Welcome to 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?

Within these pages, you will see how the powerful research behind Visible Learning[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[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,

Professor John Hattie
University of Melbourne
Senior Research Consultant, Visible Learning[plus]

What's Inside

CORWIN

Exclusively from Corwin

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 Do Their Work Better" 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.

The Visible Learning Research

What Matters Most in Raising Student Achievement?

Factor	Value
Student visible learning	1.44
Response to intervention	1.07
Formative teacher evaluation	0.90
Feedback	0.75
Metacognitive strategies	0.69
Direct instruction	0.59
Peer tutoring	0.55
Classroom management	0.52
Parental involvement	0.41
Writing programs	0.40
Cooperative learning	0.40
Integrated curriculum	0.39
Computer-assisted instruction	0.37
Inquiry-based teaching	0.31
Homework	0.29
Teaching test-taking skills	0.27
Summer school	0.23
Class size	0.21
Co-/team teaching	0.19
Mentoring	0.15
Ability grouping	0.12
Teacher subject matter knowledge	0.09
Summer vacation	-0.02
Retention	-0.13
Television	-0.18

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.

The Visible Learning Research

The Visible Learning research is based on John Hattie's meta-analysis of more than 1,000 research reviews comprising more than 50,000 studies involving more than 250 million students around the world. From the research, Hattie identified more than 150 factors that have an impact on student achievement.

based on **1,000+** **meta-analyses** | comprising **50,000+** **studies** | involving **250+ million** **students worldwide** = over **150** **factors that influence 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.
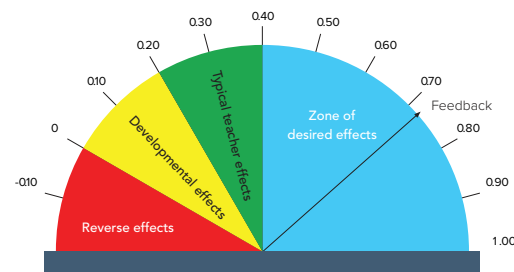
HIGH EFFECT SIZES

Rank	Influence	Effect Size
1	Student visible learning	1.44
3	Response to intervention	1.07
5	Formative teacher evaluation	0.90
7	Classroom discussion	0.80
10	Feedback	0.75

LOW EFFECT SIZES

Rank	Influence	Effect Size
113	Class size	0.21
131	Ability grouping	0.12
136	Teacher subject matter knowledge	0.09
144	Student control over learning	0.04
148	Retention	-0.13

A sampling of factors that influence student achievement from the Visible Learning research

Visible Learning^{plus} Outcomes

Visible Learning[plus] 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[plus] to examine their impact on student achievement and create innovation in the learning environment.

The sample key indicators below are just a few of the changes and benefits that school leaders, teachers, and students will experience when Visible Learning[plus] practices are put in place.

Outcomes   Key Indicators

Leaders

Enhanced visibility into school performance and improved decision making based on evidence

- Common vision and a shared language of learning
- A rigorous assessment schedule developed by school leadership
- Leaders and teachers value student feedback
- Leaders ensure that feedback is occurring with students and parents

Teachers

Inspired and passionate teaching based on a clear understanding of what works best for raising student achievement

- Shared understanding of data and data plans
- Learning displayed in classrooms
- Teachers see themselves as agents of change
- High degree of relational trust

Students

Increased attendance, engagement, retention, progress, and achievement

- Students can articulate where they are in their learning and what their next learning steps will be
- Student learning is student-directed rather than reliant on the teacher

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

Build consensus on goals

Visible Learning^plus 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.

7

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.

6

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.

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.

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.

8

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.

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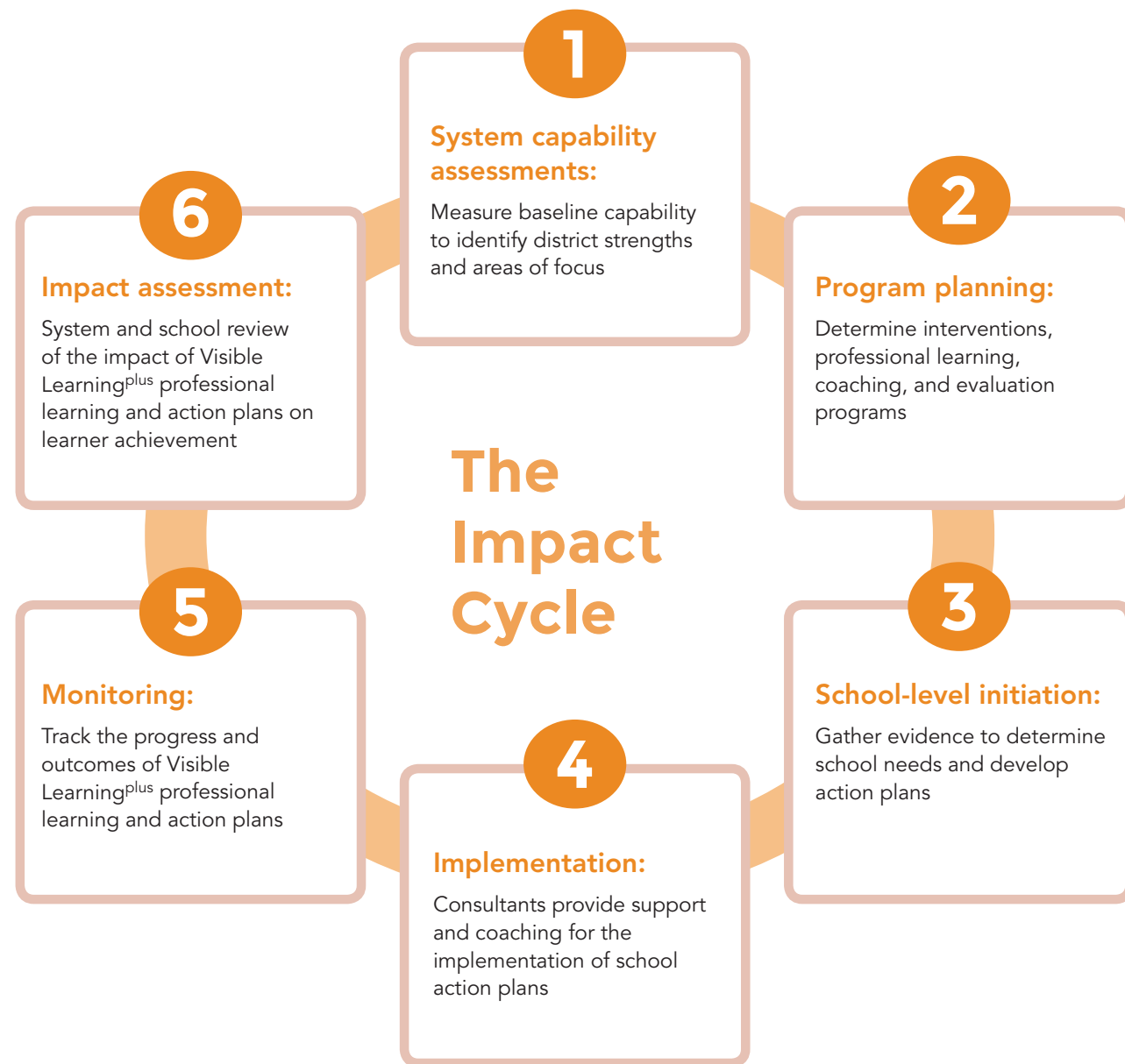

Professor John Hattie
University of Melbourne

Video: John Hattie discusses what matters most for student achievement

The District Improvement Process

The **Visible Learning^plus Collaborative Impact program** is our gold standard for sustainable reform, as it aligns system leaders, school leaders, and teachers with a proven process to build capacity for change over 3–5 years, with measurable results.
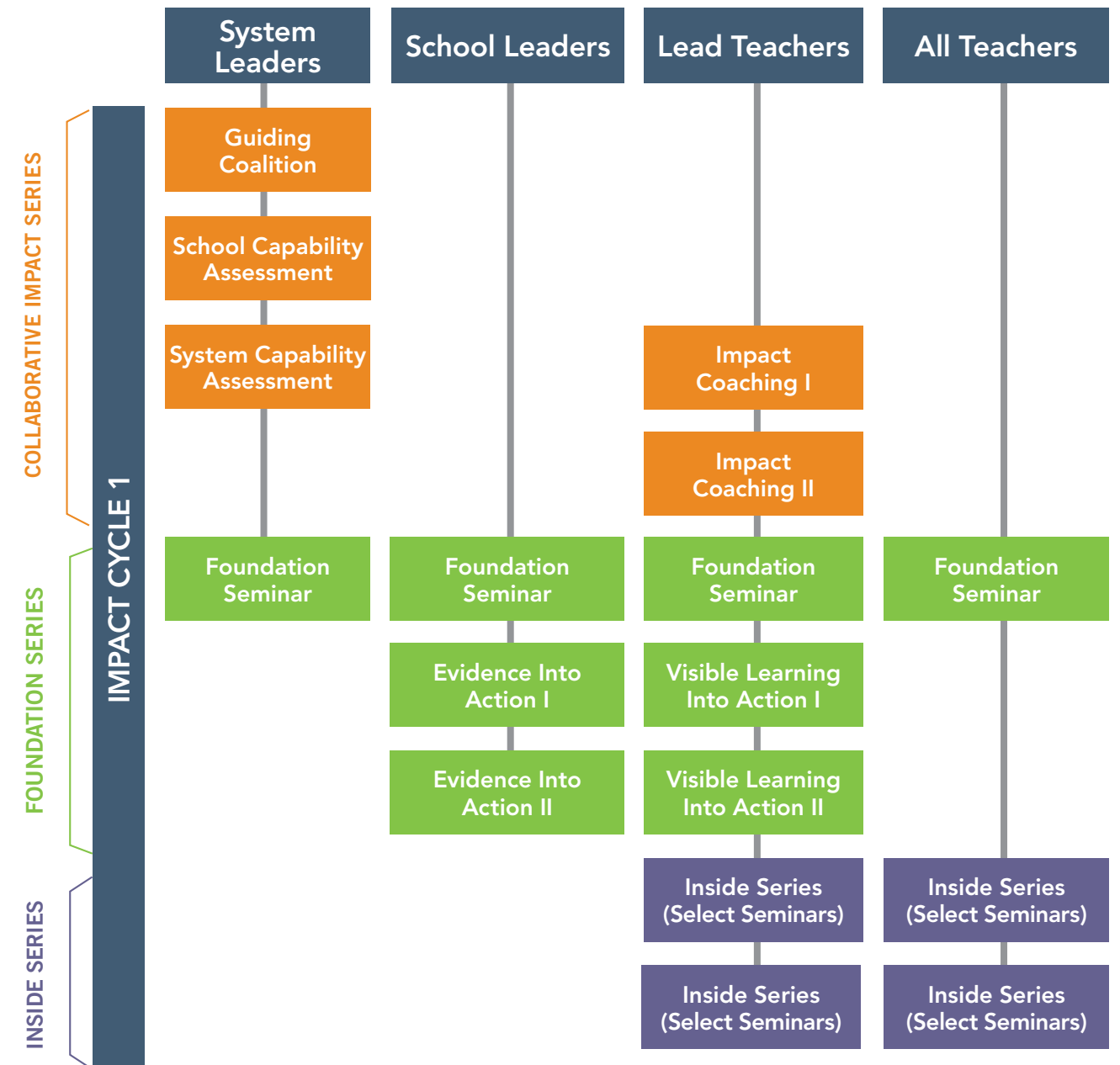
Visible Learning^plus schools will engage in 3–5 Impact Cycles, with each cycle lasting up to one school year. The Impact Cycles allow schools to collect and measure evidence to maximize the effectiveness of the program and its impact on teacher practice and student learning.

The Impact Cycle

1 — System capability assessments:
Measure baseline capability to identify district strengths and areas of focus

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

3 — School-level 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^plus professional learning and action plans

6 — Impact assessment:
System and school review of the impact of Visible Learning^plus professional learning and action plans on learner achievement

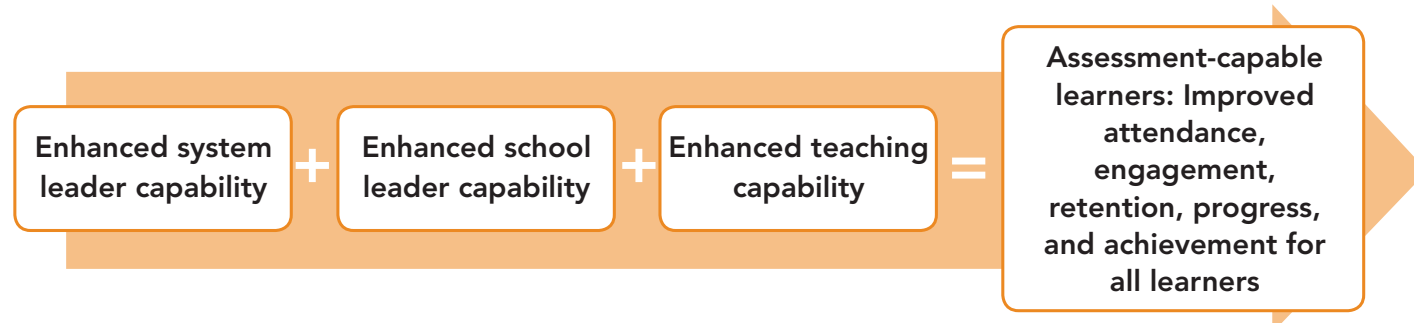# A Sample District Roadmap

Recommended Sequence

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

	System Leaders	School Leaders	Lead Teachers	All Teachers
COLLABORATIVE IMPACT SERIES	Guiding Coalition			
	School Capability Assessment			
	System Capability Assessment		Impact Coaching I	
			Impact Coaching II	
FOUNDATION SERIES	Foundation Seminar	Foundation Seminar	Foundation Seminar	Foundation Seminar
		Evidence Into Action I	Visible Learning Into Action I	
		Evidence Into Action II	Visible Learning Into Action II	
INSIDE SERIES			Inside Series (Select Seminars)	Inside Series (Select Seminars)
			Inside Series (Select Seminars)	Inside Series (Select Seminars)

IMPACT CYCLE 1

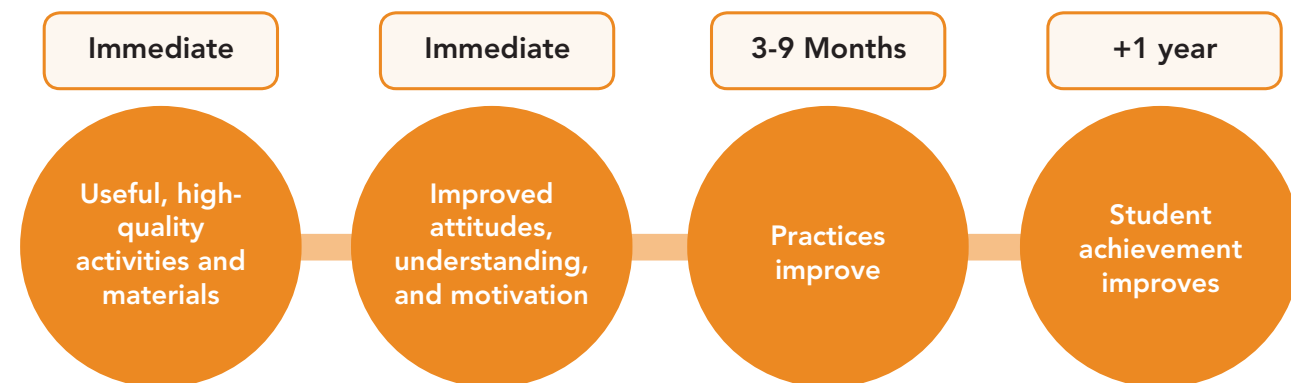## Who Is the Collaborative Impact Program for?

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, school leaders, and system leaders. The program deliberately includes key roles, practices, and tools that support the development of reciprocal learning connections between each of these groups.

```
Enhanced system       Enhanced school      Enhanced teaching      Assessment-capable
leader capability  +  leader capability  +   capability        =   learners: Improved
                                                                    attendance,
                                                                    engagement,
                                                                    retention, progress,
                                                                    and achievement for
                                                                    all learners
```

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

Timeframe for Improvement

School systems 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 district's needs and goals.

Immediate	Immediate	3-9 Months	+1 year
Useful, high-quality activities and materials	Improved attitudes, understanding, and motivation	Practices improve	Student achievement improves

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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 and districts 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 from August 2012 at the start of an Impact Cycle, compared to results after educators began implementing Visible Learning[plus] practices.

August 2012

Inspired and Passionate Teaching

Vision and values	Knowledge and understanding	Personal qualities	Professional practices
1	1	1	1
3	2	2	3
2	2	2	2
2	1	1.5	1
1	1	1	1
2	2	2	1

October 2013

Inspired and Passionate Teaching

Vision and values	Knowledge and understanding	Personal qualities	Professional practices
2.5	2	2	2
3	3	2.5	3
3	2.5	2	2.5
3	2	2	2
3	2	2.5	2
3	3	2.5	2.5

October 2014

Inspired and Passionate Teaching

Vision and values	Knowledge and understanding	Personal qualities	Professional practices
3	2	2.5	2.5
4	3	2	4
4	4	3	3
4	3	3	2.5
4	2	2	2.5
4	4	3.5	4

Blue	This is commonplace and systematically embedded in the school	4
Green	This exists in the school, but is not yet commonplace or systematic	3
Orange	This exists in small pockets in the school	2
Red	This is not an established practice in the school	1

Visible Learning[plus] Seminars & Consulting Services

School Capability Assessment
Consultants conduct half-day site visits at select 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.

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Initial Program Planning & Support

Successful implementation of the Collaborative Impact program depends on a sense of collective urgency driven by a belief that system-wide reform will only be successful and sustainable if stakeholders from all levels of the system commit to the program. System leaders will work collaboratively with Corwin certified Visible Learning[plus] consultants to:

- Establish a district guiding coalition to lead the program
- Recruit and appoint an implementation team
- Assess the needs of the district
- Develop and implement a Visible Learning[plus] professional learning program
- Design and implement a formative and summative monitoring and evaluation program

Seminars & Consulting Services

Establish a Guiding Coalition
Drive system-wide 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[plus] consultants, will form an online support team to create and maintain a collaborative online community to support Visible Learning[plus] work across the system.

Implementation Day
Visible Learning[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[plus] practices. Corwin certified Visible Learning[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[plus] in schools.

Impact Coaching II
Impact coaches further develop skills for conducting open-to-learning conversations and classroom observations in this one-day seminar.

Program Evaluation & Reporting

The guiding coalition and participating schools, with the support of Corwin certified Visible Learning[plus] 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 Learning[plus] 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 Learning[plus] 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.

CASE STUDY

Valley View School District, IL

Student population:
17,633

Free/reduced lunch:
62%

English learner population:
12.8%

The Context

Prior to Visible Learning[plus], 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[plus] 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[plus] 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 2014, all building-level administrators and teacher leaders attended the first two workshops of the **Visible Learning[plus] 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 (2014-2015)

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.

> "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[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[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.

What's Next?

Beginning in Fall 2015, Valley View schools will focus on strengthening their shared language of learning. Leaders will be intentional about supporting and monitoring the next steps in their Visible Learning[plus] journey. Valley View leaders are excited to continue to deeply implement all of the Visible Learning[plus] strands throughout the district.

At a Glance: How Valley View Got Started

Valley View leadership introduced Visible Learning[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 2014. To deeply embed Visible Learning[plus] practices throughout the district, Cohort 1 participated in implementation days led by Visible Learning[plus] consultants to create a Visible Learning[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 2015.

Date	Workshop	Participants
Jun 2014	Foundation Day	Cohort 1
Jun 2014	Evidence Into Action I	Cohort 1
Jul 2014	Implementation Day: Planning	Cohort 1
Oct 2014	Evidence Into Action II	Cohort 1
Feb 2015	Implementation Day: Planning	Cohort 1
Jun 2015	Inside Series: *Creating Effective Assessments for Teaching and Learning*	Cohort 1
Jun 2015	Inside Series Workshop: *Using Data to Evaluate Your Impact*	Cohort 1
Jun 2015	Foundation Day & Visible Learning Into Action I	Cohort 2 Elementary Teachers
Jun 2015	Foundation Day & Visible Learning Into Action I	Cohort 2 Secondary Teachers
Jun 2015	Implementation Day: Planning	Cohort 1

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Build a Foundation Across All Schools

Begin your Visible Learning[plus] 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
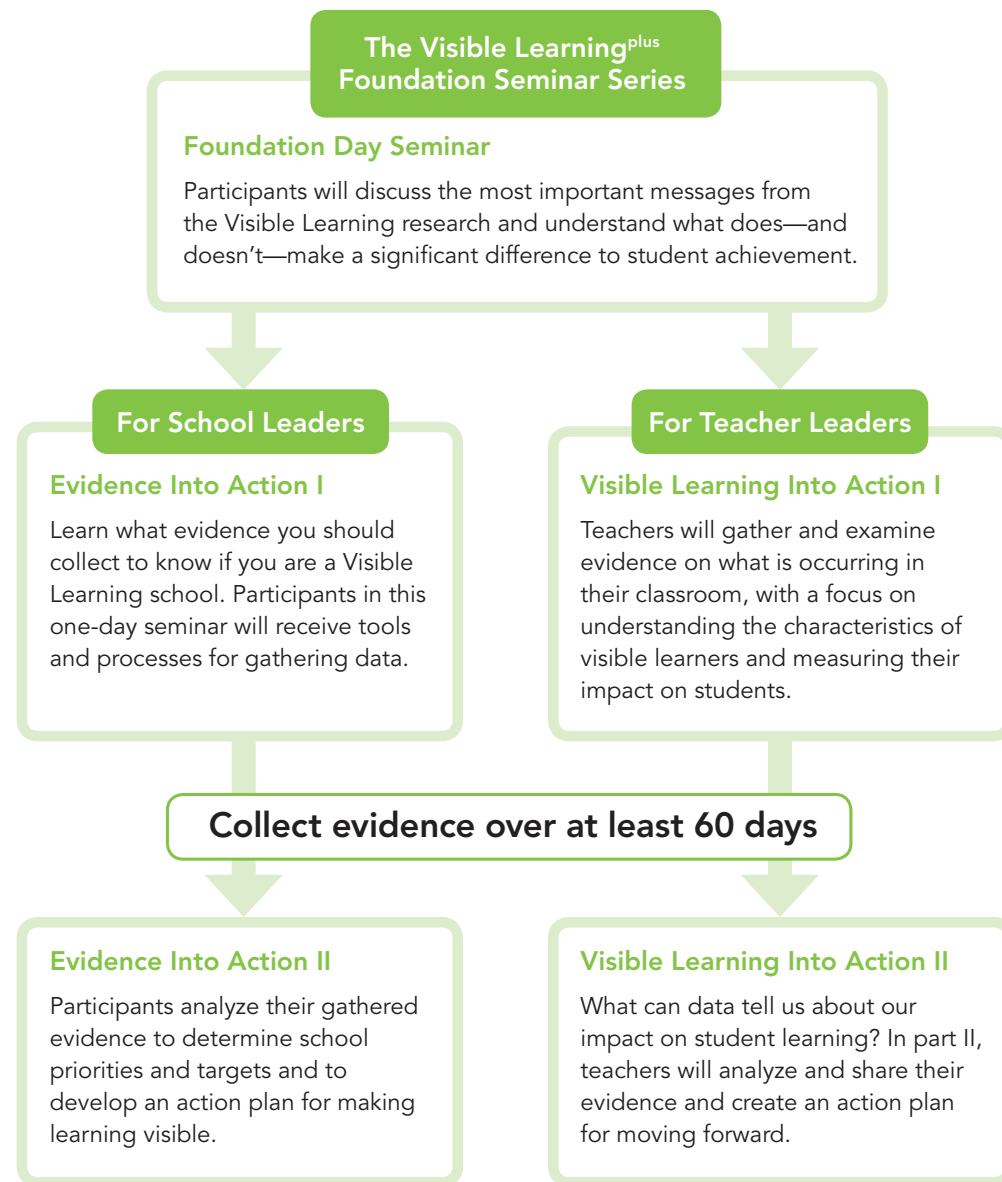
Visible Learning[plus] School Matrix

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

Data Sample From an Elementary School in Hawaii
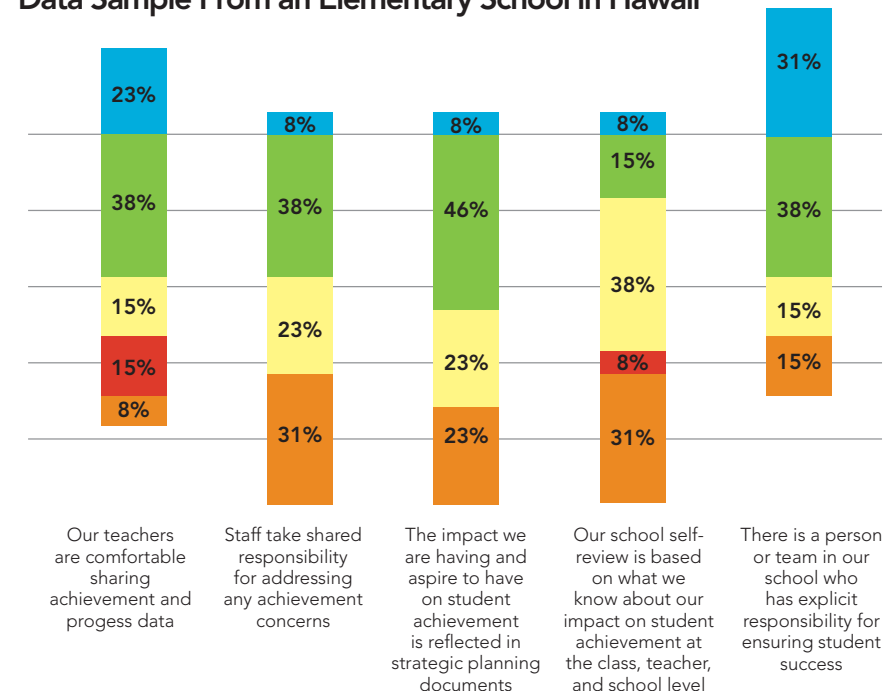
Color	Description
Blue	This is commonplace and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered commonplace or systematic
Yellow	Where this exists, it is in very small pockets—an exception to the rule
Red	This is not established practice in our 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[plus] consultants to create action plans for developing visible learners.

The Visible Learning[plus] 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.

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.

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.

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.

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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%

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.

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.*
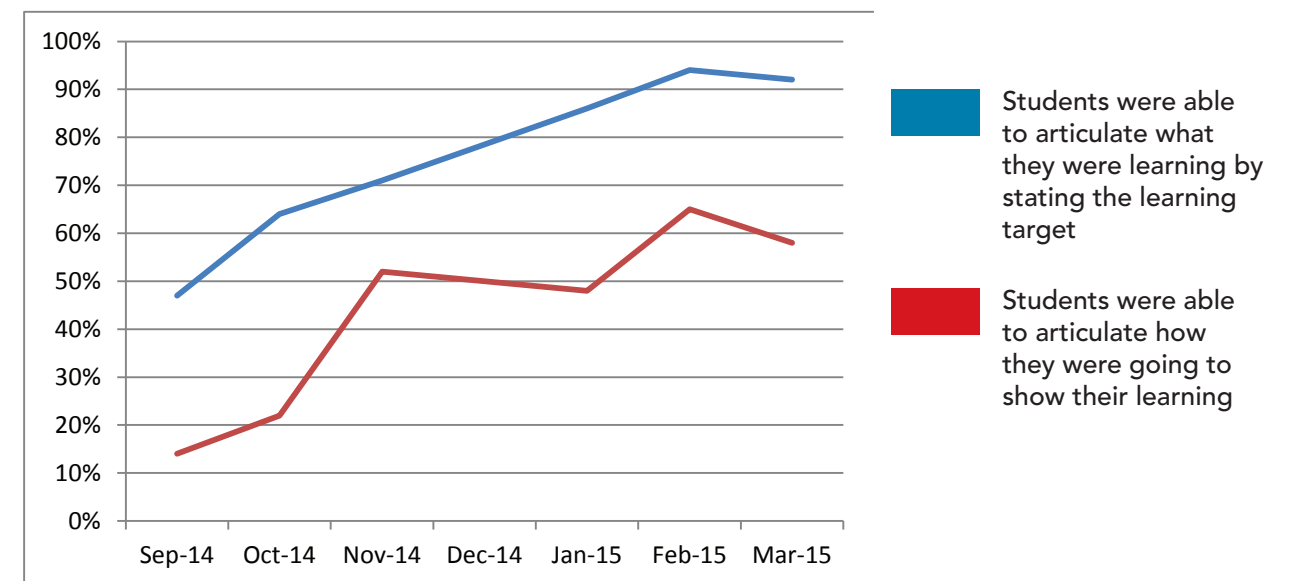>
> —**Sarah DeDonato,** Principal

> *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

What Am I Learning? How Am I Doing?

Legend:
- Students were able to articulate what they were learning by stating the learning target
- Students were able to articulate how they were going to show their learning

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.

The Inside Series

Dig Deeper to Embed Change

The Inside Series allows educators to delve deeply into a specific strand of Visible Learning^plus 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 DOK 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^plus consultants can provide additional support days for coaching and change facilitation.

CASE STUDY

Q&A with the Principal of a Visible Learning School

Four years ago, 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 Learning^plus 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.

Principal Genie Baca

Q: Tell us about Visible Learning^plus at Eastridge Elementary

A: Eastridge is in the early stages of our Visible Learning^plus journey, with only four days of staff development to date. Visible Learning^plus 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 Learning^plus to your staff?

A: The administration team prepared by going to Visible Learning^plus 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 Learning^plus consultant, Dr. Julie Smith.

**Q: What changes have you made as a result of Visible Learning^plus?**

A: We have changed our weekly staff development from monologue to dialogue with a focus on Visible Learning^plus. We are working to change the language of our school, we have changed our PDAS walk-through 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 Learning^plus made?

A: Visible Learning^plus 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?

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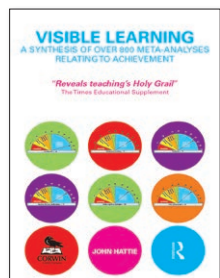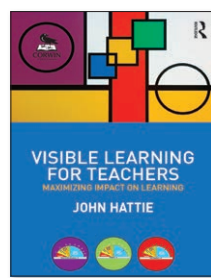
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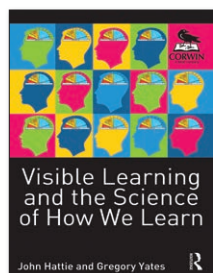**$85.00,** VLD15881-978-1-5063-0442-7

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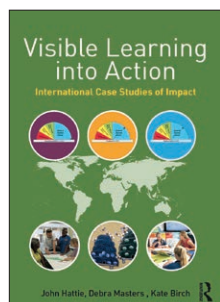**$119.95,** VLD15881-978-1-5063-1772-4

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