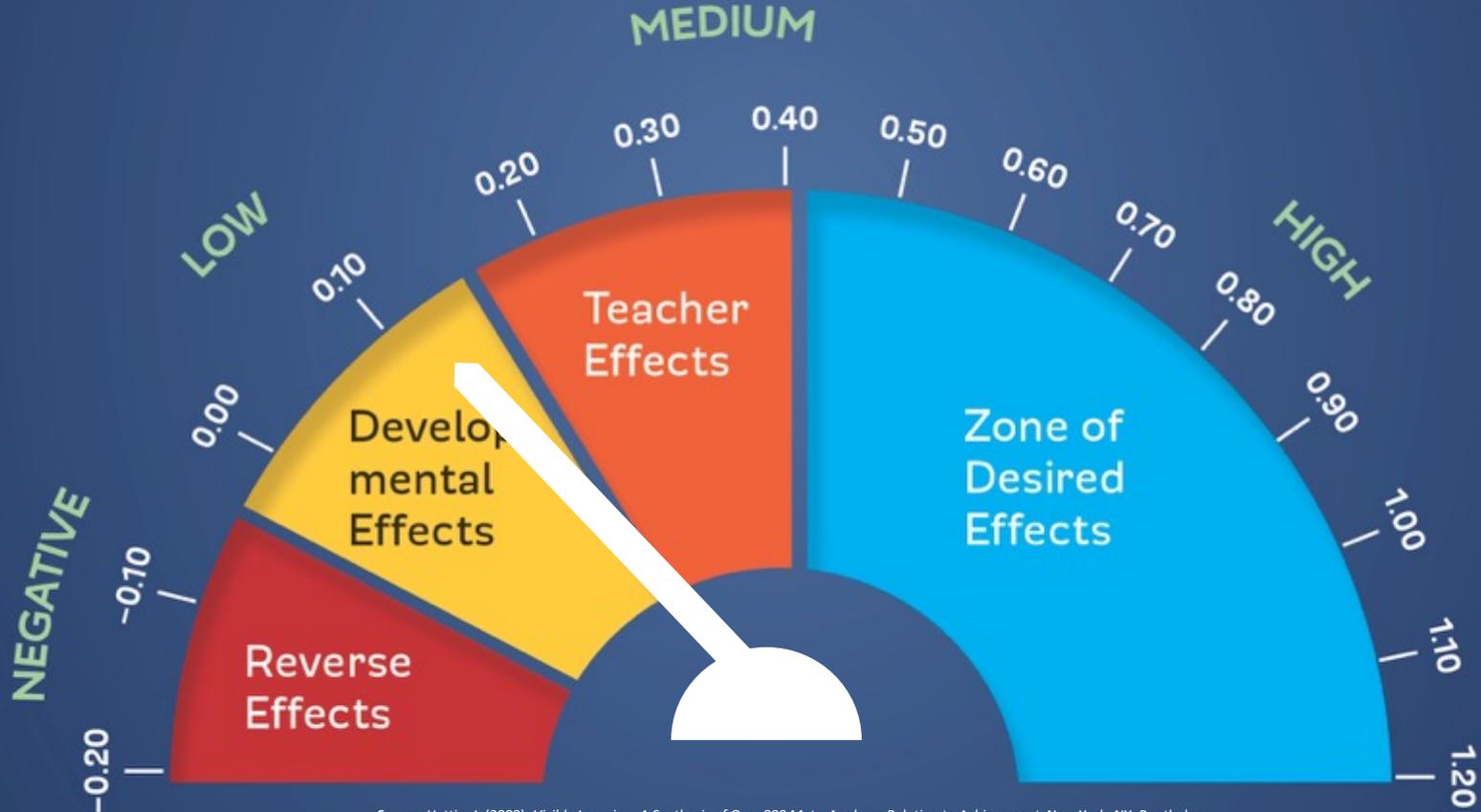
@dfishersdsu

Teacher Credibility: $d = 1.09$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Distance Learning: $d = .14$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.



Four Components of Teacher Credibility

Trust

Competence

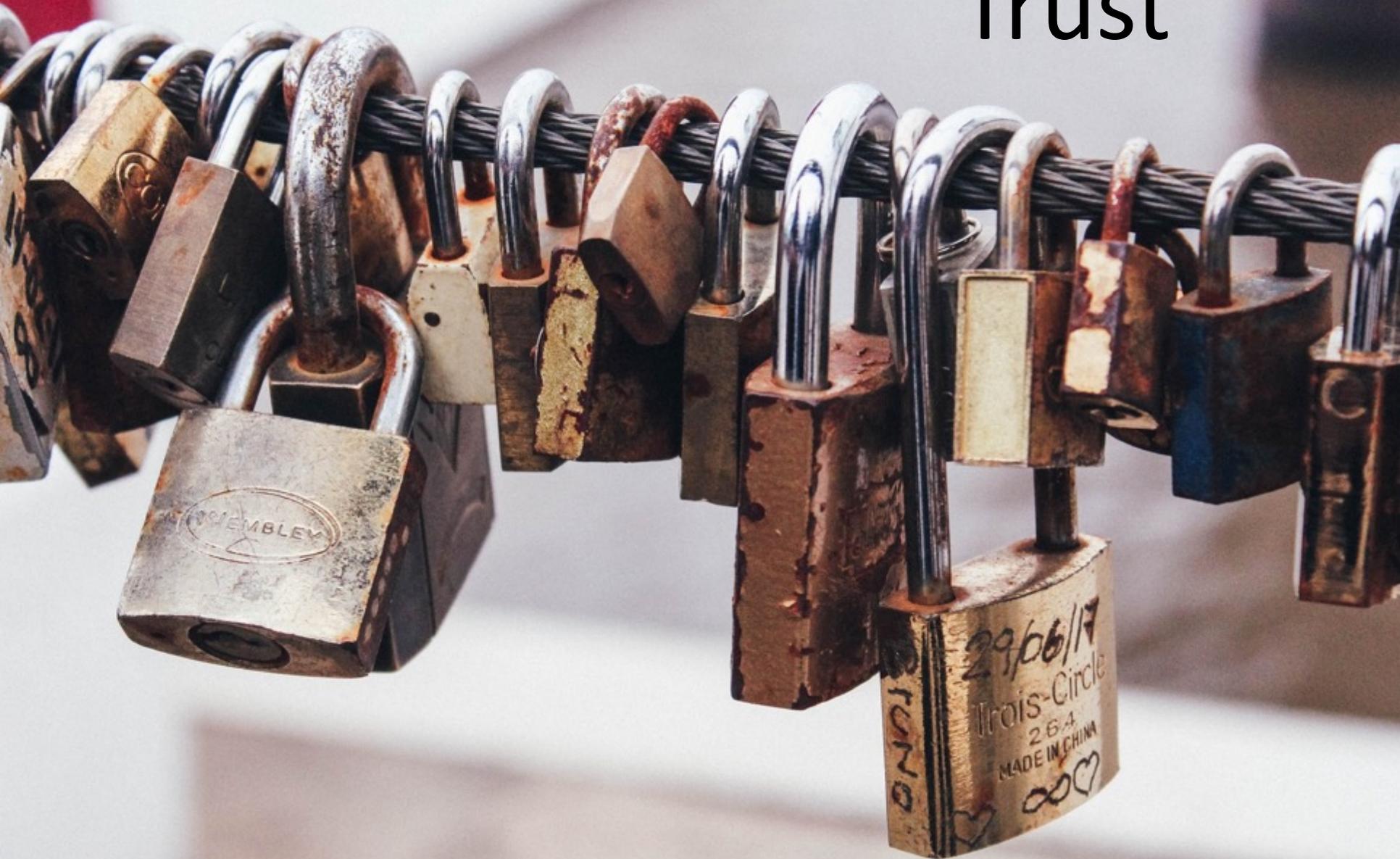
Dynamism

Immediacy

Are you credible in the eyes of your students?



Trust





Benevolence

Honesty

Openness

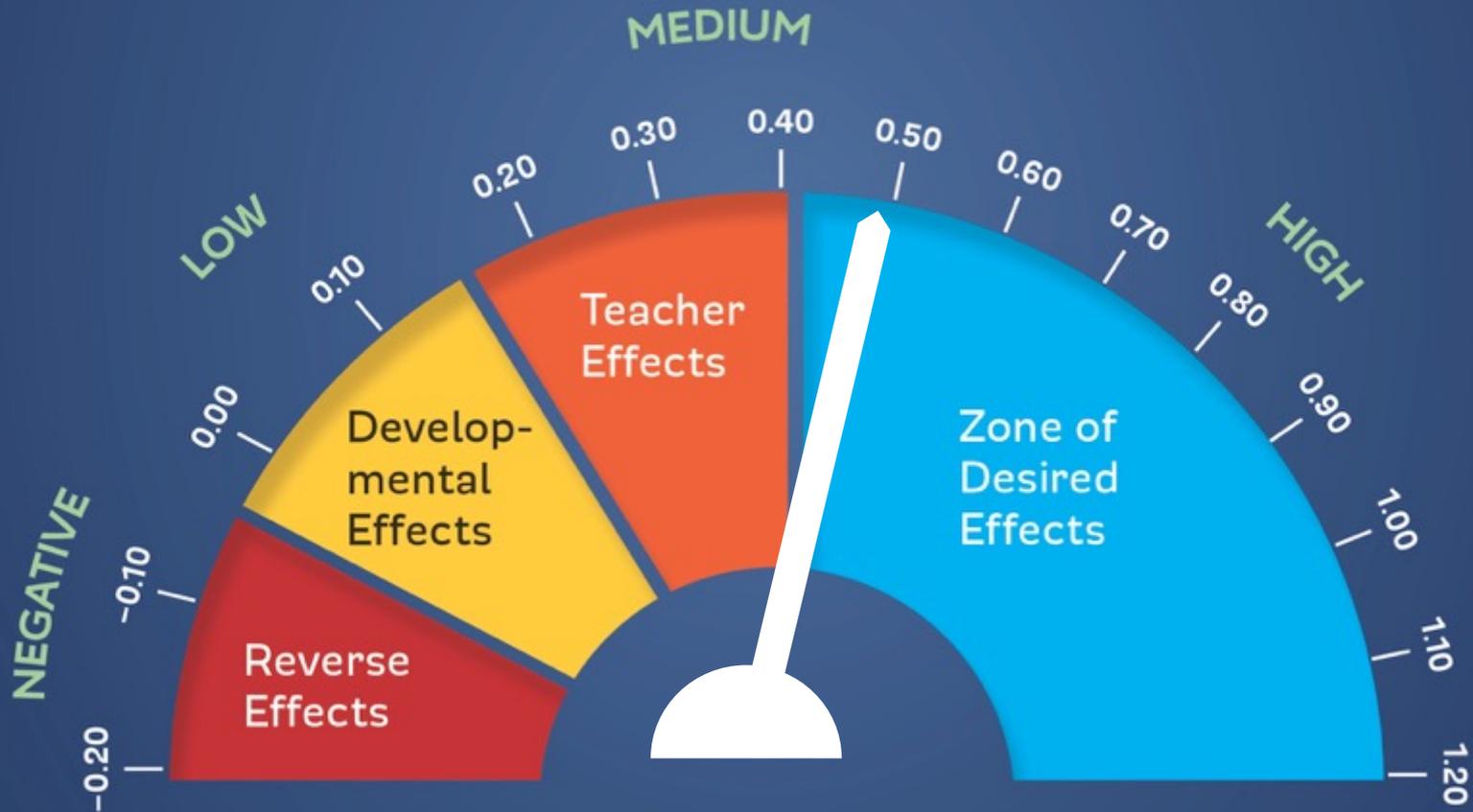
Reliability

Competency

Building Relationships



Teacher-Student Relationships: $d = 0.48$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Nine times out of 10,
the story behind the
misbehavior won't
make you angry;
it will break your
heart.

-Annette Breaux

We have fewer
interactions with hard-
to-reach students.

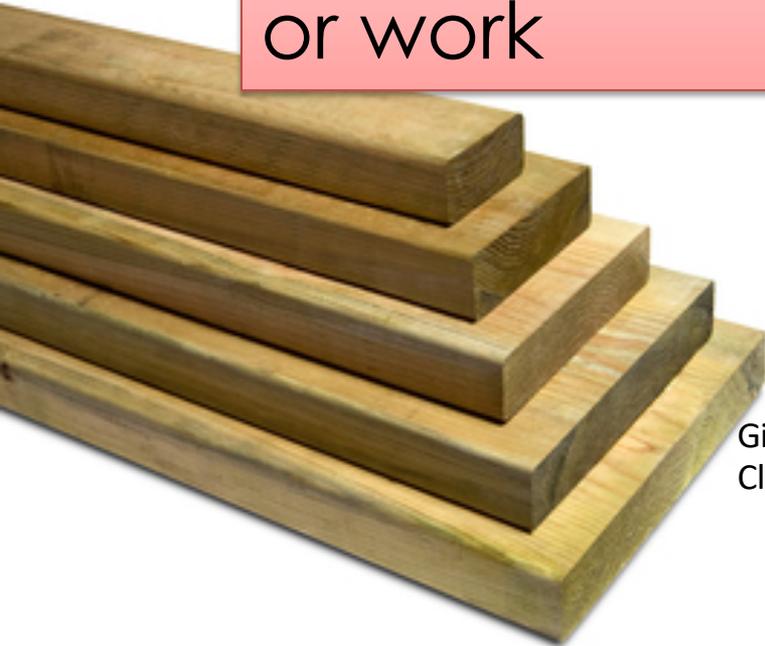


Build relationships with 2 x 10's

2 minutes a day

10 days in a row

Talk about anything EXCEPT school
or work



Ginsberg, M. & Wlodkowski, R. (2004) Creating Highly Motivating Classrooms

TRUST.

easier to gain than regain.



Listen

**Make amends but not
promises you cannot keep**

Apologize

Allow time

Forgive yourself

Be reliable

HELLO

MY NAME

IS

Competence

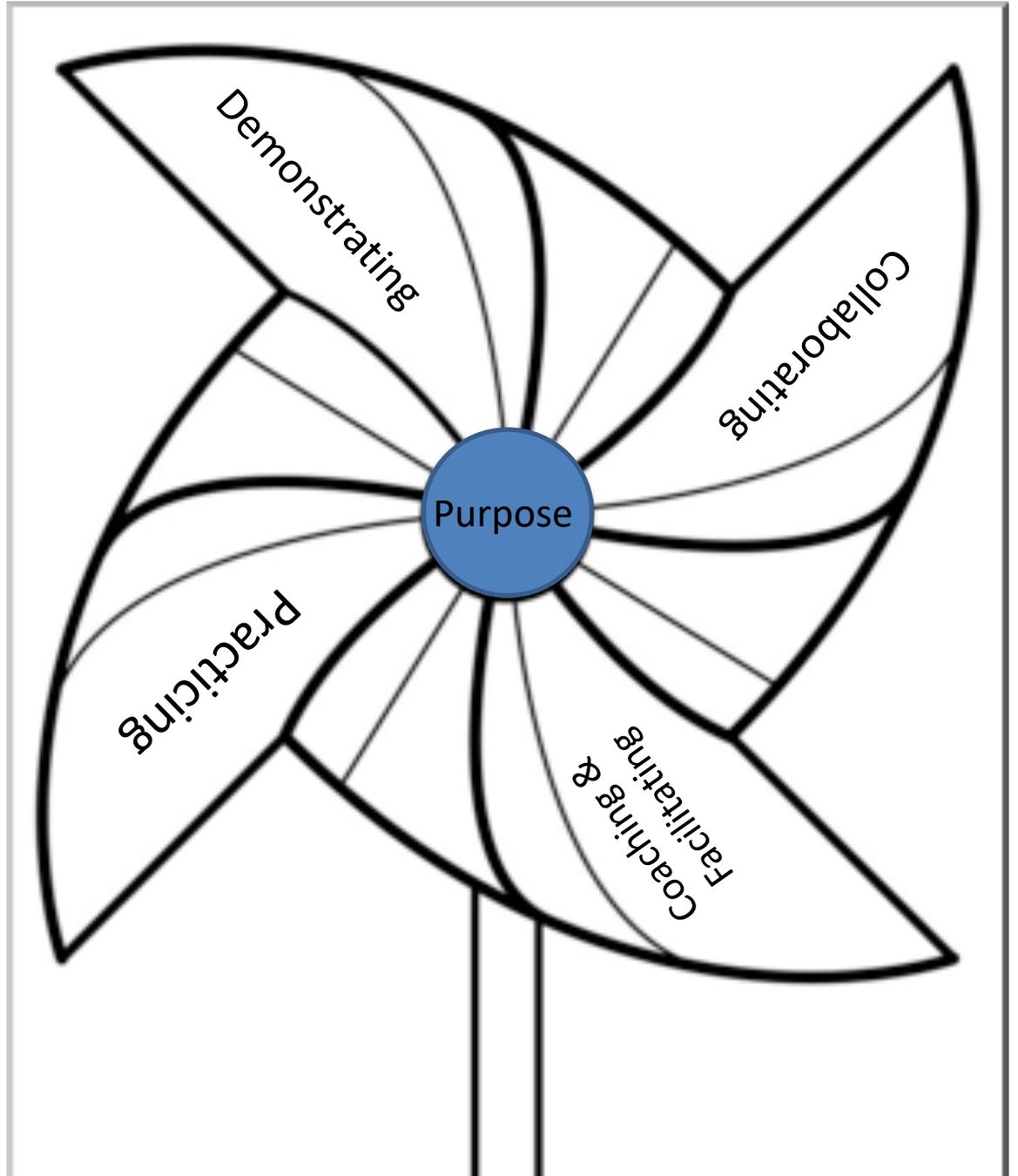




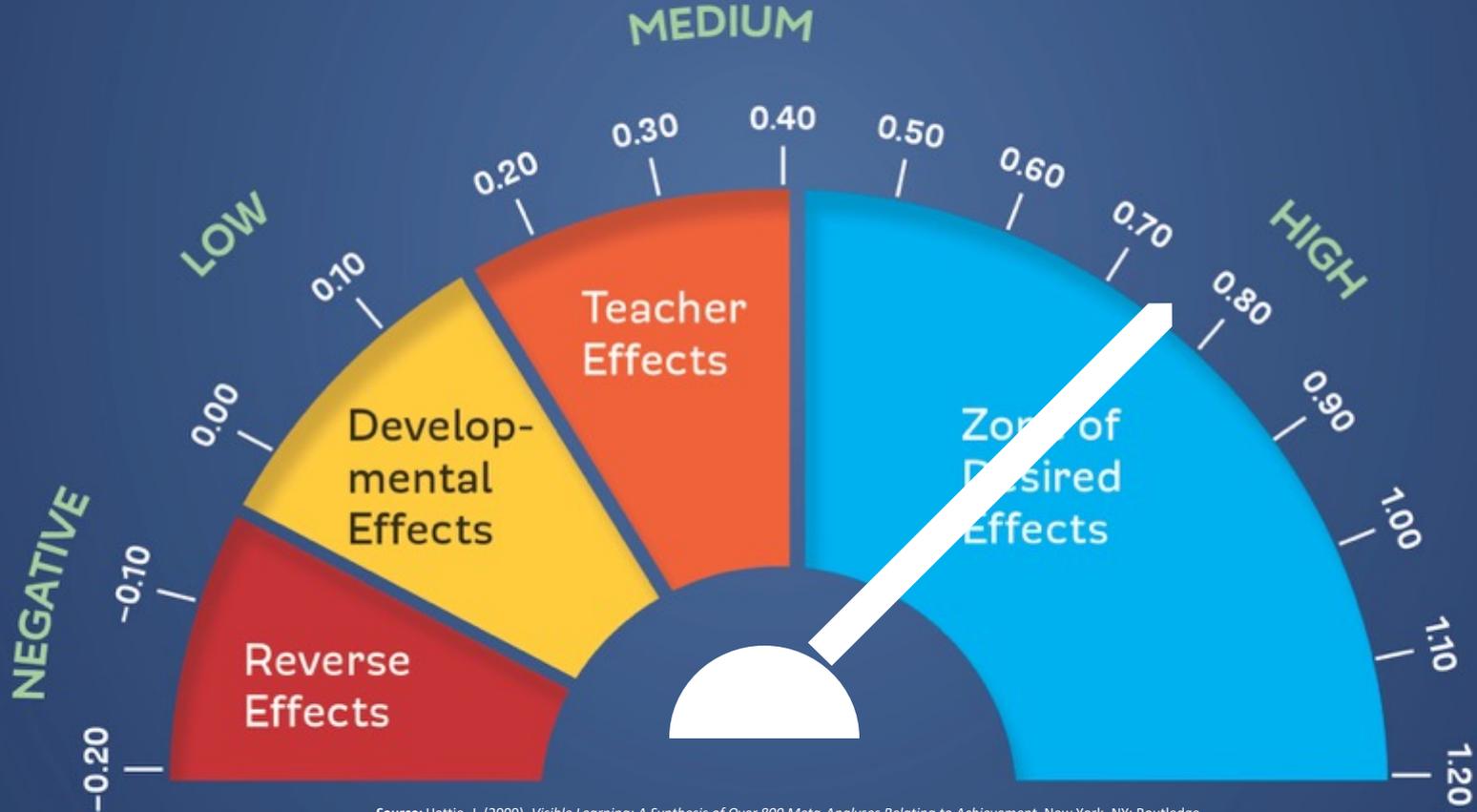
Can I learn from you?

A silver laptop is open on a wooden desk. The screen displays the words "ONLINE EDUCATION" in large, bold, blue capital letters. The background of the screen is a collage of school supplies, including pencils, paper clips, pushpins, and a ruler. To the right of the laptop, a mesh pencil holder is filled with various colored pencils and pens. In front of the laptop, a pair of glasses with blue frames rests on the keyboard. To the left, a brown leather notebook is partially visible.

ONLINE EDUCATION



Teacher clarity : $d = 0.75$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

- Teachers know what students need to learn
- Teachers communicate learning intentions to students

A pair of black-rimmed glasses is shown against a light blue background. The word "clarity" is written in a black, cursive font across the center of the right lens. The glasses are slightly out of focus, with the word being the sharpest element in the image.

clarity

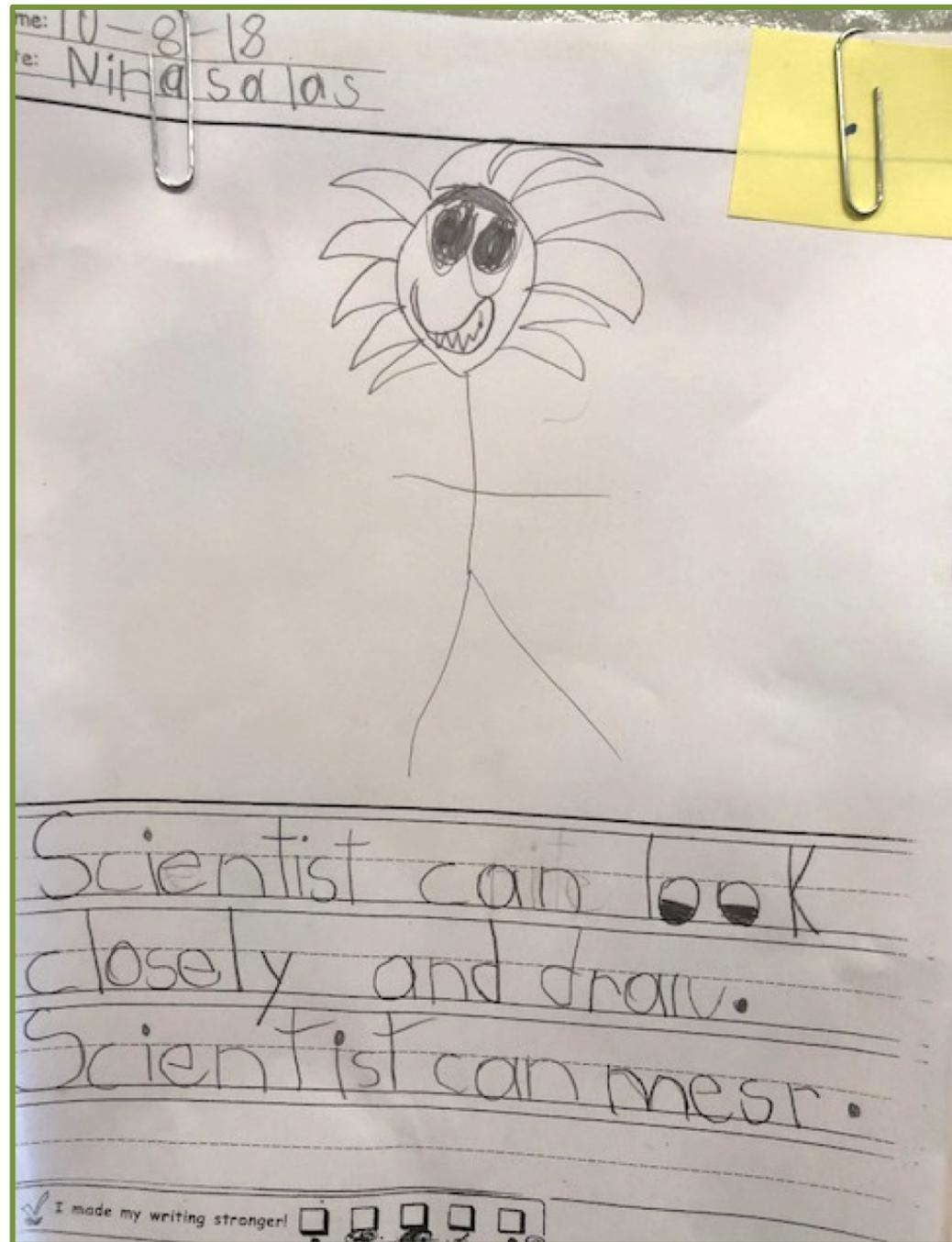
- Teachers and students understand success criteria

Practice in Action: Kindergarten Writing Goal Setting



Practice in Action:
Kindergarten Meeting
with Students About
Goals

Practice in
Action:
Kindergarten
Informational
Writing



Dynamism





WHY?



Three Questions



What am I learning today?

Why am I learning this?

How will I know that I have learned it?



**KEEP
CALM
AND
SCHOOL
IS BORING**



Students
want to feel
you teach,
not see you
read.

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presentationzen

Simple Ideas on Presentation Design and Delivery

2nd Edition
revised & updated



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An extra slide
costs nothing.



Promoting Oral Language



Accountable talk

- Press for clarification and explanation: *Could you describe what you mean?*
- Require justification of proposals and challenges: *Where did you find that information?*
- Recognize and challenge misconception: *I don't agree because ...*
- Demand evidence for claims and arguments: *Can you give me an example?*
- Interpret and use each other's statements: *David suggested ...*

Model
what it
means to
seek
feedback.

Integrated Math 3+

UNIT 4: Inverses
& Radical Functions

Content To enhance our understanding of functions through an exploration of operations on functions.

Language To attend to precision when using academic language functions and their features.

Social To get acclimated to new groups by asking questions.

Domain
Range
Composition of
Functions
"Composite
Functions"

WELCOME!

Please observe our class.

As the teacher, I am working on:

- Making learning intentions
- and success criteria
- more visible to students.

I look forward to feedback.

Immediacy





Do adults “still face” students at school?

We have fewer
interactions with
hard-to-reach
students.



Teacher expectations are influenced by...

⊙ Past Achievement ⊙ Physical & Cognitive Differences ⊙



⊙ Gender ⊙ Race/Ethnicity ⊙ SES ⊙ Language Barriers ⊙

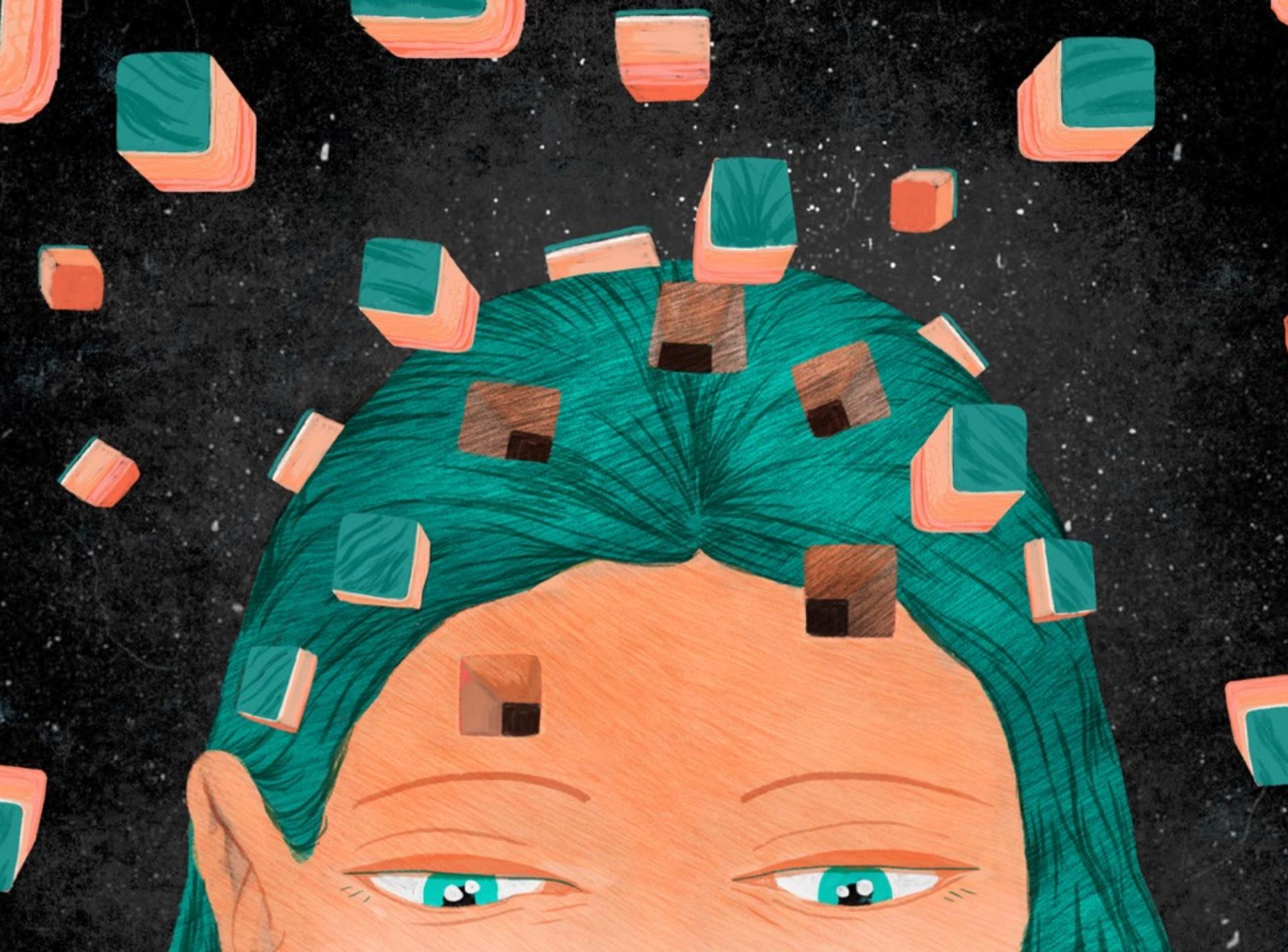
Differential Teacher Treatments of High and Low Achievers

Low achievers:

- Get less wait time.
- Are criticized more often for failure.
- Are praised less frequently.
- Receive less feedback.
- Are called on less often.
- Are seated further away from the teacher.
- Have less eye contact from the teacher.
- Have fewer friendly interactions with the teacher.
- Their ideas are accepted less often.



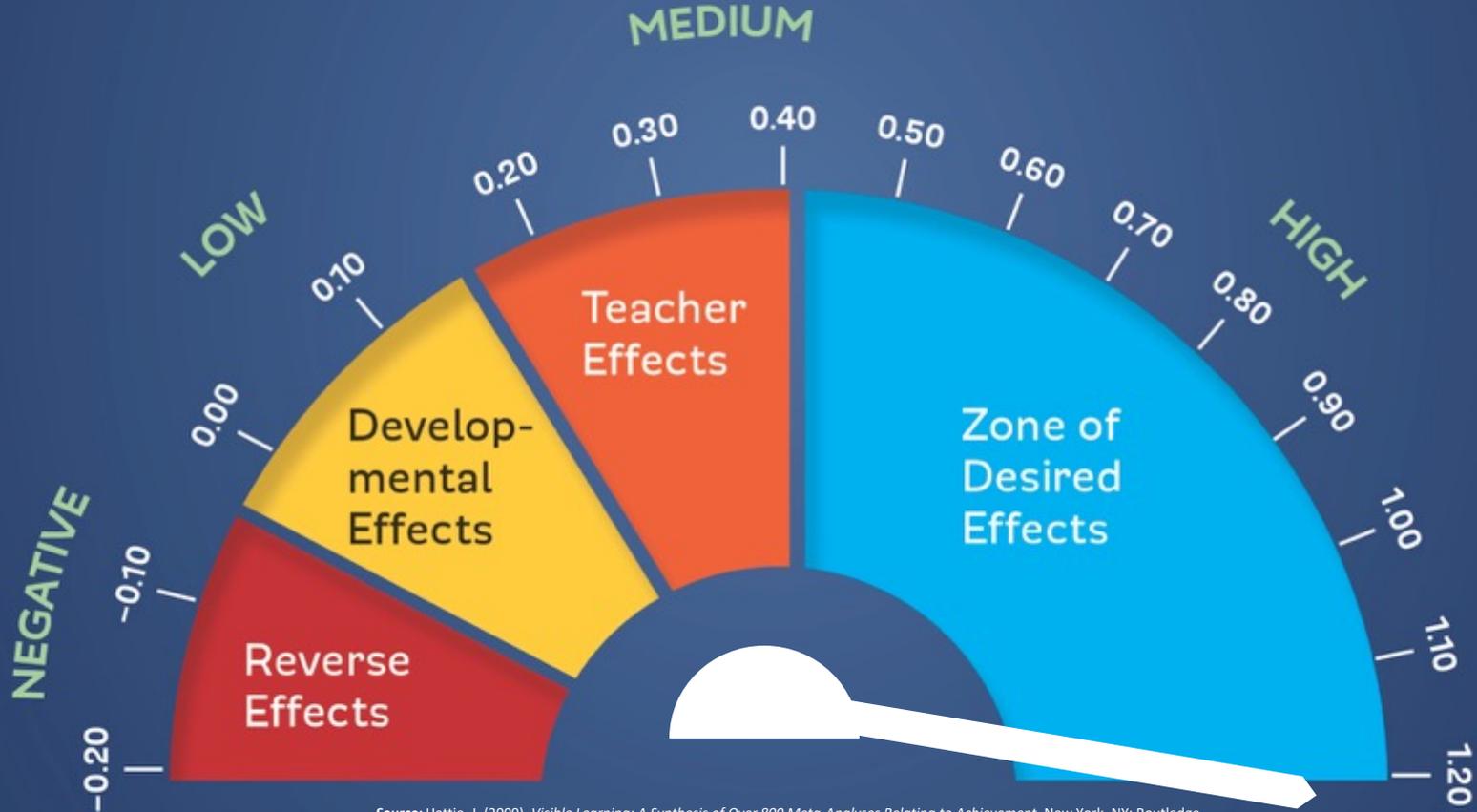
Teacher credibility
doesn't mean
just talk at your
students about
what YOU know.





Collective Teacher Efficacy

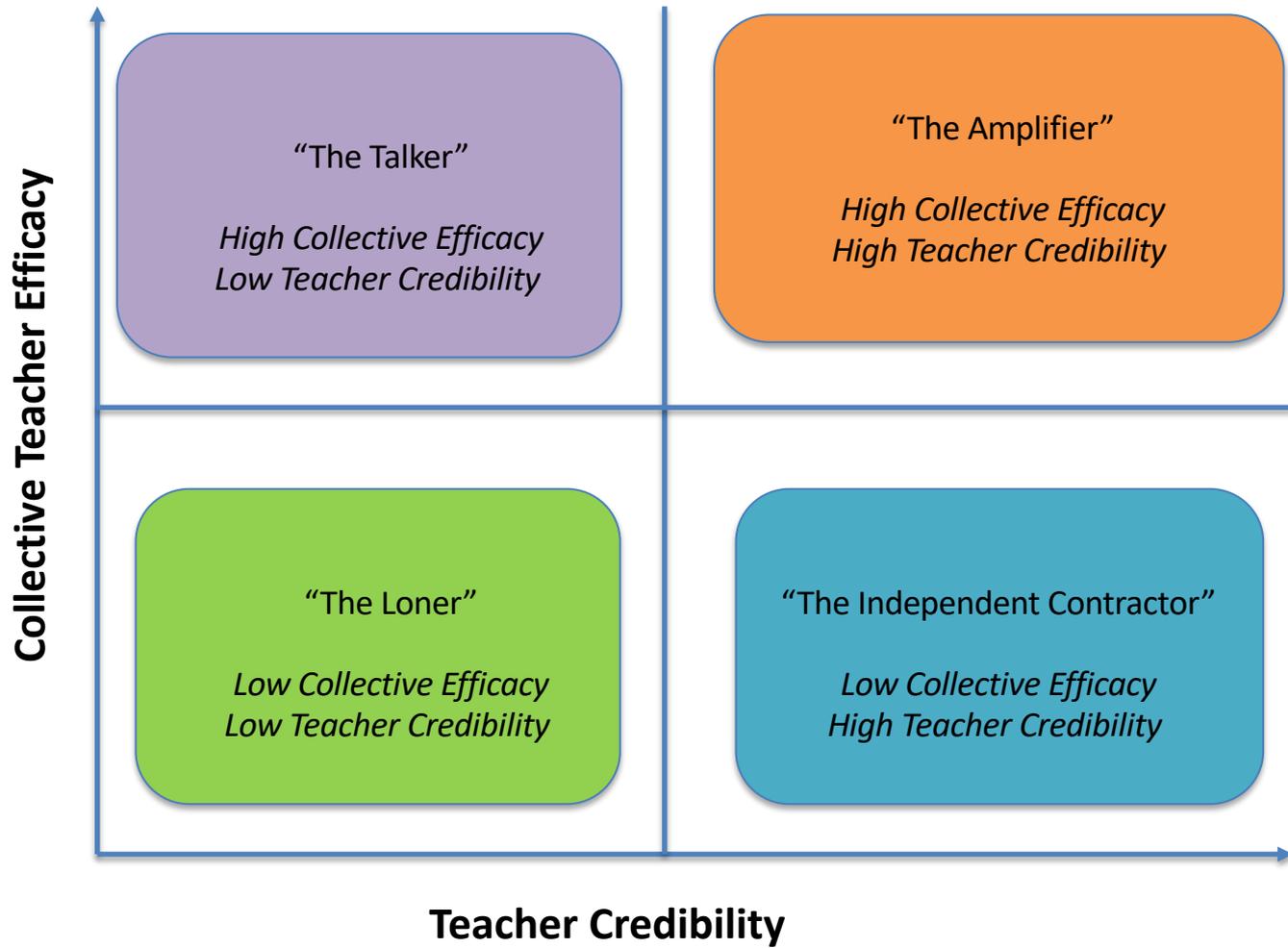
Collective teacher efficacy : $d = 1.39$



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Teacher credibility powers
collective teacher efficacy.





Collective Teacher Efficacy

- Professionally generous with colleagues
- Values the company of colleagues
- Holds an optimistic view of colleagues and the school
- Likes working with adults; tolerates students
- Rarely turns ideas into action or has impact
- Holds a pessimistic view of students and has low expectations for them
- Held in low regard by students

- Professionally generous with colleagues
- Seeks to learn shoulder-to-shoulder with colleagues
- Has an optimistic view of students, colleagues, and the school
- Perceived by students as competent, trustworthy, dynamic, and caring
- Perceived by colleagues as competent, trustworthy, dynamic, and accessible
- Students and colleagues reach their potential because of this person

- Is isolated socially and emotionally by colleagues
- Practice is private and not shared
- Colleagues avoid engaging beyond necessary interactions
- Holds a pessimistic view of students, colleagues, and the school
- Students are wary and avoid interacting beyond minimal compliance
- Not held in high regard by students
- Wonders whether this is the right profession for him or her

- Isolates self socially and emotionally from colleagues
- Practice is private, secretive and not shared
- Has an optimistic view of students
- Has a pessimistic view of colleagues and the school
- Is not open to the ideas of others
- Perceived by students as competent, trustworthy, dynamic, and accessible

Teacher Credibility



ank you thank you thank you
ank you thank you thank
you thank you thank
you thank you thank
thank you thank
thank you thank
thank you
thank you
thank you
thank you

The Teacher Credibility and Collective Efficacy Playbook

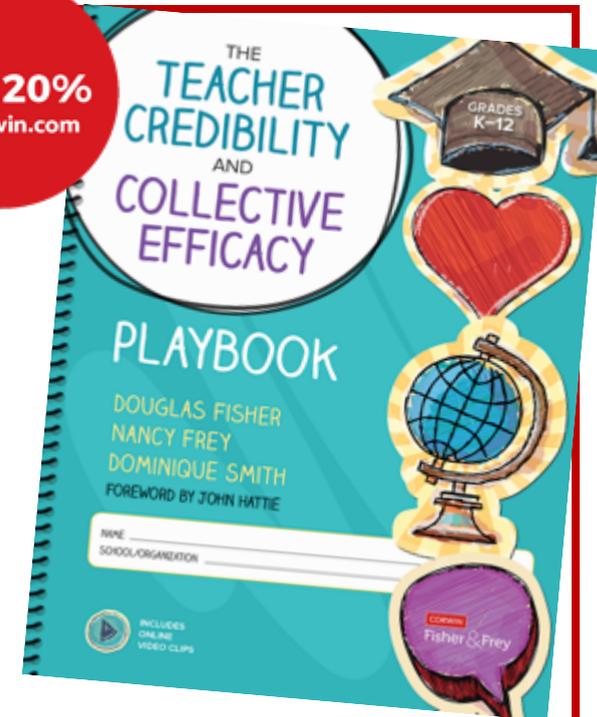
Explore the powerful synergy between your credibility with students and your collective efficacy as a member of a team.

Highly credible teachers can't reach their full potential without engagement in a collective of other teachers. And collective efficacy is difficult to achieve when teachers are not credible with their students. This powerful guide includes:

- Tools for teams to use to polish their collective effectiveness through better communication and problem-solving

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