



visible
learning^{plus}

Powerful

Professional Learning

Created in Partnership with
Professor John Hattie



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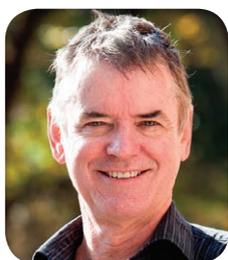
Welcome to Visible Learning^{plus}

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

Within these pages, you will see how Visible Learning^{plus} from Corwin, based on my research, can help schools and systems develop visible learners who can articulate what they are learning, how they are learning, and where they are going next on their learning journey.

Visible Learning^{plus} is unique because it not only gives you evidence to prove that what you are doing is effective, it provides the data-gathering techniques you need to continuously measure your impact on student learning and use evidence to inform your next professional learning steps.

I can think of no better partner and permanent home for my lifework than Corwin, and I look forward to seeing this work grow and improve education for all students.



Sincerely,

A handwritten signature in black ink that reads "John Hattie". The signature is fluid and cursive.

Professor John Hattie
University of Melbourne

Senior Research Consultant, Visible Learning^{plus}

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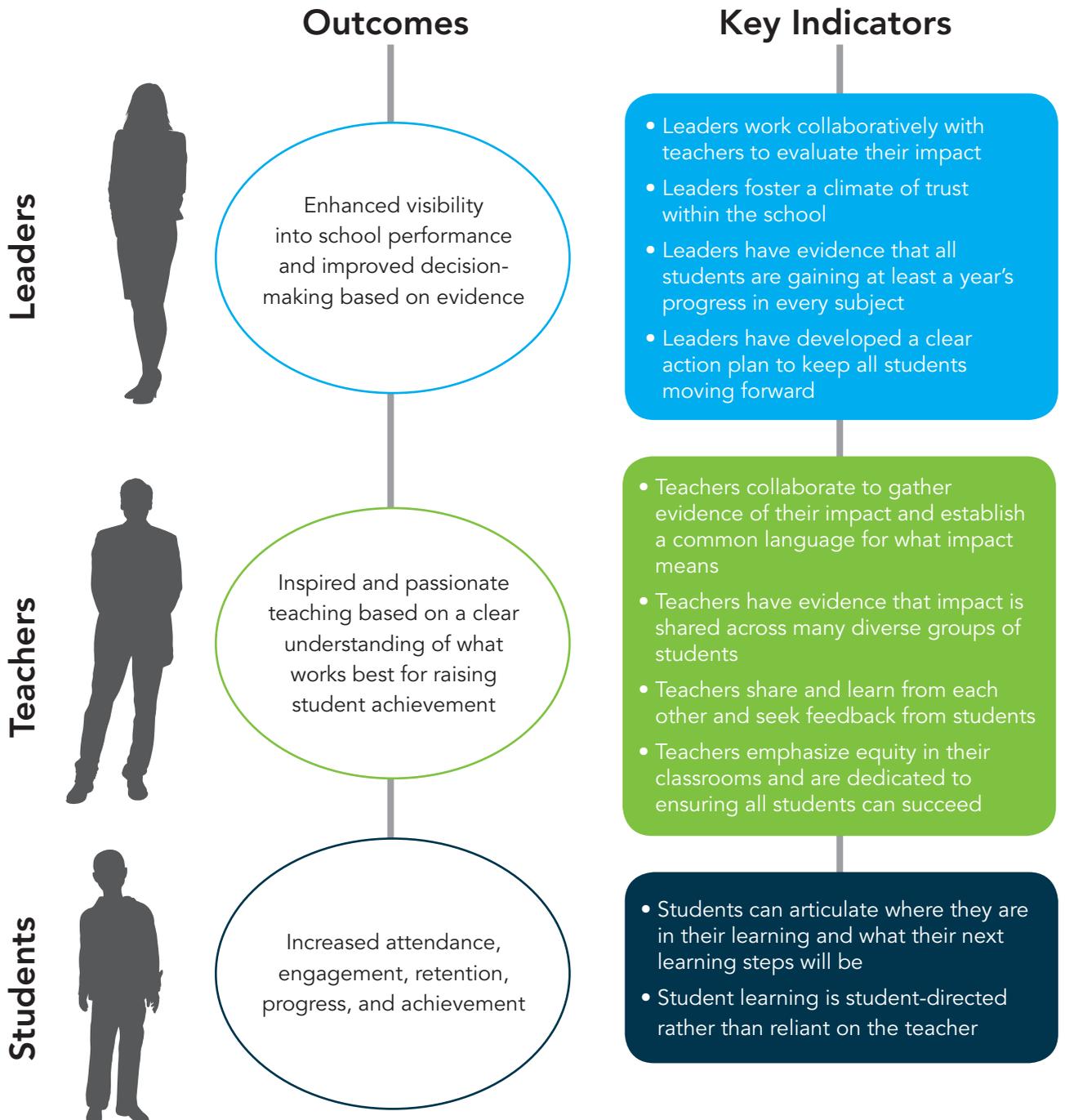
Visible Learning^{plus} is made possible through a collaboration between Professor John Hattie and Corwin. Through a global network of partners, Visible Learning^{plus} professional learning is implemented in over 20 countries in North America, Europe, and the Pacific.

Visit corwin.com/visiblelearning

Visible Learning^{plus} Outcomes

The Visible Learning^{plus} school change model of professional learning translates the research of John Hattie into a practical pathway for implementation in the classroom and schoolwide. It has been used by more than 100,000 teachers and leaders in schools across more than 16 countries on four continents.

The 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.



The Visible Learning Research

What Matters Most in Raising Student Achievement?

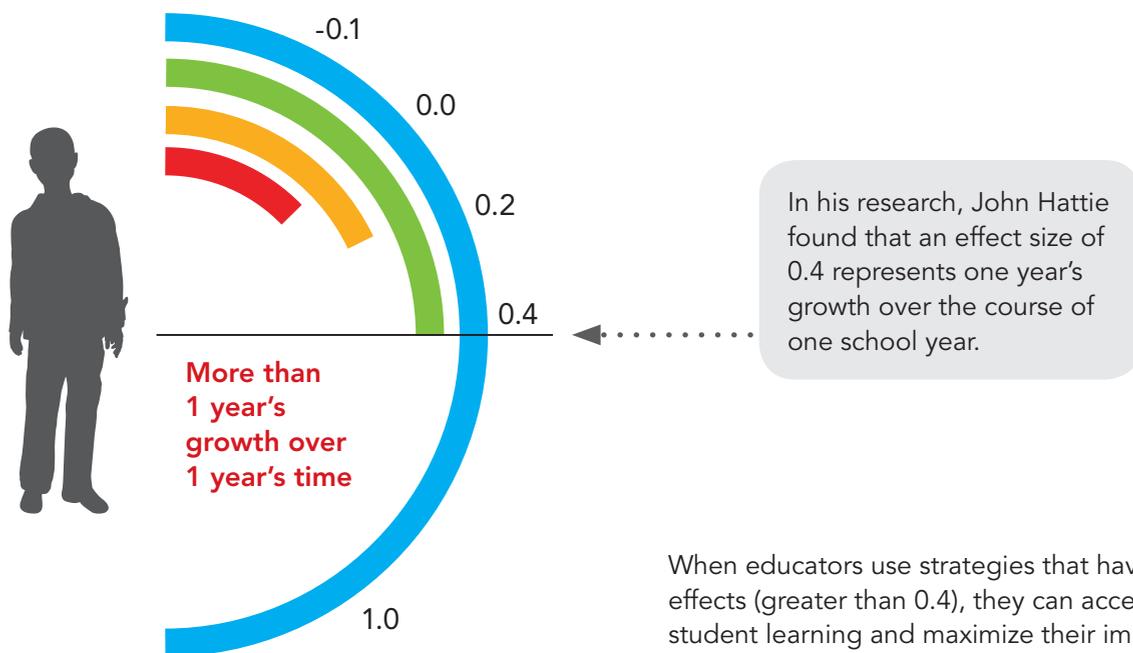
The Visible Learning research is based on John Hattie's unmatched meta-meta-analysis of more than 1,400 research reviews comprised of over 90,000 studies involving more than 250 million students—the world's largest evidence base on what works best in schools to improve student learning. From that research, Hattie identified more than 250 factors that have an impact on student achievement.

based on **1,400+** meta-analyses

comprising **90,000+** studies

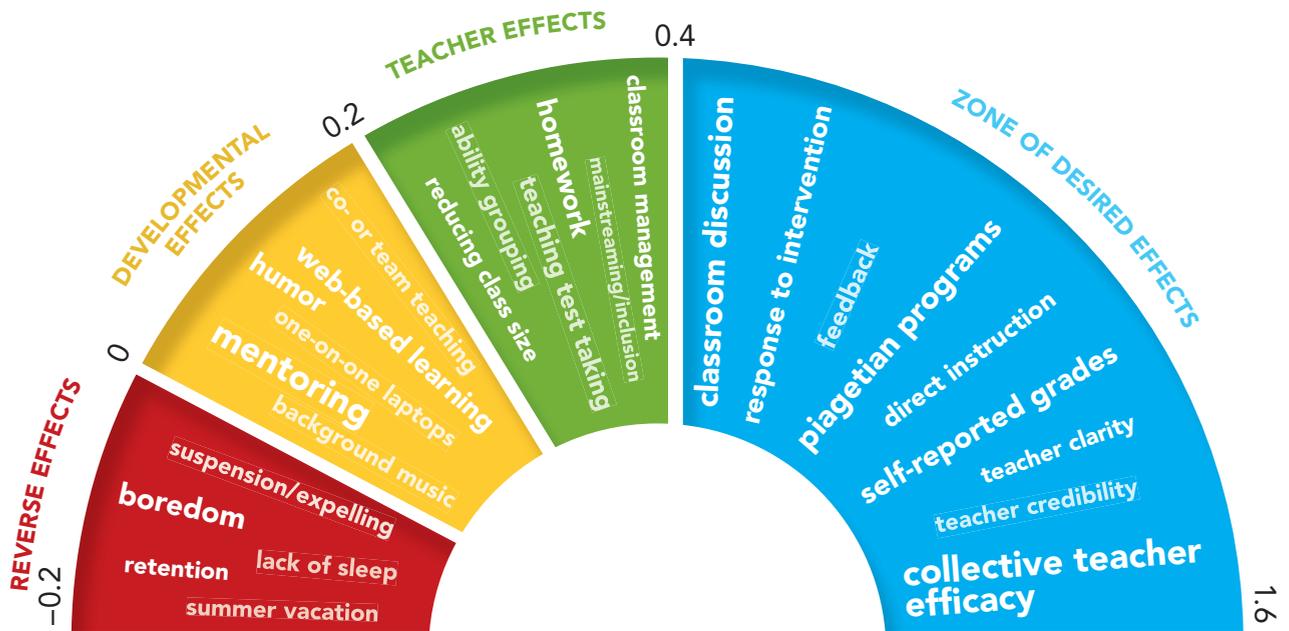
involving **300+** million students worldwide

= **over 250** factors that influence achievement



When educators use strategies that have high effects (greater than 0.4), they can accelerate student learning and maximize their impact.

The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so they can begin making strategic decisions based on evidence to maximize their time, energy, and resources.



Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

Practices That Yield Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping (gifted students)	.30	Mainstreaming/inclusion	.27
Teaching test taking and coaching	.30	Reducing class size	.21

Practices That Yield Developmental Effects

Co- or team teaching	.19	Mentoring	.12
Web-based learning	.18	Background music	.10
One-on-one laptops	.16	Humor	.04

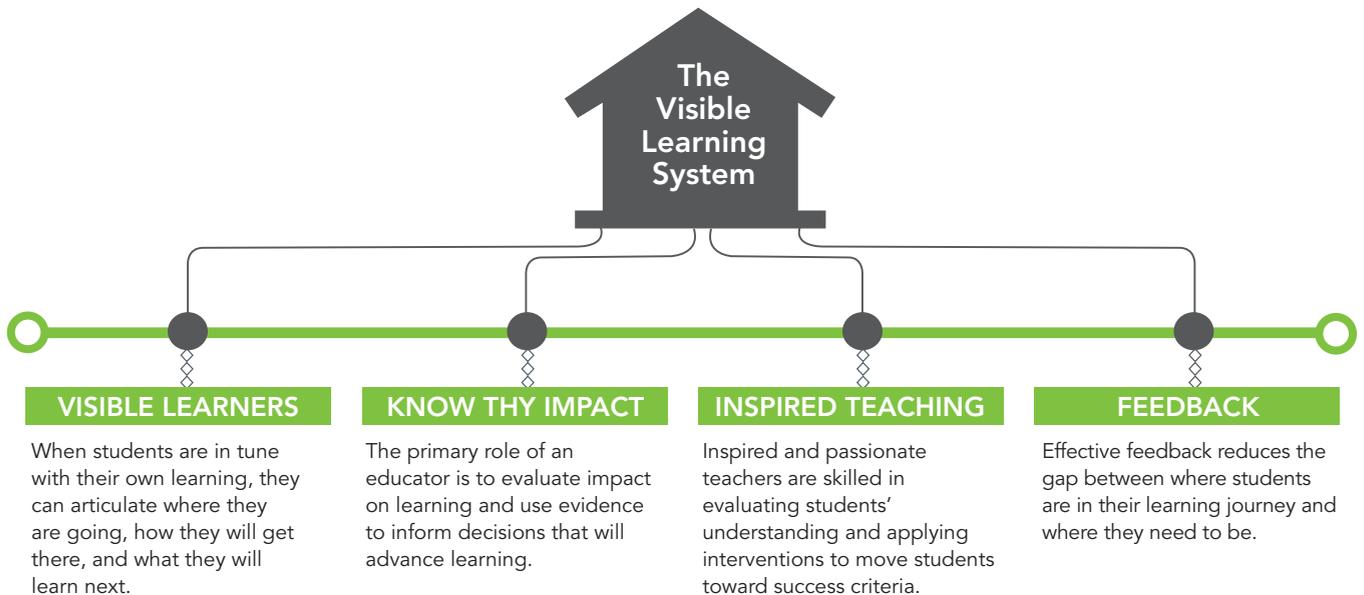
Practices That Yield Reverse Effects

Summer vacation effect	-.02	Retention (holding students back)	-.32
Lack of sleep	-.05	Moving between schools	-.34
Suspension/expelling students	-.20	Boredom	-.49

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.



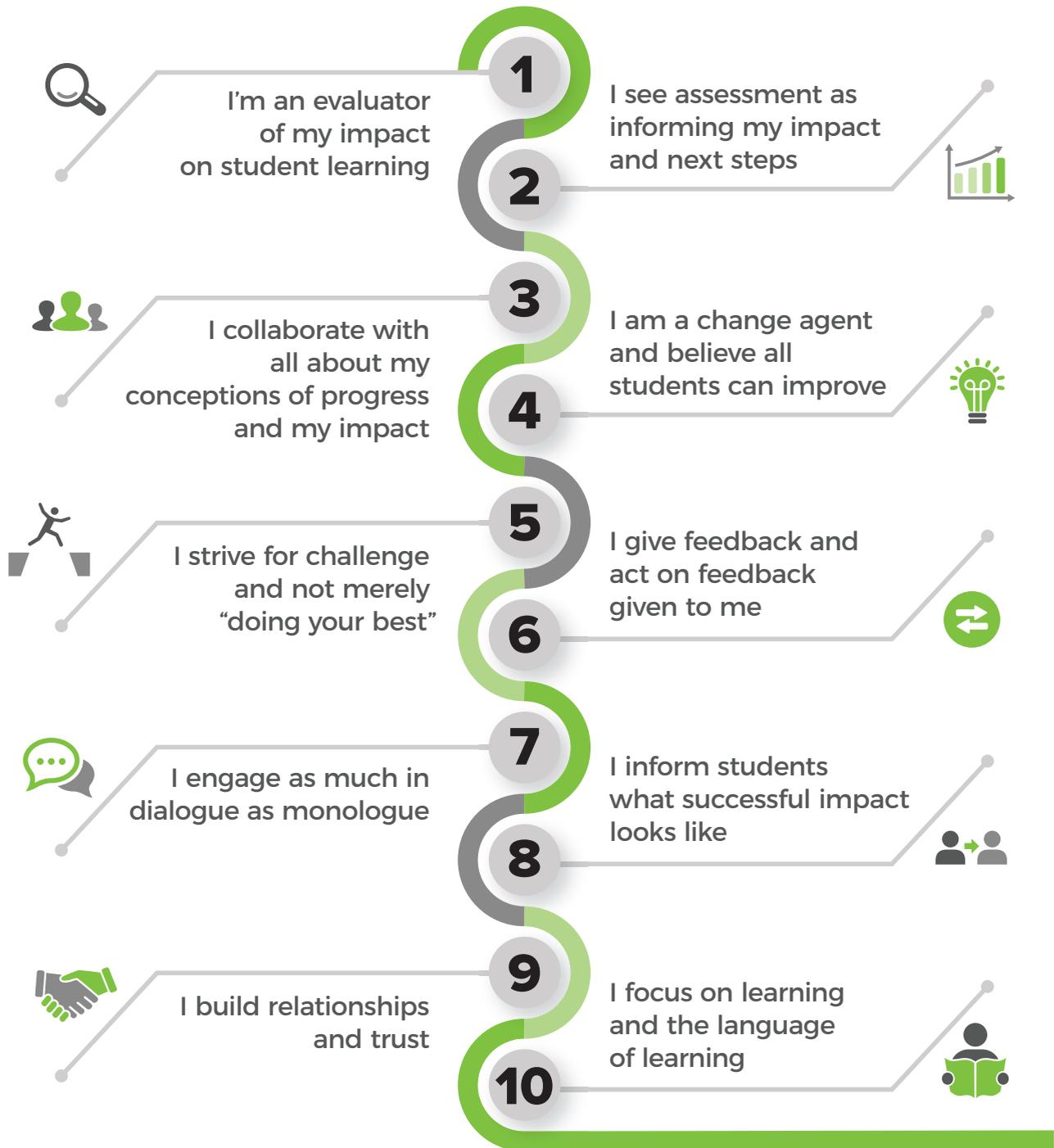
The Impact Cycle

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.

Mindframes for Visible Learning

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



School Impact Process

Drive Whole-School Reform

The Visible Learning^{plus} School Impact Process provides a long-term, sustainable solution to improve student learning and achievement through a model of professional learning designed to put the research of John Hattie into action schoolwide.

Over the course of three years, schools that participate in the Visible Learning^{plus} School Impact Process will build a foundation of knowledge and create plans for success, learn to collect and evaluate data to inform decision-making, and systematically embed high-effect strategies to ensure sustainability.

School Impact Process Milestones



The Visible Learning^{plus} School Impact Process consists of a series of professional learning sessions and evidence gathering tools that provide school leaders and teachers the knowledge to engage with Professor John Hattie's research and use evidence to evaluate instructional decisions.

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



The Foundation Series

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,
Vice Principal

For School Leaders

Build a foundation across schools

For Teachers

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.

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.

Learn how to gather evidence

Visible Learning Into Action I

Teachers learn what evidence you should collect to know if you have a Visible Learning classroom, with a focus on understanding the characteristics of visible learners and measuring their impact on students.

Gather Evidence

Gather evidence for 60 days

Gather Evidence

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.

Develop Visible Learning action plan

Visible Learning Into Action II

What can data tell us about our impact on student learning? Teachers will analyze and share their evidence and create an action plan for moving forward.

The Impact Series

The Impact 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 School Impact Process. 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.



Analyze and
act on data

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.

Turn
students
into visible
learners

Building and Developing Visible Learners

Where am I going? How am I going? Where to next? These questions are the foundation for developing assessment-capable visible learners.

Give and
receive
effective
feedback

Feedback that Makes Learning Visible

The Visible Learning research tells us that feedback has a big impact on student achievement. This professional learning session focuses on the most effective types of feedback and how to give great feedback to your students.

Implement the
mindframes
for success

Mindframes for Impact

Learn more about what mindframes for impact look and sound like in action. This professional learning session provides you with the tools and resources to evaluate and monitor the mindframes of teachers and students you work with.

Enhance
your
assessments

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.

Understand
the science
of learning

How Students Learn

During this professional learning session you will engage with the newest research about the science of how we learn, conducted by John Hattie and colleagues from Melbourne University Education Research Institute and the Science of Learning Research Centre.

Evidence Gathering Tools

Each Impact Cycle begins with assessments to establish baseline data against which progress can be measured. Then, working in collaboration with a certified Visible Learning^{plus} consultant, schools will use the results from these assessments to identify the key elements to focus on during subsequent Impact Cycles and ongoing Visible Learning^{plus} professional learning.



Establish
baseline data

School Capability Assessment

In-school consultant visit

Consultants conduct half-day site visits at least once a year to collect and analyze baseline capability data against the strands of Visible Learning^{plus}. It is the very first action your school will take when embarking on your Visible Learning journey.

Understand
beliefs and
attitudes

Mindframes Survey

Questionnaire for faculty

The Mindframes Survey represents the ten mindframes (attitudes and dispositions) that are integral to understanding the set of beliefs that teachers and school leaders have toward the impact of their practice. These beliefs and attitudes are correlated to improved student outcomes.

See learning
through
the eyes of
students

Classroom Observation Tool

Peer-review tool

The Classroom Observation Tool is a peer-led classroom observation tool that provides a framework for a teacher to learn about their classroom practices and student learning over the course of three fifteen-minute observations. The Classroom Observation Tool is introduced in Impact Coaching Day III (Page 11).

Evaluate
systems and
processes

School Matrix

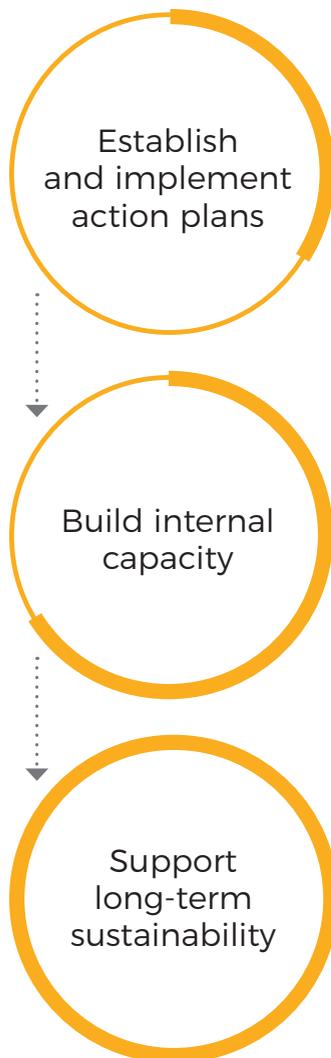
Self-evaluation assessment

The School Matrix is used to collect school-level information about the systems, processes, and practices that are in place across the school in relation to the Visible Learning strands. The School Matrix is introduced in the Foundation Series (Page 8).

Impact Coaching

Impact Coaches are chosen by you to support the implementation of the School Impact Process. Impact Coaches build school capability, ensuring effective changes are taken up, supporting longer-term sustainability, and establishing rigorous and ongoing evaluation of impact.

Corwin certified Visible Learning^{plus} consultants will train and support Impact Coaches through seminars, observation, and one-on-one coaching.



Impact Coach Day I

Impact Coaches will learn strategies and skills to support the implementation of the Visible Learning^{plus} School Impact Process.

Impact Coach Day II

Impact Coaches further develop skills for conducting open-to-learning conversations and classroom observations by learning how to use the Classroom Observation Tool.

Impact Coach Day III

Impact Coaches will be provided with frameworks, tools, and resources that they can rely on to successfully influence change within schools and fulfill their roles as Impact Coaches for years to come.

CASE STUDY

Ka'imiloa Elementary School, HI

Total enrollment:

814

Low income:

65%

English learner:

20%

Special needs:

8%

The Context

Ka'imiloa Elementary school, a K–6 school on the island of Oahu in Hawaii, has seen its share of reform efforts. The school has the highest percentage of low-income and English Language Learners in its complex area. As Principal Debra Hatada explains, in Hawaii's Department of Education parlance, the school's classification shifted from "Planning for Restructuring" to "Focus School." Focus schools—those that fall into the lowest performing 15%—are required to pursue programs designed to turn them around.

In early 2014, the superintendent of Ka'imiloa's complex area approached principal Debra Hatada of Ka'imiloa Elementary and proposed bringing Visible Learning^{plus} professional development to the school's leadership team to help turn around their low performance and dwindling staff morale. Familiar with Hattie's research, principal Hatada jumped at the opportunity.

What appealed to her about Visible Learning^{plus} was how it wasn't simply another initiative. It was a way for teachers to re-examine the mindset they brought to their activities. Hatada believed that bringing Visible Learning^{plus} professional development to her teachers "would breathe life back into our classrooms and, certainly, bring back the passion to the craft of teaching." Visible Learning^{plus} offered a reminder to people about why they became educators in the first place: "to impact someone's life positively."

The Approach

Over several years, Ka'imiloa Elementary in Hawaii approached professional development for Visible Learning in phases. The first year focused on true basics, such as building a shared vocabulary with which to have conversations about learning. The second year focused on implementation and giving teachers room to try out their new learning. Then, the adoption of Visible Learning^{plus} shifted into overdrive in a third year to cement and embed learning throughout.





At each stage the school's Visible Learning^{plus} professional development consultant was there to help Ka'imiloa's educators prepare for the next level.

Throughout the process, the school engaged in continuous impact cycles of feedback, which included evidence gathering, reviewing their learning targets, and realigning or introducing further professional development, to closely address their ongoing needs and to keep Ka'imiloa moving forward.

Learning Made Visible

What was the result of their hard work?

"Ka'imiloa's teachers have embraced the Visible Learning `movement,'" Hatada said, "supporting each other and celebrating their students' emerging voices." During their journey, the school brought on new teachers and new school leaders, all of whom were quickly swept up in the momentum set in place by a core group of educators who were committed to "supporting every student in becoming that Visible Learner."

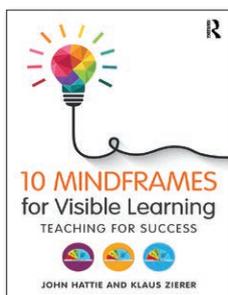
"Kids know what they are supposed to be learning. We see that teachers have more clarity in the lessons they are teaching. The learning intentions or learning targets are there."

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?"

She replied,

"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."

Books & Resources



NEW!

10 Mindframes for Visible Learning

Teaching for Success

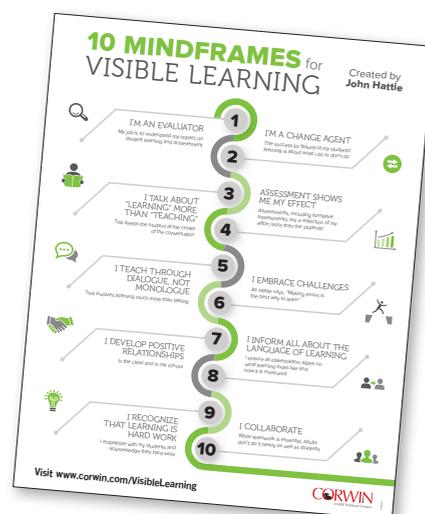
John Hattie, Klaus Zierer

How we think is more important than what we do

John Hattie's landmark Visible Learning research concluded that one of the most important influences of student achievement is how teachers think about learning and their own role. In *10 Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten mindframes that teachers need to adopt in order to maximize student success. These include:

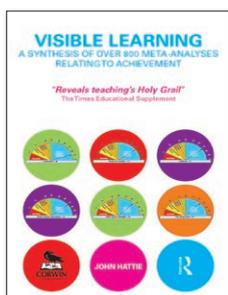
- Thinking of and evaluating your impact on students' learning
- The importance of assessment and feedback for teachers
- Working collaboratively and a sense of community
- The notion that learning needs to be challenging
- Engaging in dialogue and the balance between talking and listening
- Conveying success criteria to learners
- Building positive relationships

180 pages, VLN18557-978-1-5443-2567-5



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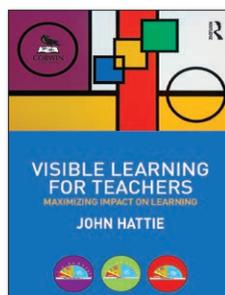
Visible Learning

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.

382 pages, VLN18557-978-0-4154-7618-8



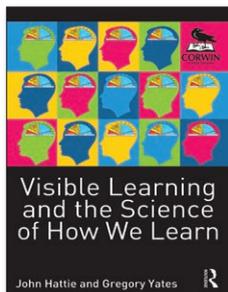
Visible Learning for Teachers

Maximizing Impact on Learning

John Hattie

This 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.

280 pages, VLN18557-978-0-4156-9015-7

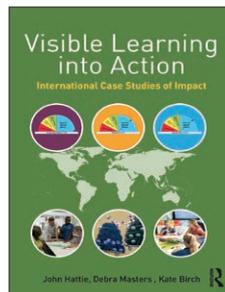


Visible Learning and the Science of How We Learn

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.

349 pages, VLN18557-978-1-4833-1639-0



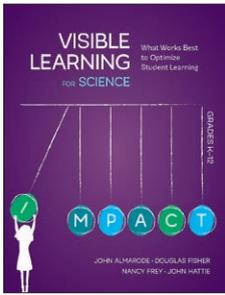
Visible Learning into Action

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.

310 pages, VLN18557-978-1-5063-3604-6



NEW!

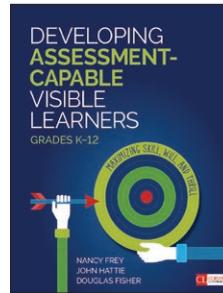
Visible Learning for Science, Grades K–12

What Works Best to Optimize Student Learning

John Almarode, Douglas Fisher, Nancy Frey, John Hattie

Discover the right instructional approach to use at each learning phase so all students demonstrate more than a year's worth of science learning per school year.

208 pages, VLN18557-978-1-5063-9418-3



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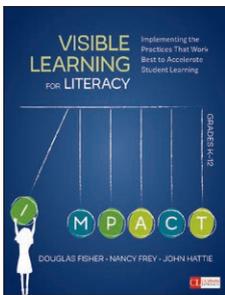
Developing Assessment-Capable Visible Learners, Grades K–12

Maximizing Skill, Will, and Thrill

Nancy Frey, John Hattie, Douglas Fisher

Imagine students who understand their educational goals and monitor their progress. This illuminating book focuses on self-assessment as a springboard for markedly higher levels of student achievement.

184 pages, VLN18557-978-1-5063-8998-1



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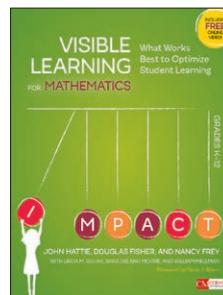
Visible Learning for Literacy, Grades K–12

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.

216 pages, VLN18557-978-1-5063-3235-2



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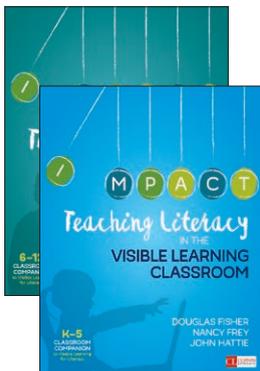
Visible Learning for Mathematics, Grades K–12

What Works Best to Optimize Student Learning

John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman

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.

304 pages, VLN18557-978-1-5063-6294-6



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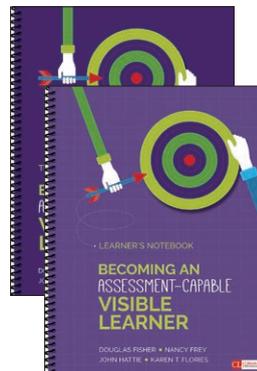
Teaching Literacy in the Visible Learning Classroom

Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre

These companions to *Visible Learning for Literacy* show you how to use learning intentions, success criteria, formative assessment, and feedback to achieve profound instructional clarity.

Grades K–5: 272 pages, VLN18557-978-1-5063-3236-9

Grades 6–12: 232 pages, VLN18557-978-1-5063-3237-6



NEW!

Becoming an Assessment-Capable Visible Learner Classroom Packs

20 Learner's Notebooks + Free Teacher's Guide

Douglas Fisher, Nancy Frey, John Hattie, Karen Flores

These learner's notebooks are the first of their kind to continue the journey of Visible Learning by helping students monitor their own progress. These notebooks guide students to understand what they're learning, why they're learning it, and the strategies they need along the way.

Grades K–2: VLN18557-978-1-5443-3183-6

Grades 3–5: VLN18557-978-1-5443-3184-3

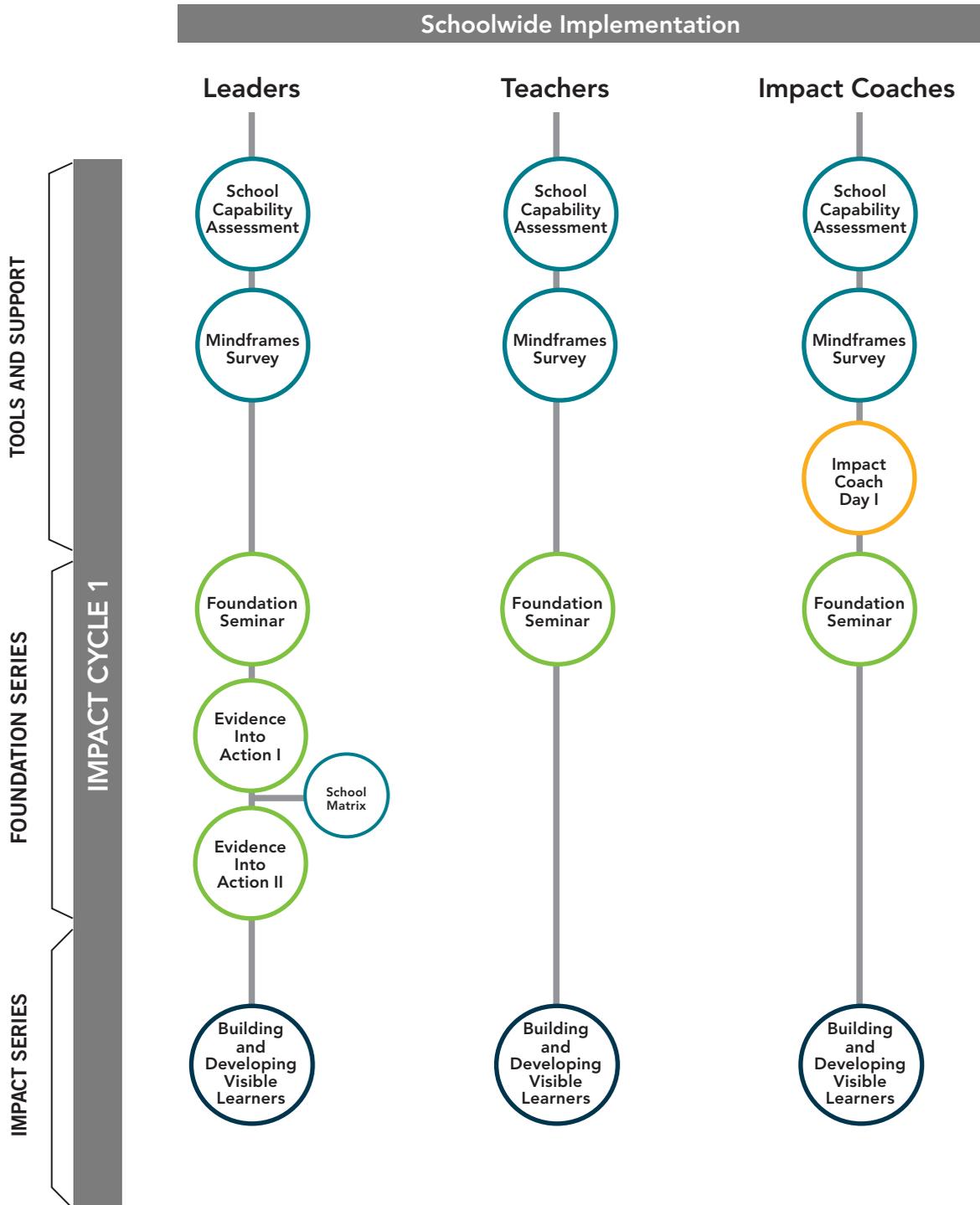
Grades 6–12, Level 1: VLN18557-978-1-5443-3185-0

Grades 6–12, Level 2: VLN18557-978-1-5443-3186-7

A Sample Roadmap

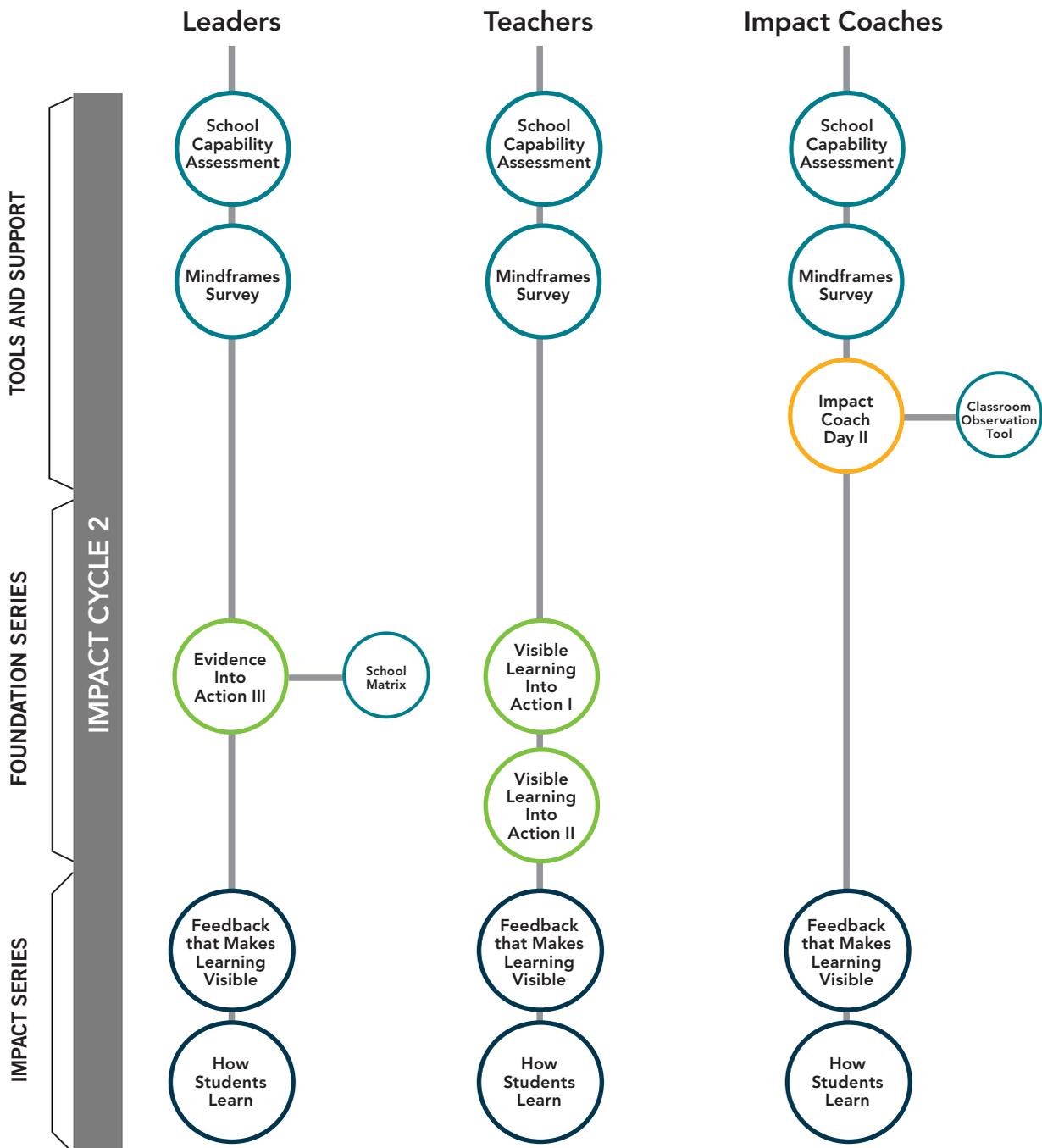
YEAR 1

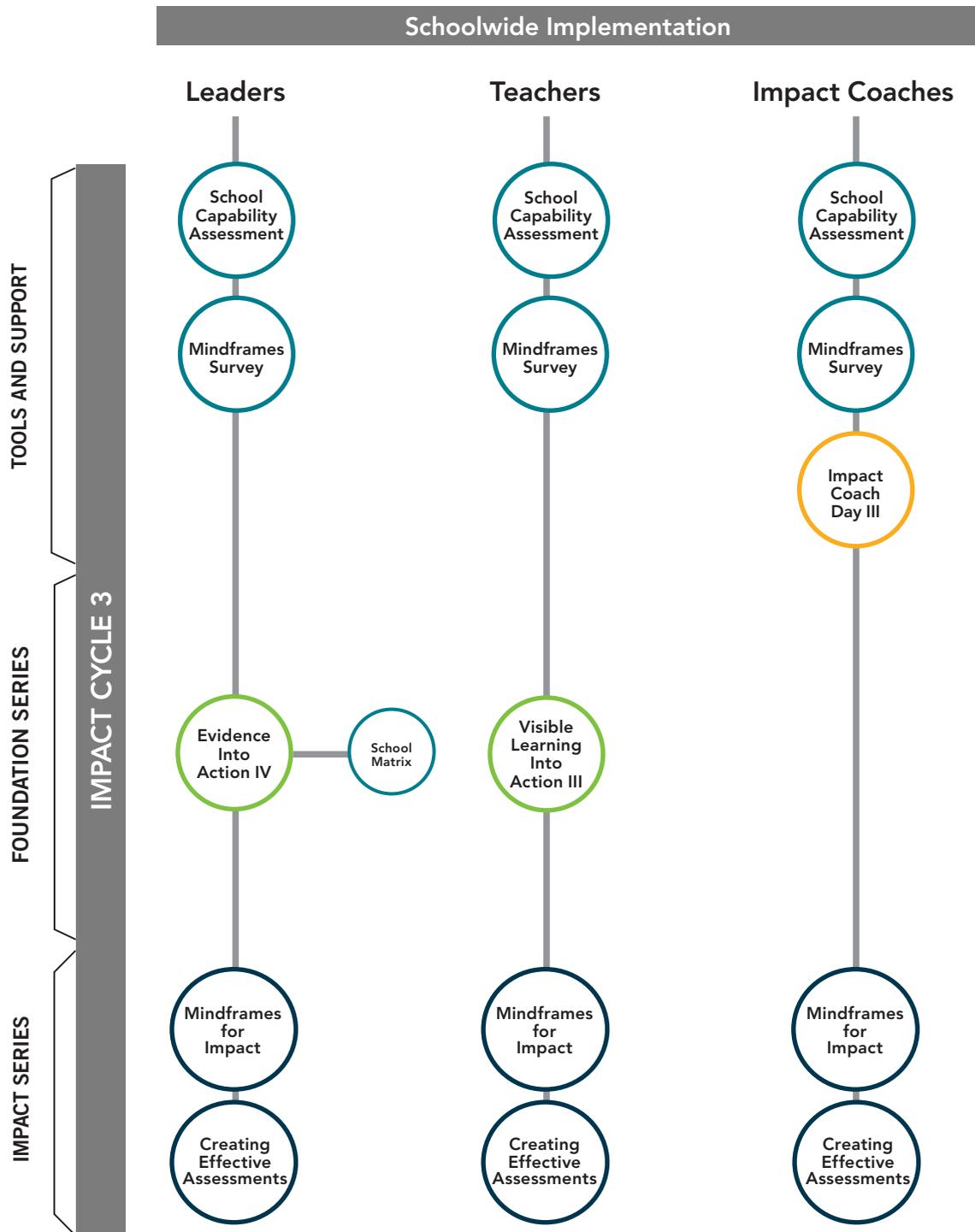
Visible Learning^{plus} is not a one-size-fits-all prescription, but rather an evidence-based approach that can be tailored to each school or district's specific needs and goals. Your School Impact Process will be co-designed by the Corwin Visible Learning^{plus} team and your district and/or school leaders, lead teachers, and other stakeholders. **Here is what the Visible Learning^{plus} School Impact Process might look like at your school.**





Schoolwide Implementation





Experience Visible Learning

3 Ways to Get Started With Visible Learning^{plus}

1 Local Institutes

Get introduced to the core concepts of the Visible Learning research at a local event led by one of our world-class presenters.

2 Foundation Series

Build your team's foundational knowledge of the Visible Learning research and use evidence gathering tools in this series of one-day seminars.

3 School Impact Process

Flip to see a 3-year example of what the Visible Learning^{plus} School Impact Process might look like at your school.

What to Expect at a Visible Learning^{plus} Institute



Visible Learning Research

Understand what does—and doesn't—make a significant impact on student achievement.



Visible Learners

Know the characteristics of assessment-capable learners.



Know Your Impact

Learn how to calculate an effect size to measure progress.



Effective Feedback

Understand the role of feedback and its impact on learning.



Mindframes for Learning

Develop the ways of thinking that maximize student success.

Find a Visible Learning^{plus} Institute near you at Corwin.com/institutes

Contact your account manager to discuss
all your Visible Learning^{plus} options:

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Doug Franke
Email: Doug.Franke@corwin.com

Eastern Canada

Chris Allen
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