

# Visible Learning for Administrators: Moving Beyond the Basics of Evaluation

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Cosa: Salishan 2015

*Know thy Impact*

*Feedback*

*Mindframes*

# Educator Effectiveness

Teachers & Principals

*AVID  
Focus  
No Excuses*


*Goal Setting for  
Student Learning*

**VL**

Alignment to  
the Common Core

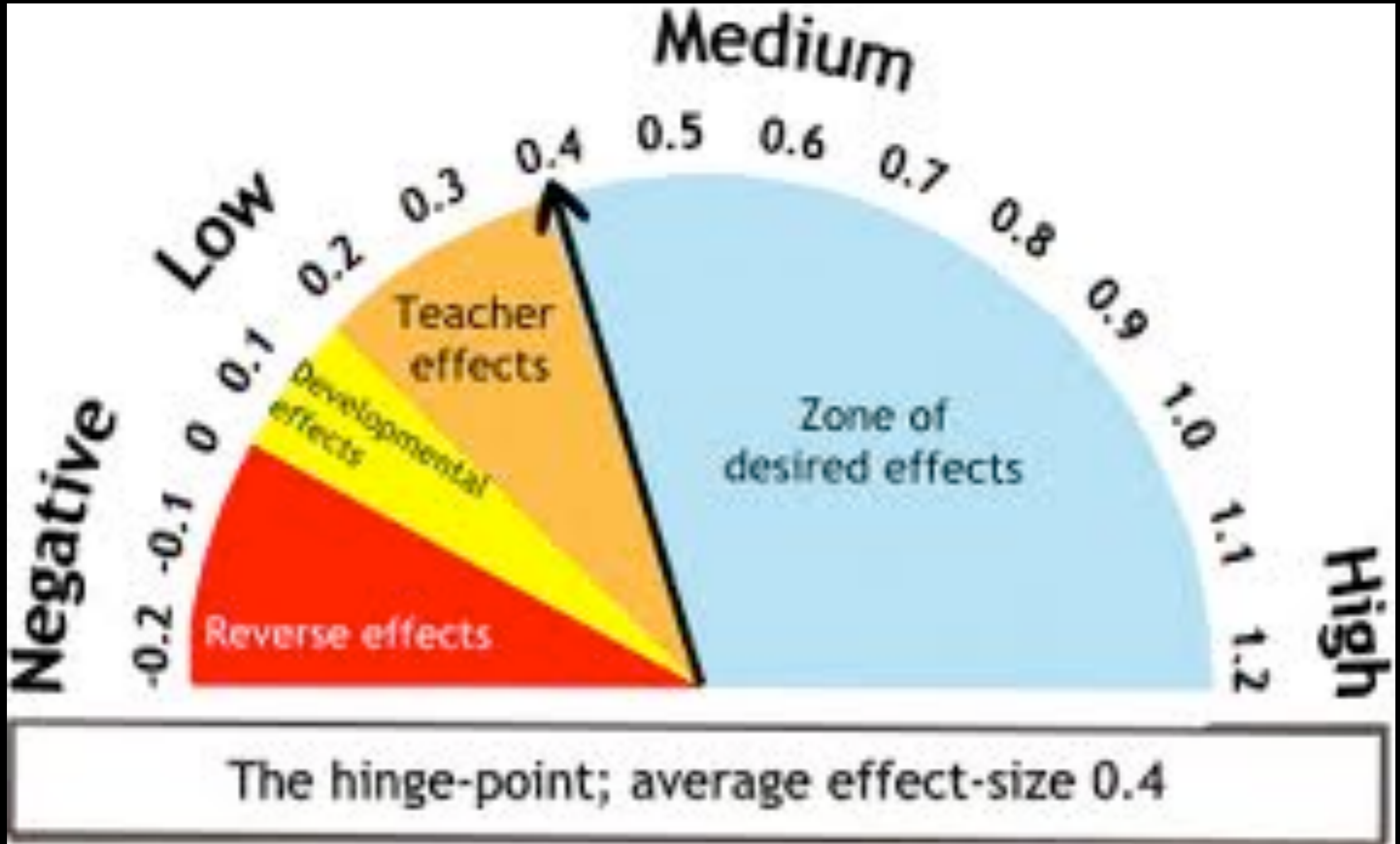
*Formative  
& Summative  
Assessments*

Proficiency-Based  
Teaching & Learning



***Visible  
Learning*** is  
the container  
for all the  
pieces we are  
working on  
***right*** now.

# The Research Scope...



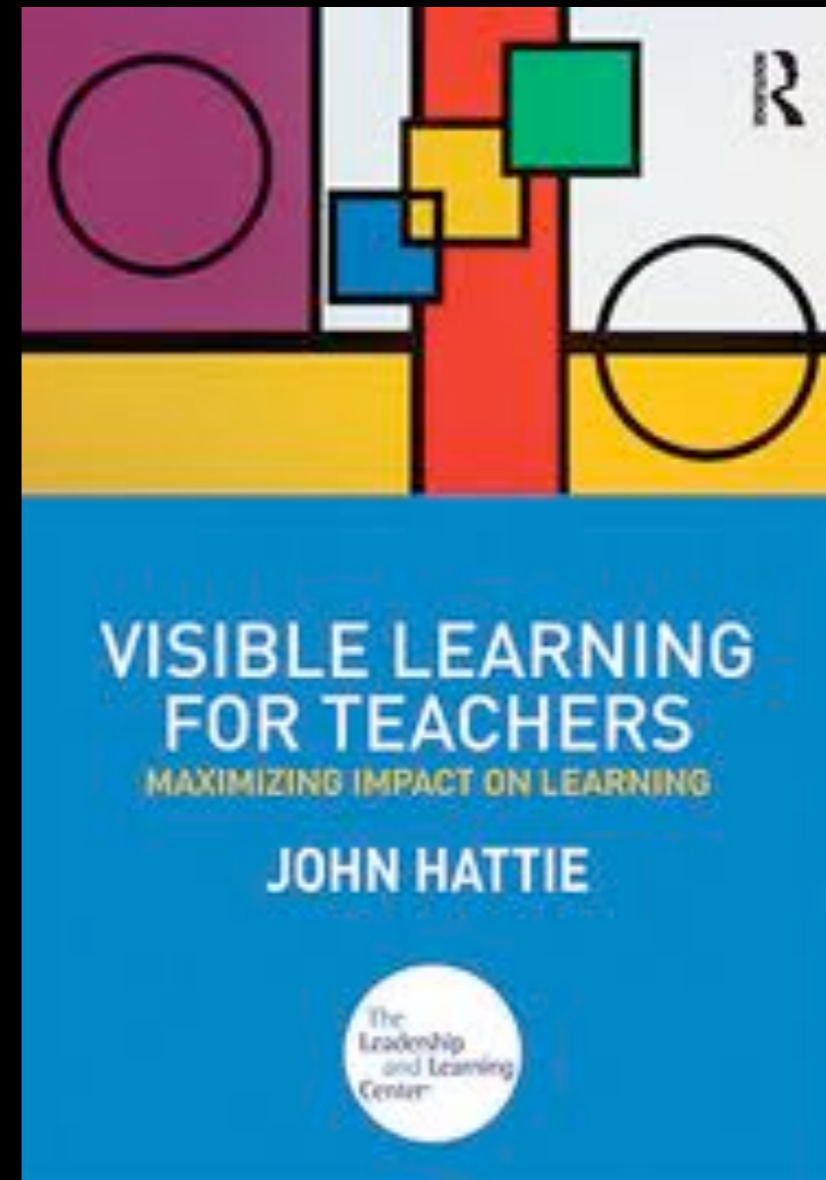
*The Power of Effect*

**VISIBLE LEARNING**  
A SYNTHESIS OF OVER  
800 META-ANALYSES  
RELATING TO ACHIEVEMENT



**The Research**  
(the what & why)

**The Model**  
(the how)



# Visible Learning is...

VL happens when students see learning through the eyes of their teacher and the teacher sees learning through the eyes of their students.

1. **Know Thy Impact**
2. **The Power of Feedback**
3. **9 Mindframes**

**All for one goal:**

*Does the student own their Learning?*



# How to Become a Visible Learning School

EXCLUSIVELY  
FROM  
CORWIN

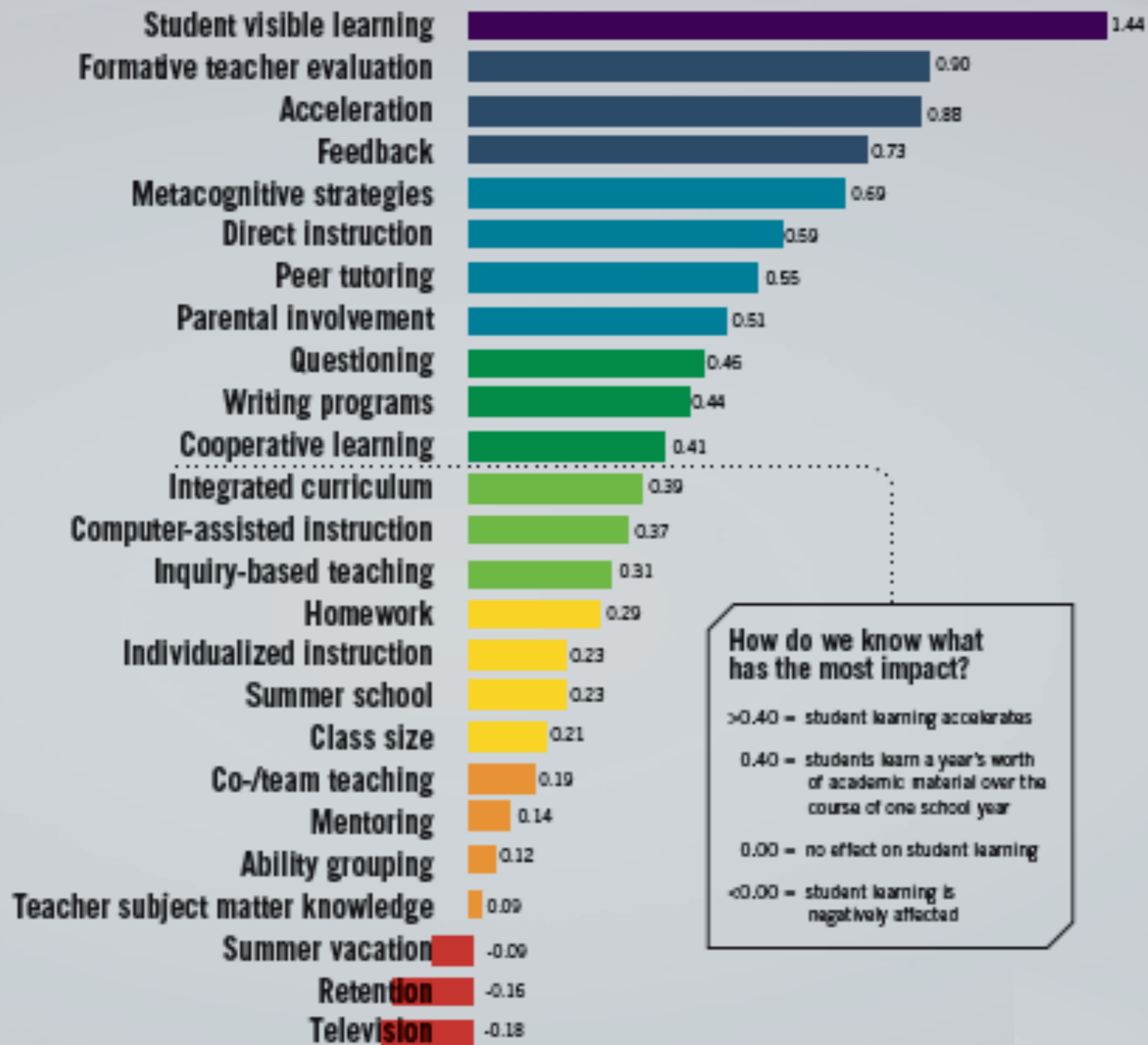
When you give students 100% visibility into what they are learning and why, you help them see their path to success.

Students in a Visible Learning school are able to articulate what they are learning, their progress toward meeting standards or learning goals, what the next step is, and how they are going to get there—to the extent that they can accurately predict how well they will perform on tests, because they know what they know and also what they *don't* know and still need to learn.

**Proficiency-Based Teaching & Learning**



# BEST What Works <sup>^</sup> in Raising Student Achievement?





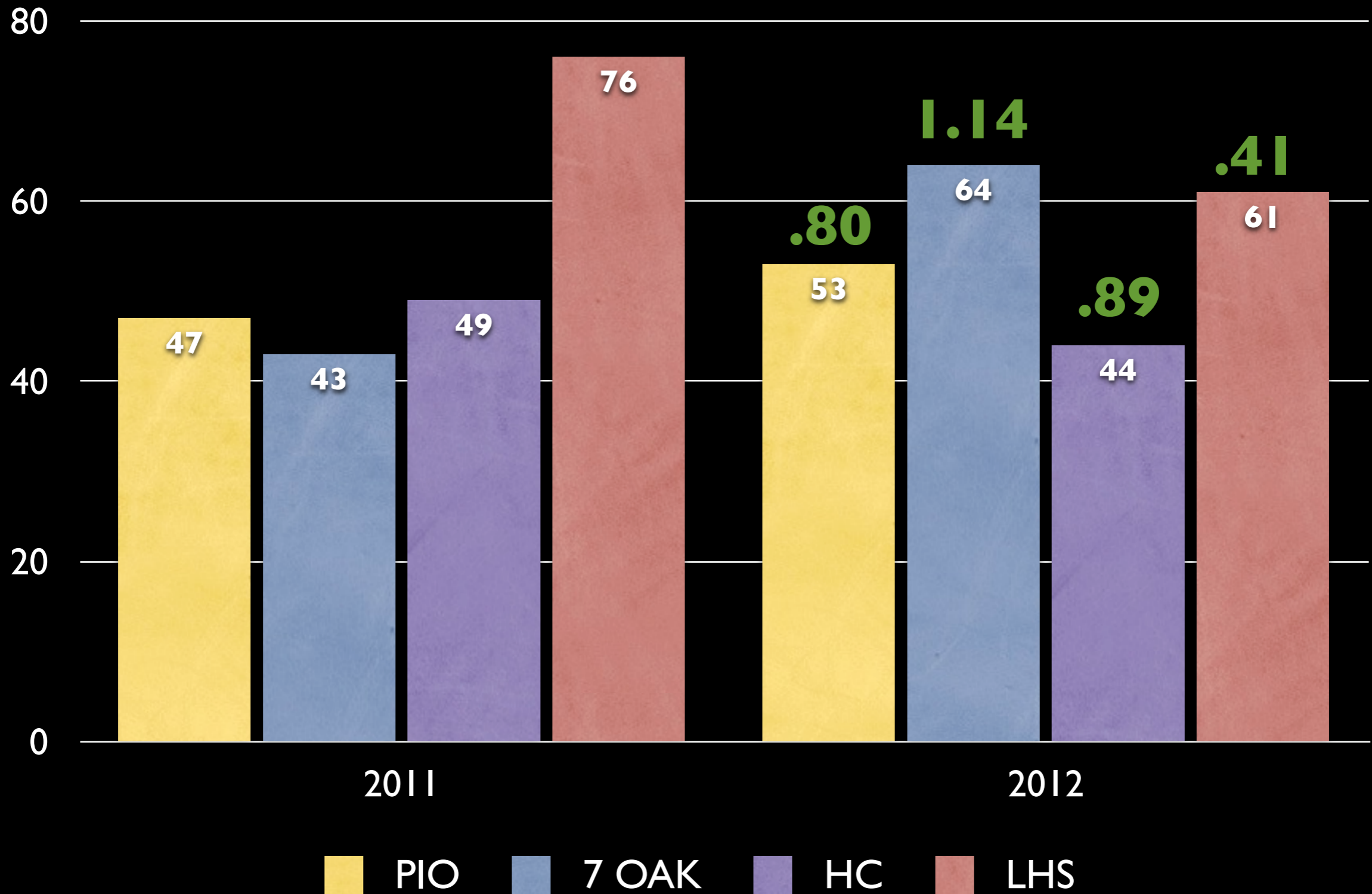
# Context is KING!

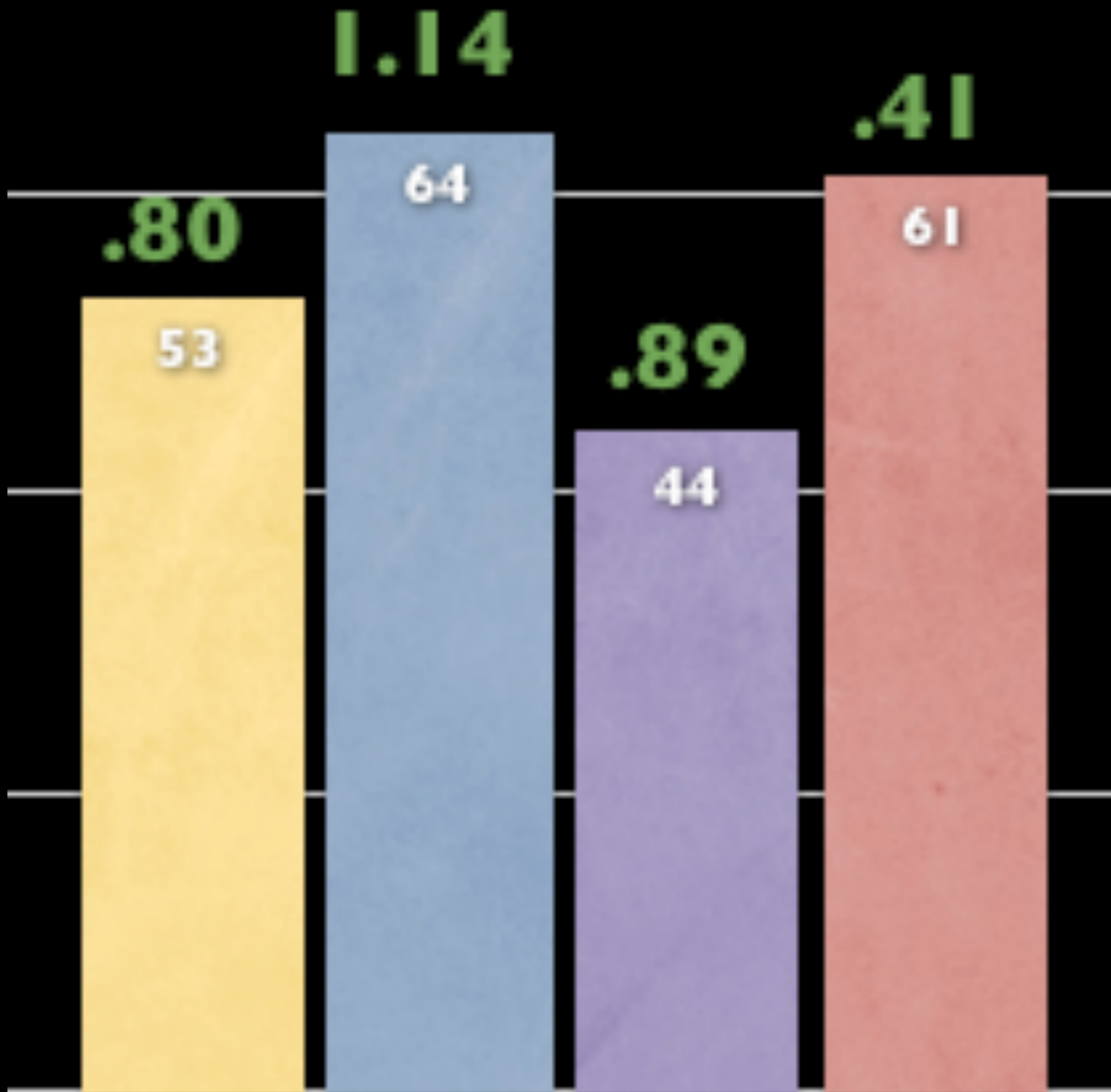
Thy  
Know ~~The~~ Impact...

*...everything matters, but some things matter more.  
Find out what they are and do them deeply.*

*What impact are you making and how do you know?*

# 8th Grade Math Outcomes





# 8th Grade Math Outcomes

1. How does **knowing thy impact** force you to think about individual student learning and growth?
2. Do you think that will make a difference in goal setting? Should it make a difference?
3. Do you think sharing the impact (being visible) with teachers will make a difference in how teachers teach or set goals with students? Why or why not?

# Education History 101

## Bloom's Taxonomy



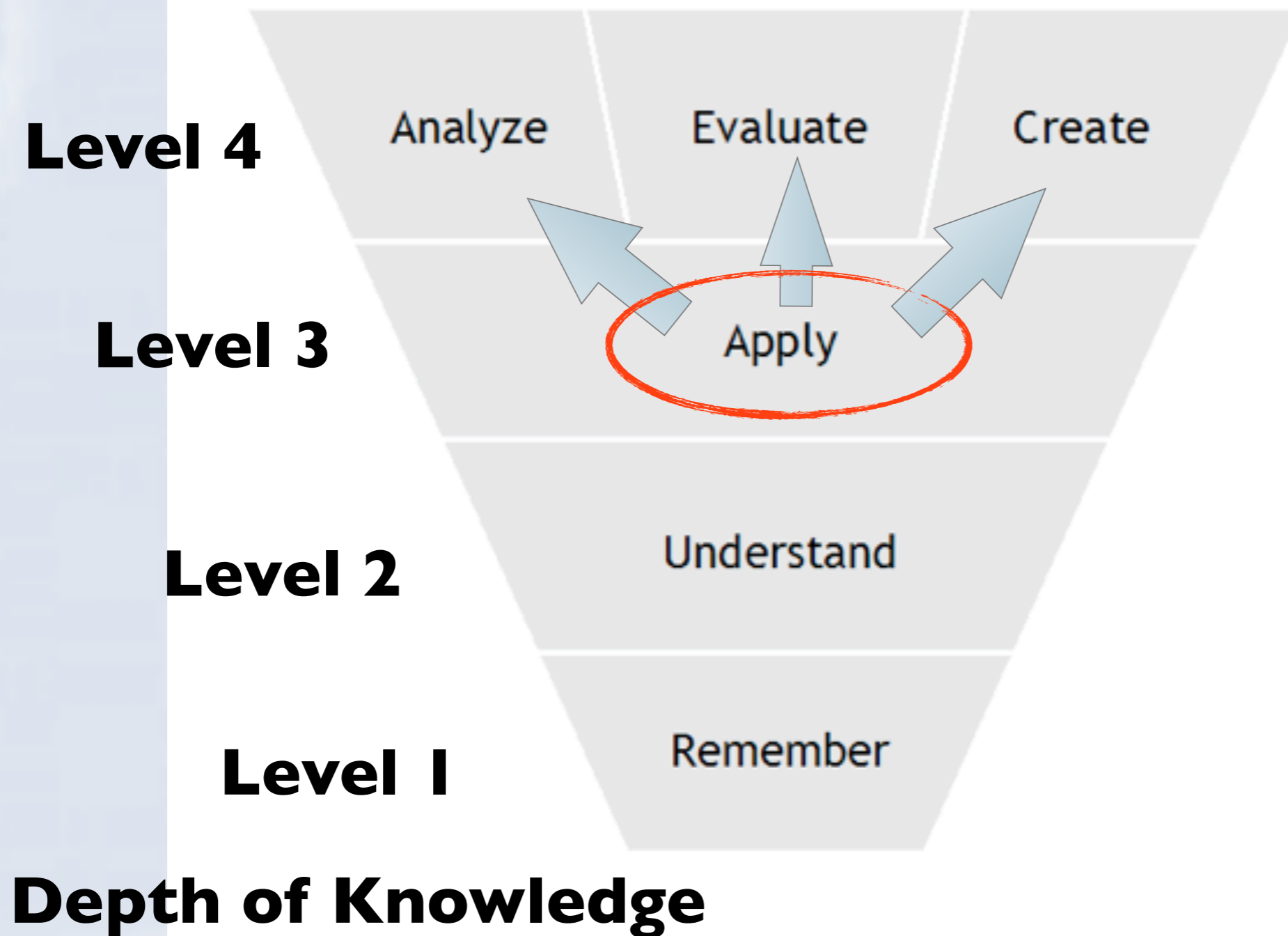
1956

2001



Bloom's Revised  
Taxonomy

# Preparing for the Common Core



# Visible Learning & CCSS

The 3 things I see in a classroom...

- Teacher talking...or
- Students reading...or
- **Active or *Visible* Learning** (Necessary for students to own their learning and become their own teachers)
- Effective teachers **talk**, and they make students **read**, but they also intentionally design instructional activities where student learning is visible. The % of time matters. A lot.

# Key Terms of VL

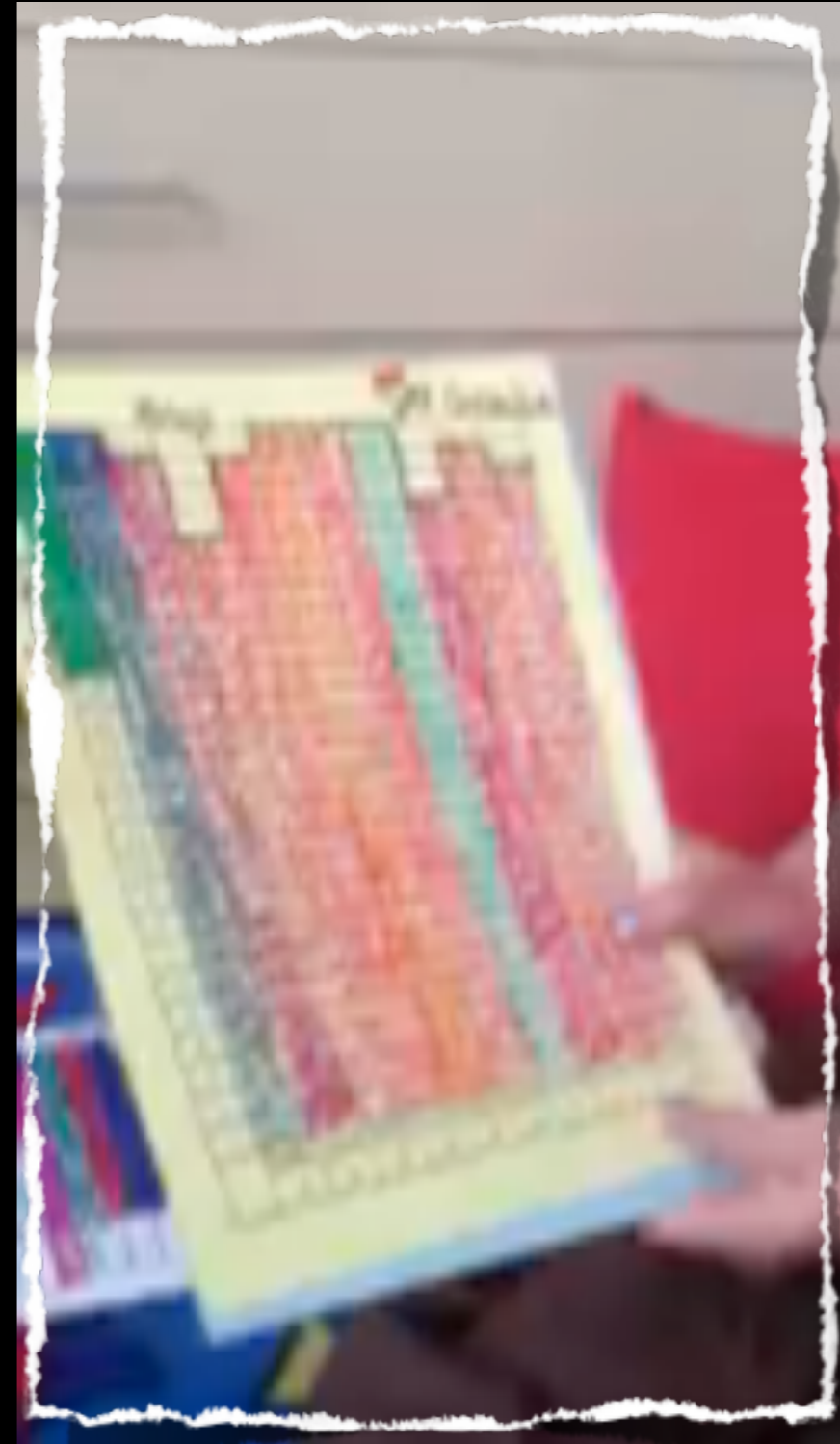
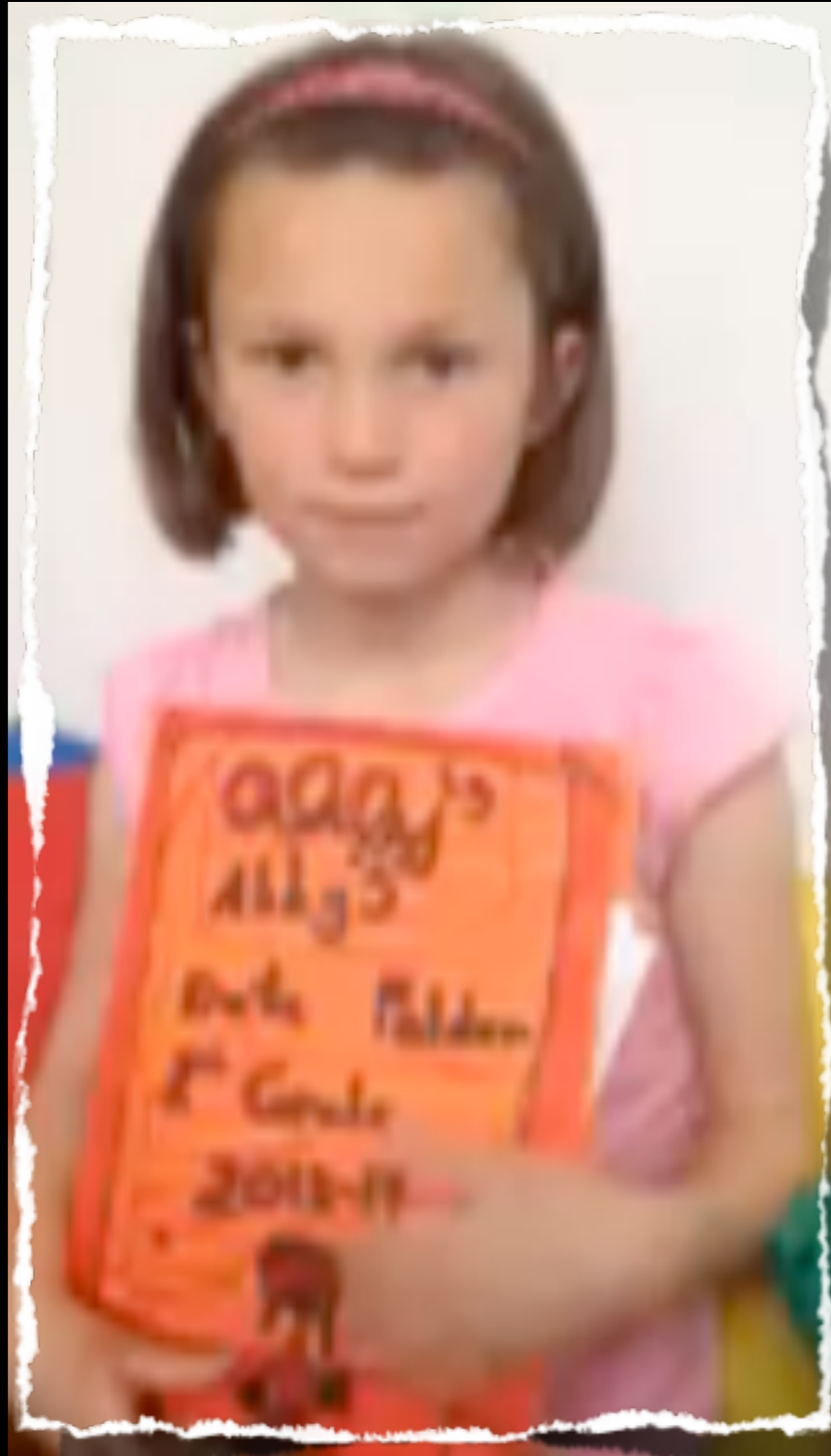
- **Feedback** (Understand the four types)
- **Learning Intentions** (What we call *Learning Targets*)
- **Success Criteria** (Describing/showing what success looks like)
- **Mind Frames** (There are 9 total)
- **Passionate and Inspired Teaching** (Do you know what this looks like? Do your administrators agree? Do your teachers know? How can you help promote it?)



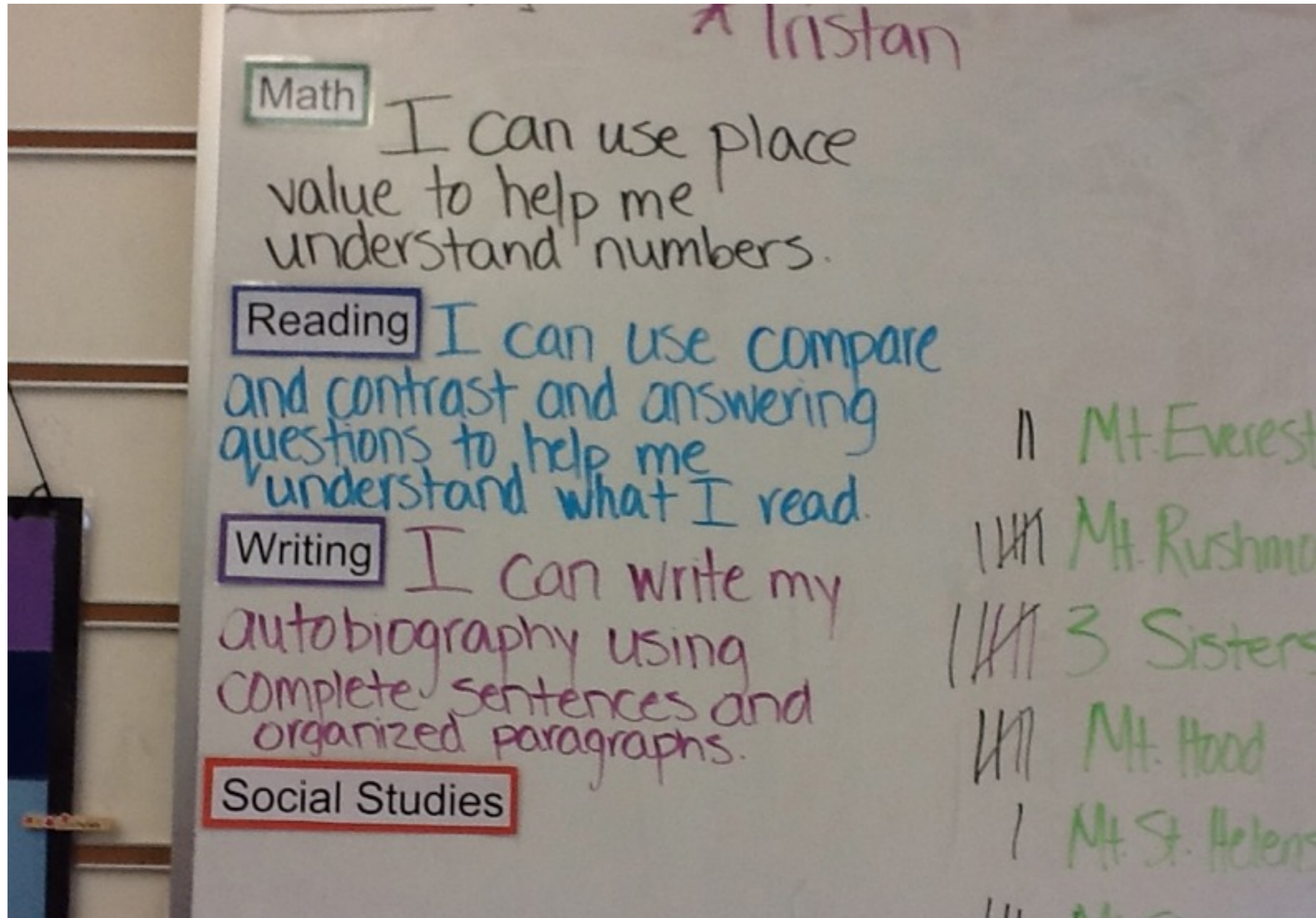
# 4 Types of Feedback

- **Praise** (helpful, but not really feedback)
- **Task** (Level I): Correct/Incorrect (below proficiency, Surface level, Lower Bloom's): *Training*
- **Process** (Level II): Questions & Examples (approaching proficiency, Surface/Deep, Mid Bloom's): *Mentoring*
- **Self-Regulatory** (Level III/Feedforward): Questions & Tasks (proficient & beyond, Deep, Higher Bloom's): *Coaching*

# What level of Feedback do you see?



# Examples of Learning Intentions & Success Criteria



## Making Learning Visible in School

The Big Five!

Data Doors

Learning  
Intentions

Success  
Criteria



# What does *passionate* and *inspired* teaching look like?

Think & Ink. Pair & Share.

# Visible Learning MindFrames I

1. I am an evaluator. (reflective/self)
2. I am a change agent.
3. I talk about learning, not about teaching.
4. I see assessment as feedback to me.
5. I engage in dialog, not monologue.

# Visible Learning MindFrames II

6. I enjoy challenge.
7. I develop positive relationships.
8. I inform all about the language of learning.
9. I see learning as hard work.