



Implementing Visible Learning

Florida Association for Staff
Development
May 4, 2015

Panelists

- Amanda Ellis, Ed.D.
 - Orange County Public Schools
- Scott Richman, Ed.D.
 - Hillsborough County Schools
- Karen L. Beattie, Ed.D.
 - Volusia County Schools

Learning Intentions and Success Criteria

By the end of the session, you will:

- Paraphrase and reflect on the actions and plans of the three districts
- Identify and share additional resources to increase their understanding of “Visible Learning”
- Link and reflect upon your district’s thinking on the potential role of “Visible Learning” in professional learning

Let's Hear from Dr. Hattie

What is Visible Learning?

"Visible learning is teachers seeing learning through the eyes of their students, and students seeing themselves as their own teachers"



The “Visible Learning” Journey

For FASD it begin in September 2014

- Dr. Julie Smith, key note speaker
- Research of Dr. John Hattie
 - Meta-analysis
 - High-effect size strategy
 - Hinge point of .40

For Learning Forward 2014

- Dr. John Hattie, key note speaker

Lead Learner has a .82 Effect Size

The Districts' Journeys

- What are the main projects or initiatives of your PD department?

OCPS Projects

- Instructional Framework
- Learning Community Support
- Facilitative Coaching Series
- Aspiring Leaders
- Preparing New Principals

Let's Hear from Dr. Hattie

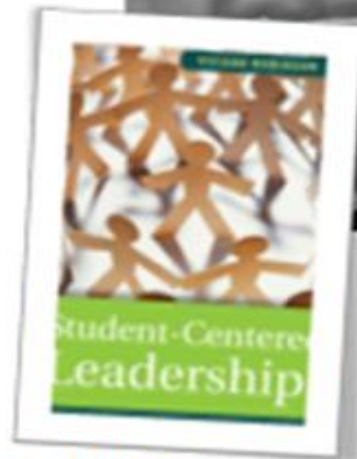
What is Visible Learning?

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High-impact Leadership

*Prioritizing High-leverage
Actions that Unleash
Stunningly Powerful
Consequences*



Leadership Development and Coaching



Measuring and monitoring your impact on others



The Districts' Journeys

- Has your district had “Visible Learning” PD and if so who and how?

OCPS Visible Learning PD

- Instructional Coaches- Book study, survey, Critical Friends protocol with Visible Learning for Teachers embedded in professional learning sessions
- RTP3 Grant with UCF- Visible Learning was a key text used for coursework and used as a bridge between the university and the district

Visible Learning^{plus} Foundation Day

During the Visible Learning^{plus} Foundation Day Institute, participants will identify and discuss the most important messages from the Visible Learning research, learn about the five strands of Visible Learning, and know the difference between the influences that 'do' and 'do not' make a significant difference to student achievement.

The key philosophy of Visible Learning and the major factors that influence student learning and achievement

The importance of effect sizes as a useful way to measure progress

The key characteristics of assessment capable learners (students who can answer: Where am I going? How am I going? Where to next?)

The mind frames leaders need to have in order to impact student achievement and instruction

The role of feedback

The importance of learning intentions and success criteria

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The Districts' Journeys

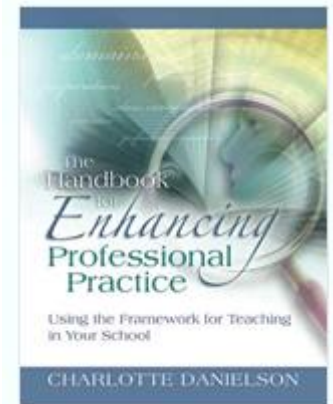
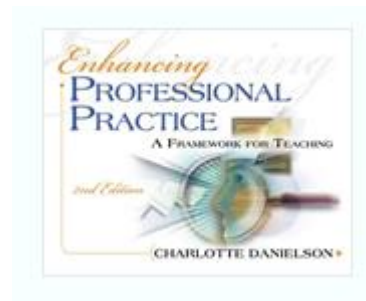
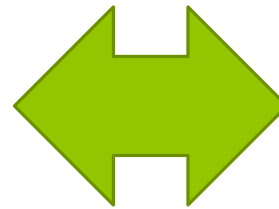
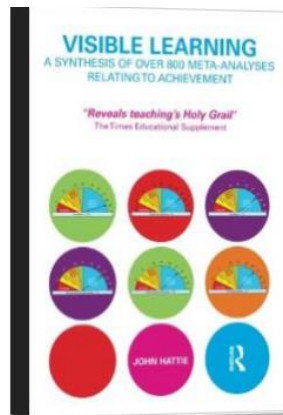
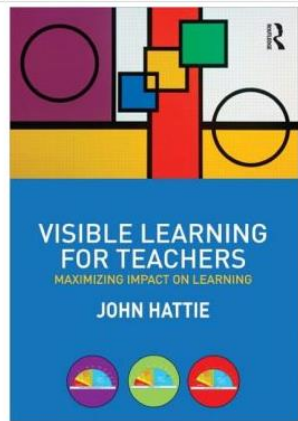
- How does the “Visible Learning” research align to your work?

OCPS Alignment

- Supports and adds to the body of knowledge regarding professional learning communities
- Resource for leadership and instructional coaches for supporting and developing professional learning communities

CORWIN

A SAGE Company



The Districts' Journeys

- What have been the benefits and challenges to implementing “Visible Learning”?

OCPS Benefits and Challenges

- Benefits- Use of an effect size to add to the dialogue when making decisions; common language for outcomes
- Challenges- Integrating with the research from Marzano that supports the district instructional framework

Count off 1 – 2 - 3

- Stand and move into your group
 - 1 – Orange
 - 2 – Hillsborough
 - 3 - Volusia
- Paraphrase and reflect on the actions and plans of your district (1, 2, or 3)
- Return to your tables and share

The Districts' Journeys

- What are your next steps?

OCPS Next Steps

- Facilitating Coaching Series- Use of the common text *Visible Learning and the Science of How We Learn*

Inside Series

The Inside Series supports deep implementation of Visible Learning strategies throughout your school. The series can be completed as an adjunct to the Foundation Series or be attended as stand-alone professional learning and development days.

FEEDBACK SERIES

7 Takeaways

7 Things to Remember About Feedback

- 1** Feedback is not advice, praise, or reprimand. Feedback is information about how we are doing in our efforts to reach a goal. *David Kolb, p. 10*
- 2** If students know the classroom is a safe place to make mistakes, they are more likely to seek feedback for learning. *John Hattie, p. 76*
- 3** The feedback students give teachers can be more powerful than the feedback teachers give students. *Eric Swain, p. 60*
- 4** When we give a grade as part of our feedback, students routinely read only as far as the grade. *Peter Johnston, p. 84*
- 5** Effective feedback reports during the learning, while there is still time to act on it. *Jan Chappell, p. 28*
- 6** Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong. *John Hattie, p. 74*
- 7** Students need to know their learning target—the specific skill they're expected to learn—in order "feedback" is just someone telling them what to do. *Robert Marzano, p. 24*

Source: The Collaborative for Student Achievement, 2014. Retrieved 2015 from <http://www.collaborativeforstudentachievement.org/feedback-for-learning/7-things-to-remember-about-feedback/>

Educational Leadership, 9.2012

At your table ...

- Identify resources to increase your understanding of “Visible Learning”.
- Where would you go to find out more?

Resources

- Colleagues
- Visible Learning Plus website
- Corwin
 - Bill Maurer, Florida Account Representative
 - Bill.maurer@corwin.com
- Learning Forward – December 2015
- Twitter @VisibleLearning



INFLUENCE AND IMPACT

Become Evaluators of Your Effect



JOHN HATTIE //
MARCIA TATE //
DOUGLAS FISHER //
YONG ZHAO //



JULY 13-14, 2015 // SAN ANTONIO, TX



visible learning plus

Visible Learning Plus



Foundation Day

The Foundation Day shares with you the results of 25+ years of research into what really works best in education. For so long in education, we seem to have been on the hunt for the next best thing - this research makes us stop and think about the vast amount we already know and take stock about what really does make the difference to student learning.



Evidence into Action Day One

This day introduces the type of evidence that can be used to prioritise the direction of your school and the VL tools available including the Visible Learning Matrix, to support this. At the end of this day, we will be providing a checklist of the evidence the team will be expected to gather to bring to the Evidence into Action Day Two.



Evidence into Action Day Two

Participants return, with their evidence to focus on visible learners, teachers and school systems: Analyse the extent data and evidence drive practice in the school Define school aspirations Identify and determine priorities and targets Define required knowledge and practices Develop an action plan including the monitoring of progress Introduce change management concepts to complete a Visible Learning plan for your school.

What are your next steps?

- What is your district's thinking on the potential role of "Visible Learning"?
- What will that require of you?
- What help will you need?

OCPS: Potential Roles

- Use of the 3 texts to support a system from 3 perspectives
- Common language for the development of professional learning communities



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