

Collaborative Leadership & Visible Learning

How these partnerships work in unison to improve school success

How Visible Learning addresses it

Collective Teacher Efficacy

1.39

Demonstrates an understanding of self-efficacy (Bandura) and how to help build collective teacher efficacy. **Hattie's research on the topic is what inspired DeWitt's Collaborative Leadership work.**

Self-reported Grades

1.33

A key element in the Visible Learning process and has a place in all workshops.

Feedback

.74

Focuses on the three levels of feedback that teachers give to students: task, process, and self-regulation.

Parental Involvement

.45

While family engagement is not a specific aspect of the Visible Learning workshops, Hattie has impactful research around it and its effects on student learning.

Professional Development Programs

.37

Visible Learning teaches participants the necessary elements of professional development (PD), based on the research of Timperley et al.

Principals/School Leaders

.37

Included as a Foundation Day learning tool and considered a necessary component of implementing Visible Learning.

How Collaborative Leadership expands upon it

Explores what 'teacher efficacy' means and provides methods for leaders, teacher leaders, and instructional coaches to help build the collective efficacy of staff. This influence is built on the foundation of self-efficacy.

Incorporates high-impact learning strategies and practical examples from DeWitt's time as a teacher, principal, and struggling learner. *Referred to as Assessment-capable Learners*

Building on the three levels of feedback, Collaborative Leadership provides an understanding of how people receive feedback (Stone & Heen), which is a key element of the feedback structure.

Focuses on how schools communicate with families. Do schools use too many educational acronyms? Do they use messages that focus more on monologue than dialogue? *Referred to as Family Engagement*

Collaborative Leadership delves deeper into the elements and offers research-based strategies to move forward with PD and make the greatest impact. These strategies can be co-constructed with teachers to help them focus on effective goals around student learning. *Referred to as Professional Development*

Includes research-based suggestions demonstrating how leaders can help teachers with instructional strategies. Uses structures that have long been established in schools, including faculty meetings, teacher observation, PLC's, and walkthroughs. *Referred to as Instructional Leadership*

Learn more about Collaborative Leadership, including how to bring the consultants to your district corwin.com/collaborativeleadership