

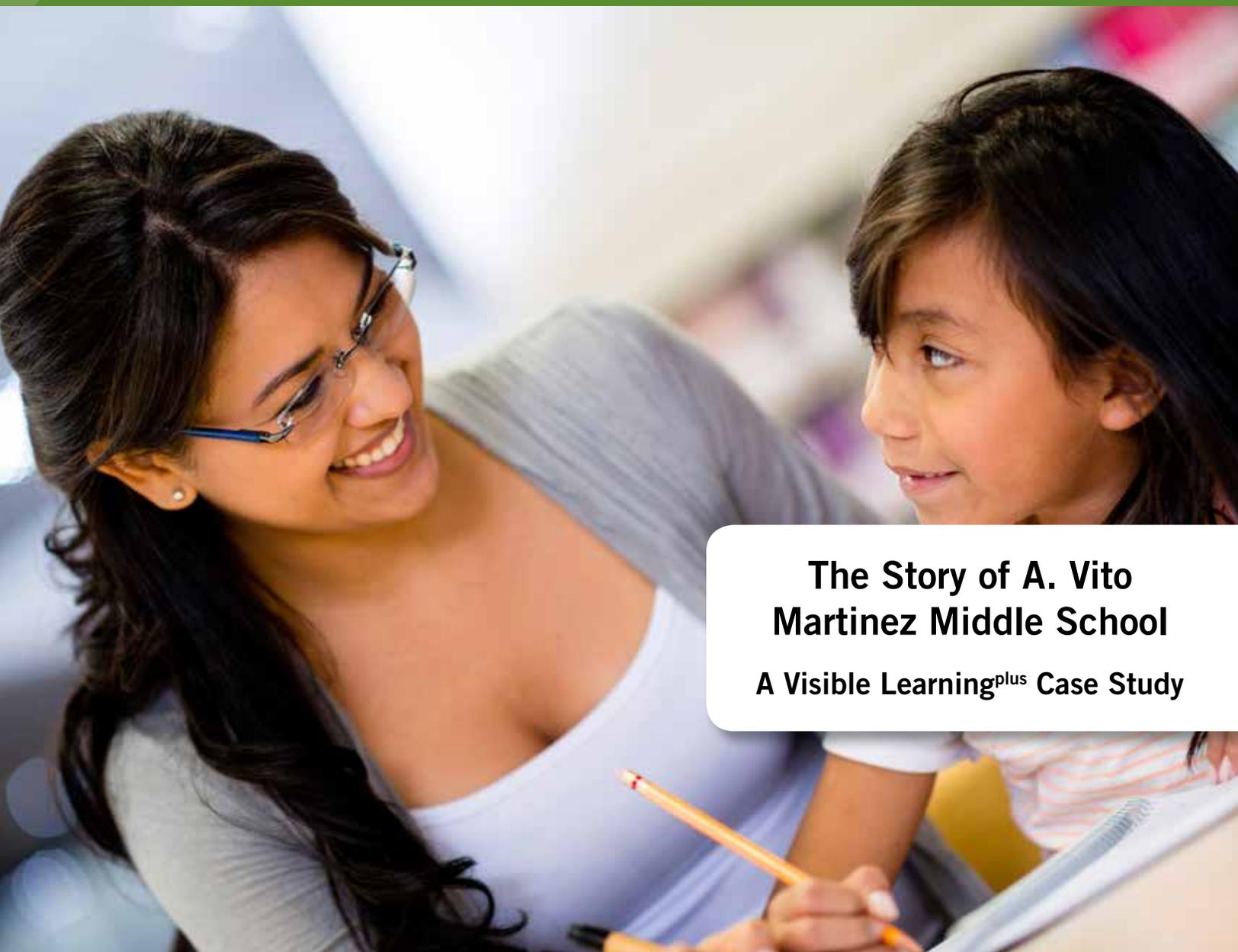
Exclusively from Corwin



visible
learning^{plus}

How One School is Developing Assessment-Capable Visible Learners

Visible Learning^{plus}: A Proven Program for School Improvement



**The Story of A. Vito
Martinez Middle School**
A Visible Learning^{plus} Case Study

Learn more at www.corwin.com/visiblelearning or call (800) 831-6640

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About Visible Learning^{plus}

The Visible Learning^{plus} school change model of professional learning is based on one simple belief: every student should experience at least one year's growth over the course of one school year.

However, this simple statement can lead to a host of questions: How do we measure growth? What does a year's progress look like? What factors contribute the most to student learning? How do we account for students with different abilities?

The story of A. Vito Martinez Middle School illustrates how Visible Learning^{plus} harnesses the collaborative energy of educators to maximize the impact on student achievement.

For more information about the Visible Learning^{plus} model of school improvement, please visit www.corwin.com/visiblelearning or contact your account manager at (800) 831-6640.

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Corwin is the exclusive provider of Visible Learning^{plus} seminars, institutes, training, and consulting in North America. For 25 years, our mission of "Helping Educators Make the Greatest Impact" has guided us in finding practical, research-based solutions to the challenges that educators face. We are proud to be your partner for all Visible Learning^{plus} professional learning.

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A. Vito Martinez Middle School, IL

Total enrollment:
814

Low income:
64.5%

English learner:
1.7%

Special needs:
12.2%

The Context

A. Vito Martinez (AVM) Middle School is a part of the Valley View School District. For the first year of their Visible Learning^{plus} journey, AVM focused on developing the dispositions of assessment-capable visible learners in their students by strengthening teacher clarity and mindset.

Making Strides

Principal Sarah DeDonato and Assistant Principal Bill Normand gathered qualitative evidence using Visible Learning^{plus} tools to determine if students could articulate their learning. During walk-throughs, they asked questions to determine if students could articulate what they had learned and how they knew they had learned it.

Meanwhile, the AVM teachers participated in a professional development day focused on developing a growth mindset and welcoming a culture of error. This was a critical step in ensuring teachers were ready to support the development of assessment-capable visible learners in the classroom.

Teachers also learned about the purpose and impact of success criteria and how to develop them. They learned strategies to incorporate success criteria into planning and instruction to help students self-assess their learning and know what actions they need to take to meet their learning goals. Teachers who had begun to use success criteria in the classroom shared best practices with fellow teachers.

“In order to identify the impact of our thinking and behaviors on students, we must first have a growth mindset that allows us to reflect on and grow from our mistakes.”

—Sarah DeDonato, Principal

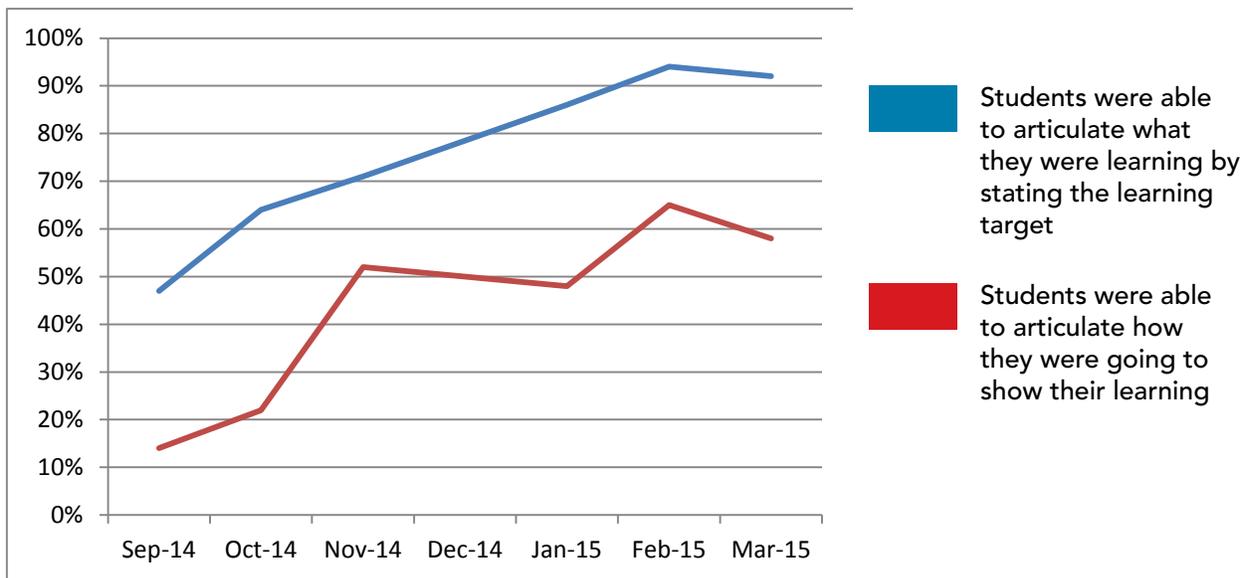
“I have been implementing the use of learning targets and success criteria in my classroom this year. I have found that students are able to articulate not only what they are learning, but why they are learning it. Through Visible Learning^{plus}, students are able to take responsibility of their learning because they are more aware of the steps they need to take in order to be a self-sufficient, critical learner.”

—Samantha Bowman, Seventh-Grade Language Arts Teacher

A. Vito Martinez Middle School, IL

As the year progressed, the data showed more students were able to articulate what they had learned and prove how they knew they had learned it. In September 2014, only 47% of students could articulate what they had learned. By the end of December 2014, this number increased to 71%. In March 2015, 94% of students could articulate what they had learned.

What Am I Learning? How Am I Doing?



A seventh-grade student in Ms. Bowman's language arts class said, "Success criteria show us the standards and what steps we should follow to help us meet the learning target. I think success criteria help us as learners. Success criteria help us see if we have made mistakes through the process and help us see visually what we can do to get better at our reading and writing."

What's Next?

For the 2015-2016 school year, the AVM leadership team plans to build upon this foundation by introducing feedback and collecting evidence of how it relates to success criteria. All staff will participate in Visible Learning^{plus} workshops about providing feedback at the task, process, and self-regulation level. The school leadership team will continue to collect evidence of teacher clarity, but plan to disaggregate data based on grade level and department to determine where extra support may be needed.



1. School Capability Analysis

How does your school perform against the five strands of Visible Learning^{plus}? Certified consultants will collect and analyze baseline capability data to determine your school's readiness for Visible Learning^{plus}.

2. Foundation Seminar Series

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3. Collaborative Impact Program

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