Evidence Gathering Tools Overview

Leaders and teachers as evaluators of their own impact

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Evidence gathering is the collection, analysis, and interpretation of data that provides evidence of impact on an intervention. This evidence can be used to show that a practice has been effective or to determine the degree to which a practice is being implemented.

The evidence gathering tools embedded in the Visible Learning® School Impact Process provide schools with robust and tangible information about the impact of the process, including what is successful, what areas need to be developed further, and what progress is being made over time.

Take a look below for a summary of the evidence gathering tools that are described in greater detail in the subsequent pages.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
<th>What is assessed?</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Capability Assessment</td>
<td>To assess the school’s current practices against the Visible Learning strands</td>
<td>School leader and teacher capability and progress over time against each of the Visible Learning strands</td>
<td>Conducted each year to establish baseline data and measure progress</td>
</tr>
<tr>
<td>Mindframes Survey Questionnaire for faculty</td>
<td>To measure the beliefs of teachers and leaders, in relation to the Visible Learning mindframes</td>
<td>Changes in school leader and teacher beliefs and attitudes over time</td>
<td>Conducted each year to establish baseline data and measure progress</td>
</tr>
<tr>
<td>Classroom Observation Tool</td>
<td>To provide a framework for teachers to learn about their classroom practices and student learning</td>
<td>Changes or shifts in teacher practice and the quality of that practice against each of the Visible Learning strands</td>
<td>Coaches are trained and schools can implement the tool as often as possible thereafter</td>
</tr>
<tr>
<td>School Matrix</td>
<td>To collect school-level information about the processes, beliefs, and practices that are in place across the school in relation to the Visible Learning strands</td>
<td>School leader beliefs around the system and processes in place to best support learning and progress over time</td>
<td>School leaders complete the School Matrix during the Foundation Series in their first year and then every year thereafter to measure progress</td>
</tr>
</tbody>
</table>

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The Key Strands of Visible Learning

To help schools use the research to impact practice, John Hattie identified key themes, or strands, that provide a theoretical lens through which leaders and teachers can measure their impact.

The **Visible Learning System** consists of the aligned systems and processes that support widespread and sustainable implementation of the other four strands.

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**The Impact Cycle**

Visible Learning schools engage in a continuous process of self-evaluation of the key strands to determine areas of focus and inform decision-making.

The Impact Cycle is an evidence-based cycle of inquiry and knowledge-building with five distinct stages.

1. **Gather evidence to determine areas of focus**
2. **Plan professional learning based on evidence**
3. **Implement professional learning plan**
4. **Track progress and outcomes**
5. **Assess impact and next steps**

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Mindframes for Visible Learning

The Visible Learning research provides evidence of one of the most critical influences on student achievement—how leaders and teachers think about learning and their own roles. Through his continued research, Professor Hattie identified ten mindframes that should underpin every action in schools in order to maximize student success.

1. **I’m an evaluator of my impact on student learning.**
2. **I see assessment as informing my impact and next steps.**
3. **I collaborate with all about my conceptions of progress and my impact.**
4. **I strive for challenge and not merely “doing your best”.**
5. **I give feedback and act on feedback given to me.**
6. **I engage as much in dialogue as monologue.**
7. **I inform students what successful impact looks like.**
8. **I build relationships and trust.**
9. **I focus on learning and the language of learning.**
10. **I am a change agent and believe all students can improve.**

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**Visible Learners**

When students are in tune with their own learning, they can articulate where they are going, how they will get there, and what they will learn next.

**Know Thy Impact**

The primary role of an educator is to evaluate impact on learning and use evidence to inform decisions that will advance learning.

**Inspired Teaching**

Inspired and passionate teachers are skilled in understanding and applying interventions to move students toward success criteria.

**Feedback**

Effective feedback reduces the gap between where students are in their learning journey and where they need to be.

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Rather than a one-day workshop or a one-size-fits-all solution to school success, the Visible Learning® School Impact Process is a systemwide change model that provides the clarity needed to focus on the practices that have the highest impact on student achievement.

**Foundation Series Professional Learning**
Walks participants through the process of data collection so they can focus their efforts and build a plan to increase student achievement.

**Impact Coaching**
Builds internal capability to support long-term, sustainable, and ongoing evaluation of impact.

**Inside Series Professional Learning**
Builds on the plan created during the Foundation Series, helping participants dig deep into their areas of greatest need.

**Evidence Gathering Tools**
Are embedded throughout the three-year School Impact Process so participants can evaluate where they are and make strategic plans for the future.

Visible Learning® 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. Each School Impact Process is co-designed by the Corwin Visible Learning® team and districts’ leaders, lead teachers, and other stakeholders. Below is what the Visible Learning® School Impact Process might look like.

### School Impact Process

**IMPACT CYCLE 1**

#### TOOLS AND SUPPORT

- **Leaders**
  - School Capability Assessment
  - Mindframes Survey
  - Foundation Seminar
- **Teachers**
  - School Capability Assessment
  - Mindframes Survey
  - Foundation Seminar
- **Impact Coaches**
  - School Capability Assessment
  - Mindframes Survey
  - Impact Coach Day 1

#### INSIDE SERIES

- **Building and Developing Visible Learners**
  - Building and Developing Visible Learners
  - School Matrix

#### FOUNDATION SERIES

- **Evidence Into Action I**
  - Evidence Into Action I
- **Evidence Into Action II**
  - Evidence Into Action II

**A Sample Roadmap—YEAR 1**

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What is the School Capability Assessment?

The School Capability Assessment establishes baseline data indicating the extent to which a school exhibits the markers of a Visible Learning School. It is administered by a Corwin certified Visible Learning® consultant and measures school markers in terms of the five Visible Learning Strands:

- The Visible Learner
- Know Thy Impact
- Inspired and Passionate Teachers
- Effective Feedback
- The Visible Learning System

When is the School Capability Assessment administered?

The School Capability Assessment ideally occurs before a school or district engages in Visible Learning® professional learning. This is so that a true baseline position can be established before the School Impact Process begins.

Sample Questions and Consultant Feedback

<table>
<thead>
<tr>
<th>Aspiration</th>
<th>Does the school have a clear picture of the type of learners they aspire to have in their school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Tools and Actions</td>
<td>Do the school plans focus on developing assessment-capable visible learners?</td>
</tr>
</tbody>
</table>

The school has a clear picture of the type of learners they aspire to have in their school. This is documented and understood by the school leaders, teachers, and students. The Leadership Team has described a desire to develop students who are assessment-capable learners and are able to talk about what they are learning and why they are learning. The Strategic Plan also contains the intended outcome that, ‘All students will be assessment-capable learners who are able to articulate their learning and describe their success.’

School documentation indicates that some of the plans for students can be aligned with a focus on developing characteristics of assessment-capable learners. This is evident in some of the key improvement strategies in the Annual Implementation Plan.

Sample Results

BLUE: This is commonplace and systematically embedded in the school.
GREEN: This exists in the school, but couldn’t yet be considered commonplace or systematic.
YELLOW: This exists in the school in very small pockets, an exception to the rule.
RED: This is not an established practice in the school.

The Visible Learner

Aspiration
Strategic tools and actions
Shared understandings
Professional practices

Know thy Impact

Aspiration
Strategic tools and actions
Shared understandings
Professional practices
What is the Mindframes Survey?

According to John Hattie, educators need to be aware of their mindframes, or ways of thinking, because how one thinks impacts what one does and what messages one conveys. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers and leaders are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge.

The Mindframes Survey measures how teachers and leaders think about learning and their own role against the mindframes articulated by John Hattie:

Assessment for Teaching
Awareness of Growth
Trust in Class
Challenge vs. Do Your Best
Dialogue not Monologue
Fixed vs. Growth
Know Thy Impact
Focus on Learning
Errors are Welcome
High Expectations for All
Student Voice
Teachers are to D.I.E for

When is the Mindframes Survey administered?

The Mindframes Survey can be administered online as part of the Foundation Series during a school’s first year in the Visible Learning® School Impact Process, then at least once per year thereafter.

Sample Questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tell students that errors are an important part of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each student has a certain amount of ability and you can’t alter this natural ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I alter my approach in response to student feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My role is to seek evidence about my impact on students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to students is more important than talking to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My colleagues and I talk more about teaching than learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All my students feel OK about making errors</td>
<td>3.76</td>
<td>5.76</td>
<td>5.13</td>
<td>4.74</td>
<td>5.76</td>
<td>5.76</td>
</tr>
</tbody>
</table>
What is the Classroom Observation Tool?
The Classroom Observation Tool provides a framework for teachers to learn how to scale high-probability practices.

The purpose of the Classroom Observation Tool is to enhance learning for the teacher, as well as engagement, progress, and achievement for students. It provides insight into the changes in teachers’ classroom practices over time.

The Classroom Observation Tool consists of three parts:

**Part 1:** Evidence of visible learners in classrooms during a lesson

**Part 2:** Depth of implementation of select instructional practices

**Part 3:** Collecting evidence of students’ engagement in their learning

When is the Classroom Observation Tool used?
The Classroom Observation Tool is used on an ongoing basis during the Visible Learning® School Impact Process to provide teachers with ample data to inform their practice and schoolwide professional development. It should be administered at least once per year per teacher by an in-school Impact Coach.

### Sample Tool

<table>
<thead>
<tr>
<th>Teacher code:</th>
<th>Class subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observer’s name:</th>
<th>Please circle the number that represents the evidence observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No evidence present 1</td>
</tr>
<tr>
<td></td>
<td>Slight evidence 2</td>
</tr>
<tr>
<td></td>
<td>Moderate evidence 3</td>
</tr>
<tr>
<td></td>
<td>Substantial evidence 4</td>
</tr>
</tbody>
</table>

- **Students are asking questions about their learning of the teacher and of other students.**
  - No evidence present 1
  - Slight evidence 2
  - Moderate evidence 3
  - Substantial evidence 4

- **Students are talking about what they are learning.**
  - No evidence present 1
  - Slight evidence 2
  - Moderate evidence 3
  - Substantial evidence 4

- **Students are voicing and demonstrating high expectations.**
  - No evidence present 1
  - Slight evidence 2
  - Moderate evidence 3
  - Substantial evidence 4

- **Students are supporting their peers’ learning.**
  - No evidence present 1
  - Slight evidence 2
  - Moderate evidence 3
  - Substantial evidence 4

- **Students are seeking feedback from the teacher or from other students about their learning.**
  - No evidence present 1
  - Slight evidence 2
  - Moderate evidence 3
  - Substantial evidence 4
School Matrix

What is the School Matrix?
The School Matrix is a self-evaluation questionnaire designed to collect information about the school leadership team’s beliefs about the five Visible Learning strands. The School Matrix will provide an immediate report of results with your school’s areas of strengths and areas of focus. Based on these results, school leadership teams will work with a Corwin certified Visible Learning™+ consultants to create action plans for developing visible learners. See a sample of these results on the next page.

When is the School Matrix administered?
The School Matrix is administered online prior to the Visible Learning™+ Foundation Series and is essential for the completion of the professional learning sessions for leadership teams. Typically, it will be administered at the same time each year, but schools may opt to take the questionnaire more frequently.

Sample Tool

<table>
<thead>
<tr>
<th>School climate</th>
<th>Strategic planning</th>
<th>Position allocation and responsibilities</th>
<th>Assessment and student management systems</th>
<th>Professional development program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Visible Learner</td>
<td>Do our students feel it is OK to say “I don’t know” or “I need help”?</td>
<td>Are our students engaged and active participants in the learning process?</td>
<td>Can our students explain the assessments they take and what they tell them about where they are at?</td>
<td>Does data we have collected about the learning characteristics of our students inform and drive our professional development program?</td>
</tr>
<tr>
<td>Know Thy Impact</td>
<td>Are teachers comfortable sharing achievement data with one another?</td>
<td>Is the impact we are having and the impact that we aspire to have reflected in strategic planning documents?</td>
<td>Is there a person or a team in our school that has responsibility for ensuring student success?</td>
<td>Do we plan our professional development based on the impact we are having at student, class, teacher, and school levels?</td>
</tr>
</tbody>
</table>

Sample Results

<table>
<thead>
<tr>
<th>This is commonplace and systematically embedded in the school.</th>
<th>This exists within the school but couldn’t yet be considered commonplace or systematic.</th>
<th>This exists in very small pockets, an exception to the rule.</th>
<th>This is not established practice in our school.</th>
<th>We can’t make a judgement and need more information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school culture encourages students to actively seek feedback from their teachers and peers.</td>
<td>The students in the school have a voice and believe they’re heard.</td>
<td>Our strategic planning and self-review program incorporates feedback from students, their families, and staff.</td>
<td>Our teachers receive feedback from a designated person.</td>
<td>Teachers use information from student assessments as feedback about the effectiveness of their teaching.</td>
</tr>
<tr>
<td>Our students feel it is ok to say “I don’t know” or “I need help”.</td>
<td>Our students can explain the assessments they take, where they are at, and their next learning steps.</td>
<td>Senior staff carry out regular walkthroughs and observations.</td>
<td>We use data from walkthroughs and observations to inform our professional development.</td>
<td>Lesson plans show deliberate efforts to develop assessment-capable visible learners.</td>
</tr>
<tr>
<td>Our students are engaged and active participants in the learning process.</td>
<td>Our teachers systematically use data and evidence to plan their lessons and next learning steps.</td>
<td>Our teachers are comfortable sharing achievement and progress data.</td>
<td>Lesson plans make the learning intentions and success criteria clear.</td>
<td>Our staff and team meetings focus on how to develop the characteristics of assessment-capable visible learners.</td>
</tr>
<tr>
<td>Our instructional leaders promote Visible Learning within the school.</td>
<td>Our teachers consistently use data and evidence to plan their lessons and next learning steps.</td>
<td>Staff take shared responsibility for addressing any achievement concerns.</td>
<td>We routinely analyze the impact we are having on individuals and groups of students at regular staff and team meetings.</td>
<td></td>
</tr>
</tbody>
</table>

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