lies within the teacher’s influence (Hattie, 2009). Yet too often, the vigor with which teachers locate explanations that lie with the student have far outstripped their efforts to examine their impact on student learning and adjust accordingly.

“I am a change agent.”

This isn’t a platitude. In the hands of an effective teacher, visible teaching and learning center our practices. It’s an essential mind frame, and one that is vital if one is going to foster transfer of learning. It’s true that some students will engage in transfer learning without any of us paying much attention to it, but that signals a lost opportunity as well. The key word in the first sentence is agent. As teachers, we have the potential for tremendous agency—to make learning happen—if we’d only seize the chance to do so. Being a change agent means bearing witness to student learning, reflecting on it, and recognizing that student progress tells us something about ourselves. How will we ever know what students are truly capable of if we don’t get deeply involved in their learning lives?

Source: Adapted from Hattie (2012). Used with permission.

Figure 7.7