Powerful Professional Learning Based on the Research of Professor John Hattie

A proven program for school improvement

4 Keynotes
4 Workshops
4 Institutes
4 School and District Implementation

Call (800) 831-6640 or visit www.corwin.com/visiblelearning
Welcome to Visible Learning\textsuperscript{plus}

The Visible Learning\textsuperscript{plus} school change model of professional learning is based on one simple belief: every student should experience at least \textbf{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?

Within these pages, you will see how the powerful research behind Visible Learning\textsuperscript{plus} forms the basis of a proven school improvement program that helps you systematically examine effective instructional practice. You will learn about schools and districts across the country that are developing visible learners who can articulate what they are learning, how they are learning, and where they are going next on their learning journey.

Most importantly, you will see how Visible Learning\textsuperscript{plus} functions as a system response to achievement at both the school and district level, harnessing the collaborative energy of educators to maximize the impact on student achievement.

Sincerely,

[Signature]

Professor John Hattie
University of Melbourne
Senior Research Consultant, Visible Learning\textsuperscript{plus}

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Exclusively from Corwin

Corwin is the exclusive provider of Visible Learning\textsuperscript{plus} seminars, institutes, training, and consulting in the United States, Canada, and Australia. For over 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\textsuperscript{plus} professional learning.
### The Visible Learning Research

#### What Matters Most in Raising Student Achievement?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Student visible learning</td>
<td>1.44</td>
</tr>
<tr>
<td>Response to intervention</td>
<td>1.07</td>
</tr>
<tr>
<td>Formative teacher evaluation</td>
<td>0.90</td>
</tr>
<tr>
<td>Feedback</td>
<td>0.75</td>
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<tr>
<td>Metacognitive strategies</td>
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<tr>
<td>Direct instruction</td>
<td>0.59</td>
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<tr>
<td>Peer tutoring</td>
<td>0.55</td>
</tr>
<tr>
<td>Classroom management</td>
<td>0.52</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>0.41</td>
</tr>
<tr>
<td>Writing programs</td>
<td>0.40</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>0.40</td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>0.39</td>
</tr>
<tr>
<td>Computer-assisted instruction</td>
<td>0.37</td>
</tr>
<tr>
<td>Inquiry-based teaching</td>
<td>0.31</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
<tr>
<td>Teaching test-taking skills</td>
<td>0.27</td>
</tr>
<tr>
<td>Summer school</td>
<td>0.23</td>
</tr>
<tr>
<td>Class size</td>
<td>0.21</td>
</tr>
<tr>
<td>Co-/team teaching</td>
<td>0.19</td>
</tr>
<tr>
<td>Mentoring</td>
<td>0.15</td>
</tr>
<tr>
<td>Ability grouping</td>
<td>0.12</td>
</tr>
<tr>
<td>Teacher subject matter knowledge</td>
<td>0.09</td>
</tr>
<tr>
<td>Summer vacation</td>
<td>-0.02</td>
</tr>
<tr>
<td>Retention</td>
<td>-0.13</td>
</tr>
<tr>
<td>Television</td>
<td>-0.18</td>
</tr>
</tbody>
</table>

### The World’s Most Powerful Research

The Visible Learning research began with a simple question: what impacts student learning the most?

World-renowned professor John Hattie began his quest to find the answer more than 20 years ago. The resulting Visible Learning research is now the world’s largest evidence base on what works best in schools to improve learning.

Video: John Hattie explains how effect sizes measure impact on achievement.
The Visible Learning research is based on John Hattie’s meta-meta-analysis of more than 1,400 research reviews comprising more than 80,000 studies involving more than 300 million students around the world. From the research, Professor Hattie identified more than 250 factors that have an impact on student achievement.

Hattie found that the average effect size is 0.4 standard deviations. This average translates to the amount of progress a student can be expected to make during one year of schooling. When educators use strategies that have high effects, they can accelerate student learning and maximize their impact.

**Class size? Inquiry-based teaching?**

The power of the Visible Learning research lies not only in helping educators understand how much impact each factor has on student achievement, but also in understanding impact relative to other factors.

Educators who understand which factors have the highest impact on student achievement can begin making strategic decisions based on evidence to maximize their time, energy, and resources.

<table>
<thead>
<tr>
<th>HIGH EFFECT SIZES</th>
<th>LOW EFFECT SIZES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influence</strong></td>
<td><strong>Effect Size</strong></td>
</tr>
<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Student visible learning</td>
<td>1.44</td>
</tr>
<tr>
<td>Response to intervention</td>
<td>1.07</td>
</tr>
<tr>
<td>Formative teacher evaluation</td>
<td>0.90</td>
</tr>
<tr>
<td>Classroom discussion</td>
<td>0.80</td>
</tr>
<tr>
<td><strong>Influence</strong></td>
<td><strong>Effect Size</strong></td>
</tr>
<tr>
<td>Class size</td>
<td>0.21</td>
</tr>
<tr>
<td>Ability grouping</td>
<td>0.12</td>
</tr>
<tr>
<td>Teacher subject matter knowledge</td>
<td>0.09</td>
</tr>
<tr>
<td>Student control over learning</td>
<td>0.04</td>
</tr>
<tr>
<td>Retention</td>
<td>-0.13</td>
</tr>
</tbody>
</table>

*A sampling of factors that influence student achievement from the Visible Learning research*
Visible Learningplus translates the research of John Hattie into a practical roadmap for implementation in the classroom and schoolwide. Today, schools around the world use Visible Learning to examine their impact on student achievement and create innovation in the learning environment.

There are many ways to engage with Visible Learningplus depending on your level of knowledge and experience with the professional learning model. Our Corwin certified consultants are here to help you customize your journey and support your progress each step of the way.
8 Practices You Can Put in Place to Develop Visible Learners

Education trends may come and go, but the conclusions of the Visible Learning research have remained largely unchanged over the years. This infographic summarizes what we know about what matters most for student achievement.

1. **Focus on progress**
   Shift the narrative from focusing on what teachers are doing to what students are learning. When educators focus on progress instead of achievement scores, they can begin to have conversations about how they can maximize their impact on student learning.

2. **Provide the right level of challenge**
   Teachers must set challenging goals, rather than “do your best” goals, and offer students opportunities for deliberate practice to attain these goals.

3. **Support teacher autonomy**
   Teachers need to be directive, influential, caring, and actively and passionately engaged in the process of teaching and learning. When teachers are enabling all students to gain at least a year’s growth per year, their practices should be shared to increase the expertise of all teachers.

4. **Teachers collaboratively evaluate their impact**
   Teachers must view themselves as evaluators of their own impact, be open to looking at evidence of their impact on students, and provide feedback on each other's impact to better meet the needs of the student.
8 Practices You Can Put in Place to Develop Visible Learners

2. Build consensus on goals
Visible Learning<sup>plus</sup> aims to provide at least one year's progress over one school year for all students. Educators must agree on what one year's progress looks like and how progress will be measured.

3. Move students toward explicit success criteria
Both teachers and students need to know the learning intentions of each lesson and the criteria for student success. Teachers must be skilled in evaluating students' understanding and applying a variety of interventions to move students toward attaining the stated success criteria.

4. Establish environments where errors are welcomed as opportunities to learn
Learning happens when we make errors and seek to correct them. Educators need to create schools, staffrooms, and classroom environments where teachers and students feel safe to learn, re-learn, and explore new knowledge and understanding.

5. Maximize feedback to teachers and students
Providing effective feedback is one of the most powerful ways of increasing student achievement. However, students aren’t the only ones who can benefit from effective feedback. Formative teacher evaluation has an effect size of 0.90.

With Visible Learning<sup>plus</sup>, you will work with Corwin certified Visible Learning<sup>plus</sup> consultants to put these practices in place through a carefully sequenced, rigorous school change program of professional learning.

Video: John Hattie discusses what matters most for student achievement
The Visible Learning Improvement Process

The Visible Learning\textsuperscript{plus} Collaborative Impact program is our gold standard for sustainable reform, as it aligns system and/or school leaders, and teachers with a proven process to build capacity for change over 3–5 years, with measurable results. The Collaborative Impact program is fully customizable and can be rolled out in a single school or at the system-level.

Visible Learning\textsuperscript{plus} schools will engage in 3–5 Impact Cycles, with each cycle lasting up to one school year. The Impact Cycles allow schools to collect and measure evidence to maximize the effectiveness of the program and its impact on teacher practice and student learning.

1. **Capability assessments:** Measure baseline capability to identify strengths and areas of focus

2. **Program planning:** Determine interventions, professional learning, coaching, and evaluation programs

3. **Initiation:** Gather evidence to determine school needs and develop action plans

4. **Implementation:** Consultants provide support and coaching for the implementation of school action plans

5. **Monitoring:** Track the progress and outcomes of Visible Learning\textsuperscript{plus} professional learning and action plans

6. **Impact assessment:** System and/or school review of the impact of Visible Learning\textsuperscript{plus} professional learning and action plans on learner achievement

**The Impact Cycle**

Contact your account manager to discuss all Visible Learning\textsuperscript{plus} options.
Recommended Sequence

Visible Learning\textsuperscript{plus} is not a one-size-fits-all prescription, but rather an evidence-based approach that can be tailored to each school or district’s specific needs and goals. While a sample recommended sequence for implementing Visible Learning\textsuperscript{plus} is provided below, your program will be co-designed in partnership between the Corwin Visible Learning\textsuperscript{plus} team and your district and/or school leaders, coaches, lead teachers, and other stakeholders.

- **Foundation Seminar**
- **Guiding Coalition**
- **School Capability Assessment**
- **System Capability Assessment**
- **Evidence Into Action I**
- **Evidence Into Action II**
- **Visible Learning Into Action I**
- **Visible Learning Into Action II**
- **Impact Coaching I**
- **Impact Coaching II**
- **Inside Series (Select Seminars)**

Call (800) 831-6640 or visit www.corwin.com/visiblelearning
Who Is the Collaborative Impact Program for?

The key feature of the Collaborative Impact program is that it is designed as a system response. This means building alignment between every level of the system: students, teachers, leaders. The program deliberately includes key roles, practices, and tools that support the development of reciprocal learning connections between each of these groups.

Successful implementation of the Collaborative Impact program will depend on the active participation of stakeholders at every level of the system.

Timeframe for Improvement

Schools are complex organizations that vary in size and shape. The Visible Learning plus Collaborative Impact program, when implemented with fidelity, has been proven to produce both immediate and long-term improvement. The program’s flexible framework can be customized based on a school or district’s needs and goals.
Each Impact Cycle begins with capability assessments to establish baseline data against which progress can be measured. Our system and school capability assessments collect and analyze evidence based on the strands of Visible Learning plus.

Working in collaboration with a certified Visible Learning plus consultant, schools will use the results from capability assessments to identify the key elements to focus on during subsequent Impact Cycles and ongoing Visible Learning plus professional learning.

Sample School Capability Assessment

This sample shows baseline capability data from one school site at the start of an Impact Cycle compared to results after educators began implementing Visible Learning plus practices.

### Visible Learning plus Seminars & Consulting Services

**School Capability Assessment**
Consultants conduct half-day site visits at individual schools to collect and analyze baseline capability data against the strands of Visible Learning plus.

**System Capability Assessment**
Consultants aggregate school capability assessment data to determine system readiness and areas of need for engaging in the Visible Learning plus framework.
Initial Program Planning & Support

Successful implementation of Visible Learning\textsuperscript{plus} depends on a sense of collective urgency driven by a belief that school improvement will only be successful and sustainable if stakeholders from all levels commit to the program. School or system leaders will work collaboratively with Corwin certified Visible Learning\textsuperscript{plus} consultants to:

- Establish a guiding coalition to lead the program
- Recruit and appoint an implementation team
- Assess priorities of the district
- Develop and implement a Visible Learning\textsuperscript{plus} professional learning program
- Design and implement a formative and summative monitoring and evaluation program

**Seminars & Consulting Services**

**Establish a Guiding Coalition**
Drive reform by determining goals, appointing the implementation team, and ensuring long-term commitment when you establish a guiding coalition of stakeholders from all levels.

**Online Support Team**
The guiding coalition, working with Visible Learning\textsuperscript{plus} consultants, will form an online support team to create and maintain a collaborative online community to support Visible Learning\textsuperscript{plus} implementation.

**Implementation Day**
Visible Learning\textsuperscript{plus} consultants can provide additional support days for planning, coaching, and change facilitation.

**Impact Coaching**
Impact coaches support school leaders and classroom teachers during the Impact Cycle as they collect and analyze evidence and implement Visible Learning\textsuperscript{plus} practices. Corwin certified Visible Learning\textsuperscript{plus} consultants will train and support impact coaches through seminars, observation, and one-on-one coaching.

**Seminars & Consulting Services**

**Impact Coaching I**
Impact coaches will learn strategies and skills to support the implementation of Visible Learning\textsuperscript{plus} in schools.

**Impact Coaching II**
Impact coaches further develop skills for conducting open-to-learning conversations and classroom observations.

Contact your account manager to discuss all Visible Learning\textsuperscript{plus} options.
The guiding coalition and participating schools, with the support of Corwin certified Visible Learningplus consultants and impact coaches, will put in place formal processes for monitoring, impact assessment, and reporting. These processes will allow for:

- Systematic review of the implementation of planned activities
- Examination of progress toward goals and targets
- Scaling up success within and across schools
- Identifying any challenges that may delay or minimize the achievement of goals and targets
- Opportunity for mid-course corrections to achieve goals and targets

**Program Evaluation Services**

**School Visits**
Consultants and the site impact coach conduct half-day site visits to evaluate progress through in-depth conversations with school leaders, teachers, and students. A full written report is provided to the school.

**System Performance Monitoring Report**
Monitoring reports will be prepared by the Visible Learningplus team following each of the key program workshops. Adjustments to the professional learning plan and program scope may be recommended as a result of the report.

**System Readiness (Interim Report)**
Mid-way through the Impact Cycle, the Visible Learningplus team will produce an interim system readiness report to inform the guiding coalition’s understanding of the rate of change and progress toward meeting goals.

**System End-of-Impact-Cycle Report**
An end-of-Impact-Cycle evaluation report will enable all key stakeholders to determine the change in system capability and celebrate the achievement of system and school goals, targets, and aspirations.
The Context

Prior to Visible Learning\textsuperscript{+}, teams of school and teacher leaders from Valley View School District met each summer to analyze student data from state achievement tests and other common assessments. While this data was valuable, it was not being used to shape professional development plans or instructional strategies.

“We spent a lot of time ensuring we had the data needed to make informed instructional decisions, yet we still struggled to analyze the data to evaluate programs and practices and determine their impact on student learning,” said Dr. James Mitchem, Superintendent.

Small Beginnings

In Spring 2013, Rachel Kinder, Assistant Superintendent, and Karen Flories, Executive Director for Educational Services 6–12, delved deeply into the research of Professor John Hattie and his landmark work, Visible Learning (2008). Kinder and Flories realized that Visible Learning\textsuperscript{+} had to become the basis for professional practice across the district.

Building a Foundation

The Valley View leadership team attended multiple planning calls with Corwin staff and Visible Learning\textsuperscript{+} trainers until they had a professional development plan that was customized to meet their needs and their desire for deep, district-wide implementation.

In June, all building-level administrators and teacher leaders attended the first two workshops of the Visible Learning\textsuperscript{+} Foundation Series (Foundation Day and Evidence Into Action I). Attendees studied the key messages of the Visible Learning research and were given data-gathering tools and processes to measure their impact on student achievement.

“There was a lot of excitement to implement professional development plans focused on research-based best practices and solid evidence collection. The collaboration between building administrators and teacher leaders was strong and set the foundation for solid development of building plans for the upcoming school year,” said Flories.

Year One

During its first year, the district focused on voice and dialogue. Teacher and student voice became one important measure of evidence that Valley View district leaders used to gauge and monitor the impact of professional development.

CASE STUDY

Valley View School District, IL

<table>
<thead>
<tr>
<th>Student population:</th>
<th>Free/reduced lunch:</th>
<th>English learner population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,633</td>
<td>62%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

Our trainer Dave Nagel and the Corwin team have taken a vested interest in ensuring not only that our training days were successful, but that the work is supported in a deep and meaningful way.

—Rachel Kinder, Assistant Superintendent
We needed something that could help us focus our professional practice so we were collectively making the greatest possible impact on student growth and achievement. Visible Learning\textsuperscript{plus} provided the compass we needed to do just that.

—Karen Flories, Executive Director for Educational Services 6–12

“We engaged in a lot of dialogue with building leaders throughout the school year, which helped us determine where we needed to continue to support the Visible Learning\textsuperscript{plus} work,” said Kinder.

In addition, teachers and leaders began viewing themselves as evaluators of their impact. Student assessment results were viewed as feedback for the staff. The Valley View educators were becoming change agents by focusing on solutions instead of dwelling on their challenges.

At a Glance: How Valley View Got Started

Valley View leadership introduced Visible Learning\textsuperscript{plus} to the district in phases. Cohort 1, consisting of all district and school leaders and 5-6 teacher leaders from each building, completed the Foundation Series in June of their first year. To deeply embed Visible Learning\textsuperscript{plus} practices throughout the district, Cohort 1 participated in implementation days led by Visible Learning\textsuperscript{plus} consultants to create a Visible Learning\textsuperscript{plus} rollout plan for all staff. Cohort 2, consisting of select elementary and secondary teachers, attended the Foundation Day and Visible Learning Into Action I for Teachers workshops in June of their second year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun - Year 1</td>
<td>Foundation Day</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Jun - Year 1</td>
<td>Evidence Into Action I</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Jul - Year 1</td>
<td>Implementation Day: Planning</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Oct - Year 1</td>
<td>Evidence Into Action II</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Feb - Year 1</td>
<td>Implementation Day: Planning</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Jun - Year 2</td>
<td>Inside Series: Creating Effective Assessments for Teaching and Learning</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Jun - Year 2</td>
<td>Inside Series Workshop: Using Data to Evaluate Your Impact</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Jun - Year 2</td>
<td>Foundation Day &amp; Visible Learning Into Action I</td>
<td>Cohort 2 Elementary Teachers</td>
</tr>
<tr>
<td>Jun - Year 2</td>
<td>Foundation Day &amp; Visible Learning Into Action I</td>
<td>Cohort 2 Secondary Teachers</td>
</tr>
<tr>
<td>Jun - Year 2</td>
<td>Implementation Day: Planning</td>
<td>Cohort 1</td>
</tr>
<tr>
<td>Oct - Year 2</td>
<td>Visible Learning Into Action II</td>
<td>Cohort 2 Elementary &amp; Secondary Teachers</td>
</tr>
</tbody>
</table>

Video: Hear more from Valley View staff.

Call (800) 831-6640 or visit www.corwin.com/visiblelearning
The Foundation Series

Build a Foundation Across All Schools

Begin your Visible Learningplus journey by building foundational knowledge of the Visible Learning research. Teachers and school leaders will receive tools for gathering evidence of effective practice in their schools and classrooms and create a plan for making learning visible for all students.

“Wow! This is the most powerful training I have ever done in my over 30 years in education.”

—Carol Turquette, Assistant Principal, Earl & Lottie Wolford Elementary, McKinney, TX

The Visible Learningplus Foundation Seminar Series

Foundation Day Seminar

Participants will discuss the most important messages from the Visible Learning research and understand what does—and doesn’t—make a significant difference to student achievement.

For School Leaders

Evidence Into Action I

Learn what evidence you should collect to know if you are a Visible Learning school. Participants in this one-day seminar will receive tools and processes for gathering data.

Collect evidence over at least 60 days

Evidence Into Action II

Participants analyze their gathered evidence to determine school priorities and targets and to develop an action plan for making learning visible.

For Teacher Leaders

Visible Learning Into Action I

Teachers will gather and examine evidence on what is occurring in their classroom, with a focus on understanding the characteristics of visible learners and measuring their impact on students.

Visible Learning Into Action II

What can data tell us about our impact on student learning? In part II, teachers will analyze and share their evidence and create an action plan for moving forward.
Visible Learning<sup>plus</sup> School Matrix

Schools undergoing the Visible Learning<sup>plus</sup> Foundation Series will collect evidence of effective practice for at least 60 days and complete the Visible Learning<sup>plus</sup> School Matrix. The matrix will identify the school’s areas of strengths and areas of focus across the strands of Visible Learning<sup>plus</sup>.

**Data Sample From an Elementary School**

<table>
<thead>
<tr>
<th></th>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
<th>Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our teachers are comfortable sharing achievement and progress data</td>
<td>23%</td>
<td>38%</td>
<td>15%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Staff take shared responsibility for addressing any achievement concerns</td>
<td>8%</td>
<td>38%</td>
<td>23%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>The impact we are having and aspire to have on student achievement is reflected in strategic planning documents</td>
<td>8%</td>
<td>46%</td>
<td>23%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Our school self-review is based on what we know about our impact on student achievement at the class, teacher, and school level</td>
<td>8%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>There is a person or team in our school who has explicit responsibility for ensuring student success</td>
<td>31%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Legend**
- Blue: This is commonplace and systematically embedded in the school
- Green: This exists within the school but couldn’t yet be considered commonplace or systematic
- Yellow: Where this exists, it is in very small pockets—an exception to the rule
- Red: This is not established practice in our school
- Orange: We can’t make a judgment—we need more information

Schools will receive an immediate report of results with recommendations for next steps. Based on the results, school teams will work collaboratively with Corwin certified Visible Learning<sup>plus</sup> consultants to create action plans for developing visible learners.

Call (800) 831-6640 or visit www.corwin.com/visiblelearning
Contact your account manager to discuss all Visible Learningplus options.
According to Yorimoto, the values of Visible Learning are now so embedded in the school culture, these questions can be answered even by the youngest learners at her school.

But through perseverance—reviewing the learning target, thinking about how the lesson matches the task, using resources, and finally as a last recourse, asking teachers—the students climb their way back out. “We see behaviors where before [students] would give up on challenges and now they are expecting a challenge,” says Tammie Richardson, a special-education teacher. While the anecdotal evidence surfacing among teachers and students has convinced Hatada and Yorimoto that the school is heading in the right direction, Ka’imiloa hasn’t given up its data roots, either. While the data are still soft, teachers no longer view data as bad.

Renewing the Cycle

Ka’imiloa has approached professional development for Visible Learning in phases. The first year focused on true basics, such as building a shared vocabulary. The second year has focused on implementation and now is shifting into overdrive, and at each stage, the school’s Visible Learning plus professional development consultant has been there to help it prepare for the next level. As Hatada observes, while these budget expenditures must be approved by either the Title I Office or the Department of Education Procurement Office, the school has never been denied the request to use a portion of its professional development dollars for Visible Learning plus services. She hopes that support will continue and even be made easier as additional schools adopt the training and services from Corwin and as it becomes a mainstay on the state’s education-procurement list.

Making Learning Visible

Ka’imiloa’s Teachers have embraced the Visible Learning movement, by “supporting each other and celebrating their students’ emerging voices”, Hatada says. During that journey, the school has brought on new teachers and new school leaders, who are committed to “supporting every student in becoming that Visible Learner.” Undertaking the work hasn’t been easy, but the growth is apparent as well. Recently, the principal spoke with numerous school leaders who wanted to learn more about her school’s experiences with Visible Learning plus. The most common question participants asked was, “How hard will it be to implement with all that is on the school’s and teachers’ plates?” Her response: “It is hard work because teaching and learning is hard work. But it’s the best and most rewarding hard work any school can take on, simply because we are focusing on best teaching practices that will make an impact on student learning, and John Hattie has shown us the evidence in research to prove it.”

Adapted from “Ignite Passion for Learning & Achievement Through Professional Development” produced in partnership with SmartBrief.
The Inside Series
Dig Deeper to Embed Change

The Inside Series allows educators to delve deeply into a specific strand of Visible Learning<sup>plus</sup> or take the next step after the Foundation Series in the Collaborative Impact program. Our team of consultants can help your educators master the practices that create the biggest gains in achievement for students by focusing on their areas of greatest need.

Inside Series Workshops

**Using Data to Evaluate Your Impact**
How does data inform decision making? In this seminar, you will learn how to calculate effect sizes and interpret evidence to show impact.

**Feedback That Makes Learning Visible**
The Visible Learning research tells us that feedback has a big impact on student achievement. This workshop focuses on the most effective types of feedback and how to give great feedback to your students.

**Creating Effective Assessments for Teaching and Learning**
There are many ways to collect information about what students know and can do. Learn how to create effective pre- and post-tests using the SOLO taxonomy as the framework for effective and reliable design.

**Developing Assessment-Capable Visible Learners**
Where am I going? How am I going? Where to next? These questions are the foundation for developing assessment-capable visible learners.

**Implementation Days**
Visible Learning<sup>plus</sup> consultants can provide additional support days for coaching and change facilitation.

Contact your account manager to discuss all Visible Learning<sup>plus</sup> options.
CASE STUDY

Q&A with the Principal of a Visible Learning School

Eastridge Elementary School in Amarillo, TX, was designated as Stage 1 by the State of Texas for low performance on state standardized assessments. At that time, Eastridge worked with an outside partner to begin the process of becoming a professional learning community.

“Visible Learningplus was a natural next step for this campus to move from a focus on developing teacher efficacy to a focus on student learning and developing students as assessment-capable learners,” says Principal Genie Baca.

Q: Tell us about Visible Learningplus at Eastridge Elementary.

A: Visible Learningplus is much more of a mindshift than expected, and very in-depth. We expect the usefulness of the process to benefit our students more in the long term versus this early stage of the process; however, the focus on individual student learning has helped identify specific student needs. We are inspired by John Hattie’s work, and we are willing to commit to the process in order to develop students who are aware of where they are in their learning and are responsible for their next steps.

Q: How did you introduce Visible Learningplus to your staff?

A: The administration team prepared by going to Visible Learningplus institutes in Fall 2013 and Summer 2014. The teachers read Visible Learning for Teachers as a summer book study. The first four days of staff development were conducted in Fall 2014 with our Visible Learningplus consultant, Dr. Julie Smith.

Q: What changes have you made as a result of Visible Learningplus?

A: We have changed our weekly staff development from monologue to dialogue with a focus on Visible Learningplus. We are working to change the language of our school, we have changed our PDAS walkthrough form, teachers are reflecting on videos of their own teaching to look for feedback, and some teachers have developed progression walls. Learning intentions and success criteria are posted in some classrooms. We are looking specifically at high-performing students and developing strategies to extend their learning.

Q: What impact has Visible Learningplus made?

A: Visible Learningplus opened our eyes to student-focused learning and made teachers more aware of the types of feedback we are giving students.

Q: Where is Eastridge Elementary going next?

A: We are just at the beginning of a years-long journey, but our plan is to stay committed to Corwin in a partnership that will last at least four to five years and to become the premier Visible Learningplus school in the United States.
Visible Learning Books & Resources

BESTSELLER!
Visible Learning
A Synthesis of Over 800 Meta-Analyses Relating to Achievement
John Hattie
John Hattie’s groundbreaking book is the result of 15 years’ research synthesizing over 800 meta-analyses of influences on student achievement.
$59.95, 382 pages
VLN17C40-978-0-4154-7618-8
Bundle with Visible Learning for Teachers $85.00, VLN17C40-978-1-5063-0442-7

Visible Learning and the Science of How We Learn
John Hattie, Gregory Yates
John Hattie joins forces with cognitive psychologist Gregory Yates to explain the cognitive building blocks of knowledge acquisition and discuss how to maximize impact on student learning.
$44.95, 349 pages
VLN17C40-978-1-4833-1639-0
Bundle with Visible Learningplus Toolkit $119.95, VLN17C40-978-1-5063-1772-4

BESTSELLER!
Visible Learning for Literacy, Grades K–12
Implementing the Practices That Work Best to Accelerate Student Learning
Douglas Fisher, Nancy Frey, John Hattie
Ensure students demonstrate more than a year’s worth of learning during a school year by implementing the right literacy practice at the right moment.
$36.95, 216 pages
VLN17C40-978-1-5063-3235-2

Visible Learning for Teachers
Maximizing Impact on Learning
John Hattie
This groundbreaking resource details the most successful classroom practices and interventions based on more than 900 meta-analyses and offers teachers practical, step-by-step guidance to maximize achievement for students.
$46.95, 280 pages
VLN17C40-978-0-4156-9015-7

Visible Learning into Action
International Case Studies of Impact
John Hattie, Debra Masters, Kate Birch
Visible Learning into Action makes John Hattie’s groundbreaking theories concrete through case studies that show how other schools and systems have successfully put the Visible Learning research into practice.
$44.95, 310 pages
VLN17C40-978-1-5063-3604-6

BESTSELLER!
Visible Learning for Mathematics
Implementing the Practices That Work Best to Accelerate Student Learning
John Hattie, Douglas Fisher, Nancy Frey
Discover the right mathematics strategy to use at each learning phase so all students demonstrate more than a year’s worth of learning per school year.
$36.95, 304 pages
VLN17C40-978-1-5063-6294-6

Visible Learning Books & Resources
Visible Learning for Literacy workshops available! Contact us for more information.

Contact your account manager to discuss all Visible Learningplus options.
Visible Learningplus Institutes

Attend an Institute
If you are unfamiliar with the Visible Learning research, a two-day Visible Learningplus Institute can be your entry point into the world’s largest evidence base on what works best in K–12 education. You and your leadership team will come away with key understandings of what drives student achievement the most and next steps for creating visible learners in your district.

Host an Institute
Introduce your entire district to Visible Learningplus! When you partner with Corwin to host a two-day Visible Learningplus Institute for your district or region, you create a high-visibility event that energizes your educators and launches your Visible Learningplus implementation.

See the full schedule of regional and national Visible Learningplus Institutes at www.corwin.com/institutes

Attend the 2018 Annual Visible Learningplus Conference

The Visible Learning event of the year. Chicago, IL • July 8-11th

REGISTER TODAY and take advantage of the early bird discount.

Register at www.corwin.com/institutes
3 Ways to Get Started With Visible Learning®

1. School Capability Assessment
   How does your school perform against the five strands of Visible Learning®? Certified consultants will collect and analyze baseline capability data to determine your school’s readiness for Visible Learning®.

2. Foundation Seminar Series
   Build your team’s foundational knowledge of the Visible Learning research and practices through this series of one-day seminars.

3. Collaborative Impact Program
   Whether you’re implementing it at the school or district level, this research-based school improvement program is proven to build capacity for change over 3-5 years, with measurable results.

Exclusively from Corwin
Corwin is the exclusive provider of Visible Learning® seminars, institutes, training, and consulting in the United States, Canada, and Australia.

Learn more at www.corwin.com/visiblelearning