



Success Criteria

At Our School SHNPS



Feedback from last meeting 😊

- Firstly our system of feedback is working – thanks!
- **Am I asking for more?** Yes (although we all do this instinctively).
- **Why?** Because we know ‘Success Criteria’ has a large ‘effect size’ on teaching & learning.
- **Why?** Because we want to build your capacity as a teacher.
- **Why?** Because we want consistency in our classrooms.
- **Why?** **Our students deserve the best.**
- **Why Success Criteria?** Because it forms the triangle of great instruction alongside ‘Feedback’ & Learning Intentions’.

My Success Criteria for this series of P.D.

- That staff have an agreed format of how we will embed Success Criteria into our planning.
- That Success Criteria is evident in all staff planning by the start of Term 3.
- That staff understand the importance of Success Criteria how it links with Learning Intentions & Feedback – The Triangle of Great Instruction.
- That staff have 3 sources of feedback about their teaching of Success Criteria.
- That staff begin self – assessing using video and rubrics.

My Success Criteria today

- We have an agreed
- All staff are aware how 'effective' success criteria is in **student learning**.
- That staff will be thinking about **Success Criteria** next time they plan.

Success Criteria sits inside what Hattie calls Clarity of Organisation
(Below are the 4 Dimensions of Teacher Clarity as defined by Hattie)

1. Clarity of **Organisation**
2. Clarity of **Explanation**
3. Clarity of **Examples & Guided Practice**
4. Clarity of **Assessment of Student Learning**

Teacher Organisation has 2 main components

- Clear **Learning Intentions** (Focus @ SHNPS)
- Clear **Success Criteria**

What are we already doing for (Teacher) Clarity of Organisation @ SHNPS?

- As a school we have done a lot of work on 'clarity organisation'.
- What have we done to improve teacher organisation?
- School wide planning pro forma & expectations.
- Our planning ensures we have a clear learning intention.



Activity



You have one minute to draw a house.

Talk Partners

- What is successful about your partner's drawing?
- What could be done to improve your drawing?

Mark your partner's work

- Door ramp for wheelchair access 30
- Disabled parking space by gate 20
- All rooms on ground floor 10
- Shrubs and flowers in garden 10
- Intercom on door 20
- Flat path leading to garden shed 10

Excellence model



How do success criteria help students?

‘Any learner needs to know what they are learning to do and **what they will be judged on.**’ Gilbert (2010)

Not ‘**Guess what is inside the teacher’s head** but informed learning.’

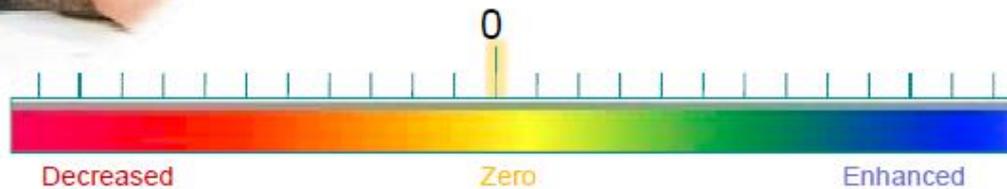
Watch the short video.

Make notes on how the teacher shares the success criteria with her class?

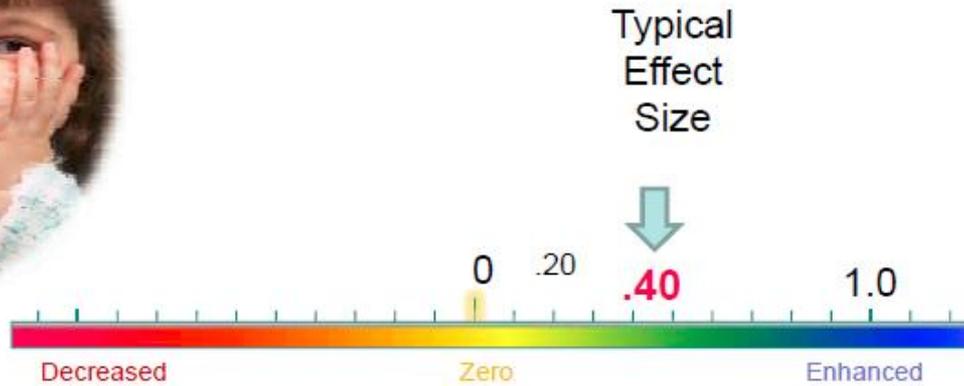
- <https://www.youtube.com/watch?v=8S3MuIdH14s>
- How did the teacher use 'Success Criteria'?

Why teacher clarity?

There are many influences on student achievement- some influences enhance it while others decrease achievement. A close look at Hattie's research will identify the top influences on achievement and take the meta analyses from research to classroom practice.



Effect on achievement over time



Rank these 12 effects using 0.4 as a measure of positive effect.

- 1 Acceleration (speed up a year)
- 2 Feedback
- 3 Student-teacher relationships
- 4 Teaching study skills
- 5 Reading Recovery
- 6 Cooperative learning
- 7 Homework
- 8 Individualized instruction
- 9 Ability grouping
- 10 Open vs. traditional classes
- 11 Retention (hold back a year)
- 12 Shifting schools



Here they are!

1 Acceleration (speed up a year)	.88
2 Feedback	.73
3 Student-teacher relationships	.72
4 Teaching study skills	.59
5 Reading Recovery	.50
6 Cooperative learning	.41
7 Homework	.29
8 Individualized instruction	.22
9 Ability grouping	.12
10 Open vs. traditional classes	.01
11 Retention (hold back a year)	-.16
12 Shifting schools	-.34



The disasters...

Rank	Influence	Studies	Effects	ES
120	Mentoring	74	74	.15
121	Teacher education	85	391	.12
122	Ability grouping	500	1369	.12
123	Gender	2926	6051	.12
124	Diet	23	125	.12
125	Teacher subject matter knowledge	92	424	.09
126	Distance Education	839	1643	.09
127	Out of school curricula experiences	52	50	.09
128	Perceptual-Motor programs	180	637	.08
129	Whole language	64	197	.06

Not worth it yet...

Rank	Influence	Studies	Effects	ES
100	Finances	189	681	.23
101	Illness (Lack of)	13	13	.23
101	Religious Schools	71	71	.23
103	Individualized instruction	638	1185	.22
104	Visual/Audio-visual methods	359	231	.22
105	Comprehensive Teaching Reforms	282	1818	.22
106	Class size	96	785	.21
107	Charter Schools	18	18	.20
108	Aptitude/treatment interactions	61	340	.19
109	Personality	234	1481	.19

Closer to average

Rank	Influence	Studies	Effects	ES
70	Time on Task	100	136	.38
71	Computer assisted instruction	4899	8914	.37
72	Adjunct aids	73	258	.37
73	Bilingual Programs	128	727	.37
74	Principals/ School leaders	491	1257	.36
75	Attitude to Mathematics/Science	288	664	.36
76	Exposure to Reading	114	293	.36
77	Drama/Arts Programs	715	728	.35
78	Creativity	21	447	.35
79	Frequent/ Effects of testing	569	1749	.34

Average

Rank	Influence	Studies	Effects	ES
60	Mathematics programs	706	2404	.43
61	Behavioral organizers/Adjunct questions	577	1933	.41
63	Cooperative learning	306	829	.41
64	Science	884	2592	.40
65	Social skills programs	540	2278	.40
66	Reducing anxiety	121	1097	.40
67	Integrated Curricula Programs	61	80	.39
68	Enrichment	214	543	.39
69	Career Interventions	143	243	.38

Average

Rank	Influence	Studies	Effects	ES
51	Motivation	327	979	.48
52	Early Intervention	1704	9369	.47
53	Questioning	211	271	.46
54	Pre school programs	358	1822	.45
55	Quality of Teaching	141	195	.44
56	Writing Programs	262	341	.44
57	Expectations	674	784	.43
58	School size	21	120	.43
59	Self-concept	324	2113	.43

Exciting

Rank	Influence	Studies	Effects	ES
30	Worked examples	62	151	.57
31	Home environment	35	109	.57
32	Socioeconomic status	499	957	.57
33	Concept mapping	287	332	.57
34	Challenging Goals	604	820	.56
35	Visual-Perception programs	683	5035	.55
36	Peer tutoring	767	1200	.55
37	Cooperative vs. competitive learning	1024	933	.54
38	Pre-term birth weight	46	136	.54
39	Classroom cohesion	88	841	.53

Among the winners

Rank	Influence	Studies	Effects	ES
20	Problem solving teaching	221	719	.61
21	Not labeling students	79	79	.61
22	Teaching strategies	5667	13572	.60
23	Cooperative vs. individualistic learning	774	284	.59
24	Study skills	668	2217	.59
25	Direct Instruction	304	597	.59
26	Tactile stimulation programs	19	103	.58
27	Phonics instruction	447	5990	.58
28	Comprehension programs	415	2653	.58
29	Mastery learning	377	296	.58

The top 10!

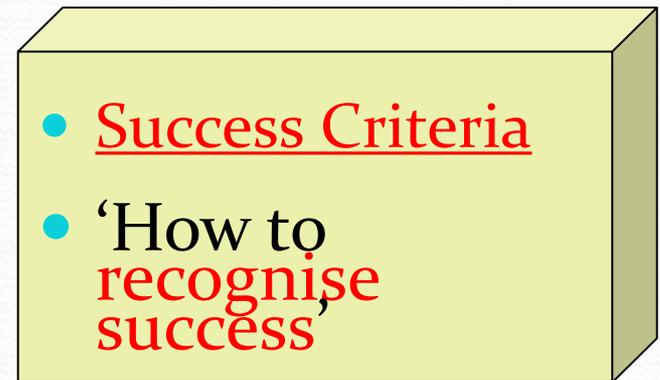
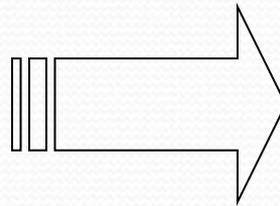
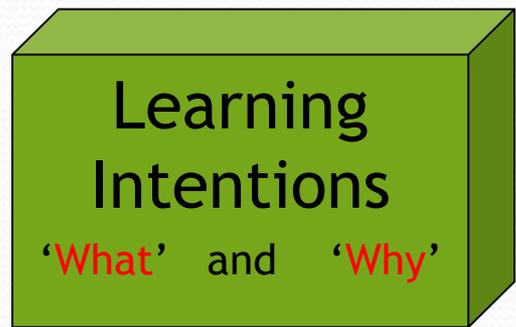
Rank	Influence	Studies	Effects	ES
1	Self-reported grades	209	305	1.44
2	Piagetian programs	51	65	1.28
3	Providing formative evaluation	30	78	.90
4	Micro teaching	402	439	.88
5	Acceleration	37	24	.88
6	Classroom behavioral	160	942	.80
7	Comprehensive interventions for learning disabled students	343	2654	.77
8	Teacher clarity	na	na	.75
9	Reciprocal teaching	38	53	.74
10	Feedback	1287	2050	.73

What is Hattie Saying?

- Learning Intentions (Focus) are very important!
- Hattie is now saying (based on his most recent research) that **'Success Criteria' is even more 'effective'** than learning intentions.
- In his most appropriately named book 'Visible Learning'... His key message is that:

...We must make **Learning Visible** for students.

Learning Intentions vs Success Criteria



What might **Success Criteria** look like in your **planning**?

Learning Intention: We are learning to write a narrative.

Activity: Write a ghost story.

I will be successful if:

- people enjoy reading my story; and
- it frightens them.

I will be successful if:

- set the scene in the opening paragraph;
- build up tension/suspense;
- use spooky adjectives and powerful verbs; and
- end with a cliffhanger.

What are some examples we already use for Success Criteria?

- Turn and share with your partner examples of Success Criteria we already use.
- Share these as a group.

Success criteria

- the more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria