



**[Name of School]**  
**Impact Cycle 1**

[date]

Submission to become a Visible Learning Associate School

**VISIBLE LEARNING+™**

**[School Name]**

**VL+ School Awards Application**

**Associate Level School Award**

Date of application:	March 25, 2021		
School name:	[school name]		
Address:	[school address]		
Application prepared by:	[name] [name]	Role/Title:	
Email:	[email]	Phone:	[phone]
Award level applying for:	<input checked="" type="checkbox"/> Associate School <input type="checkbox"/> Partner School <input type="checkbox"/> Certified School		

Select all Visible Learning<sup>plus</sup> professional learning that you have undertaken with Corwin:

<input checked="" type="checkbox"/> Foundation Day <input checked="" type="checkbox"/> Evidence into Action 1 <input checked="" type="checkbox"/> Evidence into Action 2 <input checked="" type="checkbox"/> Evidence into Action 3 <input type="checkbox"/> Leadership into Action <input type="checkbox"/> Impact Coach 1 <input type="checkbox"/> Impact Coach 2 <input type="checkbox"/> Impact Coach 3 <input type="checkbox"/> Success Criteria Playbook	<input checked="" type="checkbox"/> Building and Developing Visible Learners <input type="checkbox"/> Feedback That Makes Learning Visible <input type="checkbox"/> Designing Learning Using the SOLO Taxonomy <input type="checkbox"/> Mindframes for Impact <input type="checkbox"/> How Students Learn <input type="checkbox"/> Visible Learning into Action for Teachers 1 <input type="checkbox"/> Visible Learning into Action for Teachers 2 <input type="checkbox"/> The Visible Teacher <input type="checkbox"/> Teacher Clarity Playbook
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Other (please list):

- School Capability Assessment (October 2020)
- Teacher Clarity (May 2020)
- Student Interviews for baseline Data (August 2019)

[All Appendices can be linked to a Google doc if desired vs. including in the actual submission. ]

School Matrix results:	One: Leadership/School Matrix (October 2021 Time 1) Appendix 1 Appendix 1b
School Action Plans:	School Action Plan 2019 Appendix 2
Case Study:	We were invited to develop our case study in 2020, by Corwin North America as part of the Associate School Award Submission and to begin effectively capturing our journey and learnings as we implement Visible Learning with fidelity into our school. Appendix 3

### School Visit Details:

Details of any school visits you have hosted, including month and year, number of attendees, where they were from and any key learnings and reflections:

- Given the recent commencement of our Visible Learning Journey and the overlay of the Covid 19 Pandemic, we have not held any school visits at this time.

### School Capability Assessment:

We have conducted 1 SCA  
October 2020  
**Appendix 4**

### When, how and why your school began engaging with Visible Learning principles and practices:

#### SEES Visible Learning Timeline

- August 2018 - learned about high impact strategies/effect sizes. Shared this in PLCs with teachers, started examining current instructional practices in terms of existing effect sizes. Created a school bank of effective strategies.
- July 2019 - Foundation Day
- July 2019 - Evidence into Action 1
- August 2019 - conducted student interviews and received baseline data below and created plan
- 2019-2020 - Put plan into effect (created school learner profile, conducted learning target/SC training)
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- October 2020 - School Capability Assessment completed
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- February 2021 - Evidence Into Action 3
- March 2021 - Case Study 1 submitted

### What key things have you done over the past few years as you have been implementing Visible Learning:

- Visible Learning became an opportunity for our learning community in August 2019.
- We started with whole school training through Foundation Day and immediately jumped into EIA to begin the process of understanding what was working and what was not and where we had opportunity.
- We began immediately to focus on ensuring that all students at SEES could exhibit the characteristics of an assessment-capable-visible learner after we learned that that **93% of students could not tell us what a good learner was and 86% could not tell us how they would know what they learned**
- Developed and implemented a shared definition of a good learner through the SEES Learner Profile.
- Focused on understanding and effectively using learning targets and success criteria
- As part of the Visible Learning SIP [School Improvement Process], the school undertook external 'School Capability Assessment' in 2021.

### What do you think the overall impact has been and how you know this (evidence upon which you are drawing to support your impact statements)?

- Our students show our overall impact every day, in the way they talk about learning and not behaviors.
- One teacher indicated that she is focused on her teaching, and this allows her to be a better communicator to her students.
- Several teachers have reported seeing big improvement with their students. They know what they are learning and why they are doing it.
- One teacher indicated that she could see student growth when she goes over data in her PLC – with only having implemented success criteria and learning targets.
- Students are reported as having become more responsible and independent since SEES started using Visible Learning. They look at the success criteria and know what they are doing and where we are going. When they look at the

- steps to our target it looks doable, especially for those students who struggle. They can see there is an end in sight to reach a goal. Then we will simply start a new goal. It also helps me visibly keep track of all my students. I can see wow almost everyone has it and then those students still stuck in the pit can be pulled out by not only me but by our whole team.
- Students are noticing where they are in their learning and are positively striving to do better.
- Teachers have commented that the learner profile has made a huge difference on both the student's and the teacher's mindset.
- The focus is much more on HOW students are learning and making them self-managers of their learning
- Students are reported as being eager to master the next step, not because they want a prize or a grade, but because they have started to believe in the idea that their learning is truly taking them places.

**Appendix 6: Teacher Quotes - The Impact of Success Criteria and Learning Targets.**  
Student Videos

**The Visible Learner**

In 2019 and 2020 we created Student Learner Profiles and conducted Learning Target/Success Criteria training. Rubrics were created for both the Student Learner Profiles and the Learning Target/Success Criteria. In May of 2020 we delve into Teacher Clarity. Covid hit, but in July 2020 we went through EIA 2, revisited our plan and updated it based on current needs. We provided more training and started learner profile roll out.

**Know thy Impact**

**Please see our Case Study Appendix 7.**

We have not seen the gains in student learning almost undeniably because of the set back with Covid. We feel strongly had Covid not happened we would be tracking in a positive direction. Now that Smith Evans Elementary is back in session in a face-to-face manner (we have been since September 2020) we are seeing daily qualitative progress but have not yet been able to quantify the progress.

**Appendix 7: Sample Effect Size Data - same as above and for any strand.**

**Visible Teaching and Leading**

To build visible teachers and leaders it is imperative that we supported all our staff through effective professional learning. Our VL Journey with Corwin, NA started in July 2019 with a Foundation Day training to ensure that all faculty and leaders were beginning this journey on what works best for accelerating student learning with a common language. Since that time, we have been focusing on building a deeper understanding of Visible Learning and the evidence that we have within our school to support the Visible Learning journey with our Leadership Team. The team has just completed their impact cycles and have identified Developing Visible Learners as a key are of focus for the school. In January 2021, teachers and leaders engaged in training focused on what it means to be a visible learner. We worked with Corwin North America to bring both our leadership team and our faculty in alignment with our thinking around Visible Learning.

**Effective Feedback**

Feedback has not been a focus for us yet, however we will get there in the very near future.

**Visible Learning School (Aligned Systems and Processes)**

**All teachers at the school are focused on providing success criteria and learning targets**

At Smith Evans Elementary we are just beginning to focus on the 4 core strands of Visible Learning but after only one year we are proud to say that success criteria and learning targets are being used in all classrooms in a consistent manner.

We have more to do to align our many systems and processes, but we are on a good starting path.

**Additional information you would like to share:**

At Smith Evans Elementary School, we are passionate about the Visible Learning research and building the capacity of our learners. Visible Learning Plus is not a program, it is not a tool, but a means of developing systems and processes to support positive and effective learning success for all students.

**Appendix 1a-1b**  
**Visible Learning**  
**Evidence Into Action Leadership**  
**School Matrices**  
**2019-2021\***

EIA Stage 1 Matrix and EIA Stage 2 Matrix  
\*Covid Interruption in 2020

[Appendix 1a - VL+ EIA Leadership Assessment Impact Cycle 1 Smith Evans Elementary School](#)

[Appendix 1b - VL+ EIA Stage 1 and 2 Matrix for Impact Cycle 1 Smith Evans Elementary School](#)

**VISIBLE LEARNING+™**

**Appendix 2:  
Visible Learning School Action  
Plans 2019-2020**

**Baseline evidence statements...** *highlighted are most pressing needs - (data based on student interviews August 2019)*

- 93% of students could not tell us what a good learner was
- 86% could not tell us *how they would know what they learned*
- 11% could not articulate what they were learning
- 89% could not describe any learning goals
- 89% could not recall any feedback they had been given that was related to their learning
- 9% could not give strategies for what they do if they're stuck
- 42% indicated a negative answer for what they do when they get something wrong

**Aspiration...**

All students at SEES will exhibit the characteristics of an assessment-capable visible learner. They will understand what they are learning (learning target), how they know they have learned it (success criteria), and what the characteristics of a good learner are.

**Focus areas...**

*These are the 1-2 areas on which we have decided to focus our collective efforts:*

- Developing and implementing a shared definition of a good learner through the SEES Learner Profile.
- Understanding and effectively using learning targets and success criteria

**How will we get there?**

**What knowledge and skills do these groups need?**

Students	Teachers	School Leaders	Family/Community
An understanding of: <ul style="list-style-type: none"> <li>• What an effective learner is.</li> <li>• learning targets and success criteria</li> </ul>	An understanding of: <ul style="list-style-type: none"> <li>• A common definition of an effective Smith Evans Elementary School learner</li> <li>• Strategies to promote good learner characteristic (grade level plan)</li> <li>• learning targets and success criteria (their purpose and how to use them effectively)</li> </ul>	An understanding of: <ul style="list-style-type: none"> <li>• All the items listed for teachers at left</li> <li>• Effective walkthroughs and observation techniques with specific feedback about teachers' use of learning targets and success criteria</li> </ul>	An understanding of: <ul style="list-style-type: none"> <li>• A common definition of an effective Smith Evans Elementary School learner</li> <li>• learning targets and success criteria, and ways to talk to their child about these (parent night/newsletters)</li> </ul>



## What practices need to become routine?

Students	Teachers	School Leaders	Family/Community
<p>The effective implementation of:</p> <ul style="list-style-type: none"> <li>• learning targets and success criteria- they can articulate how their work measures up against these, where they are currently in their use of these, and where to go next.</li> <li>• The Smith Evans Elementary learning characteristics - they can identify how and when they are using them</li> </ul>	<p>The effective implementation of:</p> <ul style="list-style-type: none"> <li>• The good learner profile at SEES through their grade level plan, instruction, classroom displays, classroom discussion, lesson planning, student self-assessment, and making connections to content and learner characteristics</li> <li>• Learning characteristics and success criteria through self- and observational assessment - they can explain these to students</li> </ul>	<p>The effective implementation of:</p> <ul style="list-style-type: none"> <li>• Promoting the SEES learner profile through student interviews, PLCs, teacher observation, and professional development</li> <li>• learning targets and success criteria through the development of clear standards of performance</li> <li>• Walkthroughs and observations with specific feedback about teachers' use of learning targets and success criteria</li> <li>• Teachers self-assessment of their own use of success criteria/learning targets</li> <li>• Focus on what students are learning rather than doing</li> </ul>	<p>The effective implementation of:</p> <ul style="list-style-type: none"> <li>• What students are learning rather than doing</li> </ul>

## Success Criteria...Learning Targets

Exemplary	Proficient	Progressing	Not Meeting
Teachers write concise learning targets in student-friendly/grade appropriate language and include “we are learning about” AND “so we can...” (why statement)	Writing clear, concise learning targets in student-friendly/grade appropriate language	learning targets unclear (not written in a complete sentence) OR are not consistently updated	Learning targets not up to date.
Sharing the learning targets at the start of each lesson, at the appropriate times in each learning cycle and revisiting the learning target multiple times	Sharing the learning targets at the start of each lesson and/or at the appropriate times in each learning cycle	Learning targets visible, but not routinely shared with students (students could not tell what learning target was)	Learning targets not up to date
Making the learning targets easily visible to students in a prominent place in the classroom	Making the learning targets visible to students	Learning targets hard to locate for students	Learning targets are not visible to students or not present at all.
Making connections to the learning target during instruction and when students are engaged in learning activities in order to tie learning target to real world application (why).	Making connections to the learning target during instruction and when students are engaged in learning activities	Inconsistently making connections to the learning target.	Learning target not referenced
Sharing and clarifying success criteria with students before each lesson, revisiting throughout the lesson, and reflecting at the end of each lesson to inform future instructional decisions and assess progress toward mastery	Sharing and clarifying success criteria with students before each lesson and reflecting at the end of each lesson to inform future instructional decisions and assess progress toward mastery	Success criteria is unclear or not consistently updated	Success criteria are not up to date
Success criteria includes what success would look like for the complete learning target and is written in a checklist form and all students can identify <i>where to next</i> .	Success criteria includes what success would look like for the complete learning target and is written in checklist form and some students can identify <i>where to next</i> .	Success criteria is listed as what students need to understand to be successful for that day only.	Success criteria are not up to date and don't clearly define what success would look like.
Success criteria is written in academic language and includes observable behaviors and all students can explain these	Describing the success criteria in academic language and observable behaviors, and most students can explain these	Describing the success criteria in academic language and observable behaviors, but students can't explain these	Success criteria is not up-to-date OR is not written in academic language

## Success Criteria...Learning Targets (continued)

Exemplary	Proficient	Progressing	Not Meeting
Uses samples, models, and exemplars to identify and clarify success criteria, specifically showing examples of mastery	Uses samples, models, and exemplars to identify and clarify success criteria	Examples of what success would look like are inconsistently shared during the lesson OR what is used does not clarify success criteria	No examples of what success would look like are shared during the lesson
Teacher uses student self-assessment of success criteria to inform future instruction and next steps	Student assesses themselves in comparison to the success criteria to determine whether or not they achieved mastery	Student attempts to assess themselves in comparison to success criteria, but are unsure as to their level of mastery	Student does not revisit success criteria

## SEES Learner Profile

[SEES Learner Profile List](#)

[SEES Learner Profile Posters](#)

Exemplary	Proficient	Progressing	Not Meeting
<i>Students and teachers can describe all the SEES characteristics of a good learner and work collaboratively to promote these school-wide.</i>	<i>Students and teachers can describe most of the SEES characteristics of a good learner and work collaboratively to promote these school-wide.</i>	<i>Students and/or teachers can describe some of the SEES characteristics of a good learner.</i>	<i>Neither teachers nor students can describe the characteristics of a good learner.</i>
Seeks out academic <b>challenges</b> specific to what they are learning in class with their success criteria in order to determine where to go next	Seeks out academic <b>challenges</b> specific to what they are learning in class	Seeks out <b>challenges</b> occasionally when the content is of interest	Does not seek out academic <b>challenge</b>
Can <b>teach</b> others what they are learning and make real world connections	Can <b>teach</b> others what they are learning	Can <b>teach</b> others, but needs assistance in order to do so	Can not <b>teach</b> others
<b>Collaborates</b> with others about their learning and gains new perspective about their learning	<b>Collaborates</b> with others about their learning routinely	<b>Collaborates</b> with others when it is a topic of interest	Does not easily <b>collaborate</b> with others- prefers to work independently
<b>Mistakes</b> are seen as valuable and are embraced as part of the learning process and used as an opportunity to gain new knowledge	<b>Mistakes</b> are seen as a valuable part of the learning process.	<b>Mistakes</b> are seen as errors, but students use them to gain better understanding.	<b>Mistakes</b> are seen as errors.

## SEES Learner Profile (continued)

[SEES Learner Profile List](#)

[SEES Learner Profile Posters](#)

Exemplary	Proficient	Progressing	Not Meeting
<b>Feedback</b> is given, received, and acted on from both peers and teachers. The feedback given is constructive.	<b>Feedback</b> is given, received, and acted on from both peers and teachers.	<b>Feedback</b> is received and acted on from peers and teachers, but is not given to other peers.	<b>Feedback</b> is not given, received, or acted on.
Learners are <b>inquisitive</b> . They ask questions specific to success criteria in order to further their understanding.	Learners are <b>inquisitive</b> . They ask questions because they want to learn more.	Learners are <b>inquisitive</b> when it is content of interest.	Learners are not <b>inquisitive</b> .
Learners show <b>persistence</b> . They never give up, even when faced with an academic challenge, and they have strategies in place to help them conquer their challenges.	Learners show <b>persistence</b> . They never give up, even when faced with an academic challenge.	Learners show <b>persistence</b> inconsistently when faced with an academic challenge.	Learners do not show <b>persistence</b> . They give up easily when faced with an academic challenge.
Learners set learning <b>goals</b> , monitor their progress towards meeting the goals they set, and know the next steps to take once they have mastered their goals.	Learners set learning <b>goals</b> and monitor their progress towards meeting the goals they set.	Learners set learning <b>goals</b> , but they don't monitor their progress toward meeting the goals they set.	Learners do not set <b>goals</b> .
Learners are <b>engaged</b> in class and actively participate in class discussion to show their learning and can lead others to understanding.	Learners are <b>engaged</b> in class and actively participates in class discussion to show their learning	Learners are <b>engaged</b> in class and actively participate when it is content of interest.	Learners are not actively <b>engaged</b> . They do not actively participate in class.

## SMART+ER Targets

- By May, all students will be able to describe what they are learning, why they are learning it, and how they will know they are successful, as measured through class interviews and walkthroughs.
- By May, all students will be able to use shared language from the SEES Learner Profile to explain the characteristics of a Good Learner.

### Professional Development

<b>Professional Development Strategies</b>	<b>Details</b>
External Professional Learning	Visible Learning Plus Foundation Series, Developing Visible Learners, Teacher Clarity
Whole-Staff Professional Learning	<ul style="list-style-type: none"> <li>● January - Whole school Visible Learning Training with Tara Noe</li> <li>● December 1st - Success Criteria/Learning Target Booster Session in PLCs (<i>see evidence at bottom of document</i>)</li> </ul>
Professional Readings	<ul style="list-style-type: none"> <li>● January - <u>Assessment Capable Visible Learner</u> book study with Visible Learning Team</li> <li>○ See schedule - implement and come back to discuss highlights/successes/ implementation as a team</li> <li>○ Meeting dates after school:               <ul style="list-style-type: none"> <li>■ January 26th - ch 1</li> <li>■ February 23rd - ch 2 &amp; 3</li> <li>■ March 23rd - ch 4 &amp; 5</li> <li>■ April 27th - ch 6</li> <li>■ May 18th - ch 7 &amp; 8</li> </ul> </li> <li>○ Book Study Plan <a href="#">SEES ACVL Book Study Plan</a></li> <li>● Admin - Teacher Clarity</li> </ul>
Observations/Walkthroughs	<ul style="list-style-type: none"> <li>● Administrators conduct walkthroughs and capture evidence of correctly written Learning Targets and Success Criteria during TKES. Comments for improvement in TKES.</li> </ul>
Individual Professional Learning	<ul style="list-style-type: none"> <li>● Book study - Visible Learning team</li> <li>● SC/LT Self-Assessment <a href="#">SEES SC/LT Self-Assessment</a></li> </ul>
Leader actions - Leader as evaluator	<ul style="list-style-type: none"> <li>● Leading professional development (SEES Learner Profile, Learning Targets/Success Criteria)</li> <li>● update and send SC &amp; LT self-assessment</li> <li>● walkthroughs and communication of results</li> <li>● analysis of all survey results</li> <li>● Lead quarterly monitoring meetings with leadership team to discuss progress toward meeting VL goal</li> <li>● Highlight 1 good learner profile characteristic bi-weekly/monthly to highlight on SEE Span, create skits to teach, pass out posters, etc.</li> <li>● Communicate Spotlight Learner Characteristics with parents in monthly newsletter</li> <li>● Lead Assessment Capable Visible Learner book study.</li> <li>● Student interviews in May</li> </ul>

## Monitoring, Re-evaluating, and Evaluation Plan...

Goal (s) and Target(s)	What will we do to know whether we are on track as we go (re-evaluation)?	How do we know we have achieved our goal at the end of the specified time period (evaluation)?
<p>By May students will be able to describe what they are learning, why they are learning it, and how they will know they are successful, as measured through class interviews, walkthroughs, and teacher self-assessment results</p>	<ul style="list-style-type: none"> <li>● During walkthroughs, students can articulate what they are learning, how they are doing, and where to next in relation to the learning target</li> <li>● Teacher self-assessments (data gather and shared as a grade level)</li> <li>● quarterly monitoring meetings</li> </ul>	<ul style="list-style-type: none"> <li>● During final interview, the data will indicate high levels of proficiency in comparison to the data gathered in 2019</li> <li>● During walkthroughs, students can articulate what they are learning, and how they know they have learned it</li> </ul>
<p>By May, students will be able to use shared language from the SEES Learner Profile to explain what it means to be a good learner.</p>	<ul style="list-style-type: none"> <li>● During informal walkthroughs and May interviews, students will be able to demonstrate qualities of the SEES learner profile specific to the attribute we are highlighting during that period of time.</li> </ul>	<ul style="list-style-type: none"> <li>● During final interview, students will be able to describe learner dispositions rather than behavioral attributes when asked <i>what is a good learner</i></li> </ul>

## **Appendix 3:**

# **Smith Evans Elementary School**

## **VL Case Study**

Due to COVID, we unfortunately don't have any data that shows a positive academic impact on students. *I have included some small short-term data in the case study, however* our large-scale data comparisons between this year (2021) and last year (2020) clearly show the learning loss students suffered (and continue to suffer) due to COVID. Academically, we simply cannot compare ourselves to a pre-COVID world, or fairly measure our growth academically against where we were at this time last year. Without COVID, I am confident we would have some beautiful numerical data to share with you, but that is simply not the world we are living in right now. We are just desperate to close gaps. Next year, we will have a new baseline and will be able to show growth.

We want to move forward with our status though, so we recreated the large-scale interviews where we got our initial baseline evidence from. The measurable impact was astounding and showed tremendous growth in our students as learners. We hope this serves as evidence enough that we had made tremendous progress on our journey.

**Appendix 3 - VL+ Case Study Associate Level Smith  
Evans Elementary School**

## Appendix 3.1: Our VL Journey August 2018 – March 2021

Add any photo images of VL + in action (Posters, classrooms, student work, LI/SC on board, student/teacher collaboration, feedback etc.)

### Our Journey

Three years ago, John Hattie's work was presented to one of our school's administrators. She came back to our school with a list of effect sizes and high-impact strategies. After looking into them, she found that they challenged her thinking about what works in the classroom and why. These strategies were shared with teachers, who became interested in the work of John Hattie. Within a short period of time, we all realized what Visible Learning really was; not merely a collection of strategies and impact sizes, but a mindset shift that allows kids and teachers to see learning in a different, more powerful way. If learning is a flame, Visible Learning is gasoline. When training was brought to our school, we became even more excited. The more we tried and saw successes, the more we were encouraged to learn. As a result, this push grew organically at SEES. Then COVID hit.

Teaching and learning during the time of COVID has presented our students and teachers with numerous challenges. Along with increased demands for cleaning and outside-the-box logistical thinking, the demands on teachers have become greater, as students entered our building with a more diverse set of needs than ever before after not being in school for five full



months. The conditions for learning have changed, therefore we have needed to change our practices. This is why we decided to reinvest in our teachers' capacity and formally begin our Visible Learning Journey. As it turns out, doing this has been one of the greatest decisions we have ever made as a school.

Since starting the Visible Learning journey at SEES, we have seen quite a few changes in our students. These changes started with our teachers viewing learning in a different way. With learning targets and success criteria being a huge focus, instruction has changed. Teachers are now working together to define what learning looks like within each standard. As a result, they are focused on teaching exactly what kids should be learning through high-impact strategies, and they know what to look for as evidence of student learning. We have discovered teacher misconceptions about standards they teach in nearly every professional learning community we have attended since we've started crafting learning targets and success criteria together. Learning is no longer a series of activities that kids must do at our school. Students have since found that success is not an obscure concept. They know what it is they must learn, what success looks like within the standard, and their learning is relevant because teachers are making real-world connections. Students get a chance to voice their proficiency levels through self-assessment too. Giving this valuable feedback to teachers about their levels of learning helps them feel like partners in the learning process. One hundred percent of teachers indicated on our school perception survey that learning targets and success criteria have a positive impact on student learning, with fifty percent of those feeling that they have a tremendous positive impact. This belief has been verified time and time again this year. In fact, preliminary assessment data from the last month shows assessment averages between 10 and 20 points higher than the district averages. These data sets represent mixed populations of students, illustrating that *all* students benefit from learning with clarity.

While the consistent use of learning targets and success criteria has been incredible, the mindset shift that has taken place through the use of our SEES Learner Profile dispositions has been something of which we are most proud. Students have started seeing learning as something that is a journey, not a means to an end. They are empowered as learners to take on challenges, learn from one another, and they are even more engaged in class. Increased engagement breeds greater understanding. Greater understanding reduces behaviors. Since rolling out our SEES Learner Profile, discipline data has been reduced by half (*eight referrals in December and only four in January*). Developing these good learner dispositions in our students has given them

confidence and has had implications on students outside of the classroom. As a school, we are highlighting dispositions in our school newsletter along with students who exhibit these highlighted characteristics. This has helped parents continue the conversations when kids get home. Several parents have noted in casual conversation that students are using the language of our learner profile at home.

Even though this year has brought many challenges for our kids and teachers, we have felt like Visible Learning has been the great equalizer. Not only are teachers “on fire” with excitement to teach, but our kids are feeling successful as learners. They have started recognizing their role in their learning, and teachers have started to see what a tremendous impact they can have on kids by changing some of their practices and mindframes. If this is where our journey has begun, I cannot imagine the impact we see on our students in years to come!

## SEES Visible Learning Timeline

- August 2018 - learned about high impact strategies/effect sizes. Shared this in PLCs with teachers, started examining current instructional practices in terms of existing effect sizes. Created a school bank of effective strategies.
- July 2019 - Foundation Day
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## Visible Learning Quotes from SEES Teachers and Students

Teacher Quotes [Teacher Quotes](#)

Student Quotes [Students Quote Video](#)

**Baseline evidence statements...** *highlighted are most pressing needs - (data based on student interviews August 2019)*

- **93% of students could not tell us what a good learner was**
- **86% could not tell us how they would know what they learned**
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**Aspiration...**

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**Focus areas...**

*These are the 1-2 areas on which we have decided to focus our collective efforts:*

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- Understanding and effectively using learning targets and success criteria

**How will we get there?**

**What knowledge and skills do these groups need?**

Students	Teachers	School Leaders	Family/Community
<p>An understanding of:</p> <ul style="list-style-type: none"> <li>• What an effective learner is.</li> <li>• learning targets and success criteria</li> </ul>	<p>An understanding of:</p> <ul style="list-style-type: none"> <li>• A common definition of an effective Smith Evans Elementary School learner</li> <li>• Strategies to promote good learner characteristic (grade level plan)</li> <li>• learning targets and success criteria (their purpose and how to use them effectively)</li> </ul>	<p>An understanding of:</p> <ul style="list-style-type: none"> <li>• All the items listed for teachers at left</li> <li>• Effective walkthroughs and observation techniques with specific feedback about teachers' use of learning targets and success criteria</li> </ul>	<p>An understanding of:</p> <ul style="list-style-type: none"> <li>• A common definition of an effective Smith Evans Elementary School learner</li> <li>• learning targets and success criteria, and ways to talk to their child about these (parent night/newsletters)</li> </ul>

## What practices need to become routine?

Students	Teachers	School Leaders	Family/Community
The effective implementation of:	The effective implementation of:	The effective implementation of:	The effective implementation of:
<ul style="list-style-type: none"> <li>• learning targets and success criteria- they can articulate how their work measures up against these, where they are currently in their use of these, and where to go next.</li> <li>• The Smith Evans Elementary learning characteristics - they can identify how and when they are using them</li> </ul>	<ul style="list-style-type: none"> <li>• The good learner profile at SEES through their grade level plan, instruction, classroom displays, classroom discussion, lesson planning, student self-assessment, and making connections to content and learner characteristics</li> <li>• Learning characteristics and success criteria through self- and observational assessment - they can explain these to students</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting the SEES learner profile through student interviews, PLCs, teacher observation, and professional development</li> <li>• learning targets and success criteria through the development of clear standards of performance</li> <li>• Walkthroughs and observations with specific feedback about teachers' use of learning targets and success criteria</li> <li>• Teachers self-assessment of their own use of success criteria/learning targets</li> <li>• Focus on what students are learning rather than doing</li> </ul>	<ul style="list-style-type: none"> <li>• What students are learning rather than doing</li> </ul>

## Success Criteria...Learning Targets

Exemplary	Proficient	Progressing	Not Meeting
Teachers write concise learning targets in student-friendly/grade appropriate language and include “we are learning about” AND “so we can...” (why statement)	Writing clear, concise learning targets in student-friendly/grade appropriate language	learning targets unclear (not written in a complete sentence) OR are not consistently updated	learning targets not up to date.
Sharing the learning targets at the start of each lesson, at the appropriate times in each learning cycle and revisiting the learning target multiple times	Sharing the learning targets at the start of each lesson and/or at the appropriate times in each learning cycle	learning targets visible, but not routinely shared with students (students could not tell what learning target was)	learning targets not up to date
Making the learning targets easily visible to students in a prominent place in the classroom	Making the learning targets visible to students	learning targets hard to locate for students	learning targets are not visible to students or not present at all.
Making connections to the learning target during instruction and when students are engaged in learning activities in order to tie the learning target to real world application (why).	Making connections to the learning target during instruction and when students are engaged in learning activities	Inconsistently making connections to the learning target.	learning target not referenced

## Success Criteria... Success Criteria

Exemplary	Proficient	Progressing	Not Meeting
Sharing and clarifying success criteria with students before each lesson, revisiting throughout the lesson, and reflecting at the end of each lesson to inform future instructional decisions and assess progress toward mastery	Sharing and clarifying success criteria with students before each lesson and reflecting at the end of each lesson to inform future instructional decisions and assess progress toward mastery	Success criteria is unclear or not consistently updated	Success criteria are not up to date
Success criteria includes what success would look like for the complete learning target and is written in a checklist form and all students can identify <i>where to next</i> .	Success criteria includes what success would look like for the complete learning target and is written in checklist form and some students can identify <i>where to next</i> .	Success criteria is listed as what students need to understand to be successful for that day only.	Success criteria are not up to date and don't clearly define what success would look like.
Success criteria is written in academic language and includes observable behaviors and all students can explain these	Describing the success criteria in academic language and observable behaviors, and most students can explain these	Describing the success criteria in academic language and observable behaviors, but students can't explain these	Success criteria is not up-to-date OR is not written in academic language
Uses samples, models, and exemplars to identify and clarify success criteria, specifically showing examples of mastery	Uses samples, models, and exemplars to identify and clarify success criteria	Examples of what success would look like are inconsistently shared during the lesson OR what is used does not clarify success criteria	No examples of what success would look like are shared during the lesson
Teacher uses student self-assessment of success criteria to inform future instruction and next steps	Student assesses themselves in comparison to the success criteria to determine whether or not they achieved mastery	Student attempts to assess themselves in comparison to success criteria, but are unsure as to their level of mastery	Student does not revisit success criteria

# SEES Learner Profile

## SEES Learner Profile List

## SEES Learner Profile Posters

Exemplary	Proficient	Progressing	Not Meeting
<i>Students and teachers can describe all of the SEES characteristics of a good learner and work collaboratively to promote these school-wide.</i>	<i>Students and teachers can describe most of the SEES characteristics of a good learner and work collaboratively to promote these school-wide.</i>	<i>Students and/or teachers can describe some of the SEES characteristics of a good learner.</i>	<i>Neither teachers nor students can describe the characteristics of a good learner.</i>
Seeks out academic <b>challenges</b> specific to what they are learning in class with their success criteria in order to determine where to go next	Seeks out academic <b>challenges</b> specific to what they are learning in class	Seeks out <b>challenges</b> occasionally when the content is of interest	Does not seek out academic <b>challenge</b>
Can <b>teach</b> others what they are learning and make real world connections	Can <b>teach</b> others what they are learning	Can <b>teach</b> others, but needs assistance in order to do so	Can not <b>teach</b> others
<b>Collaborates</b> with others about their learning and gains new perspective about their learning	<b>Collaborates</b> with others about their learning routinely	<b>Collaborates</b> with others when it is a topic of interest	Does not easily <b>collaborate</b> with others- prefers to work independently
<b>Mistakes</b> are seen as valuable and are embraced as part of the learning process and used as an opportunity to gain new knowledge	<b>Mistakes</b> are seen as a valuable part of the learning process.	<b>Mistakes</b> are seen as errors, but students use them to gain better understanding.	<b>Mistakes</b> are seen as errors.
<b>Feedback</b> is given, received, and acted on from both peers and teachers. The feedback given is constructive.	<b>Feedback</b> is given, received, and acted on from both peers and teachers.	<b>Feedback</b> is received and acted on from peers and teachers, but is not given to other peers.	<b>Feedback</b> is not given, received, or acted on.
Learners are <b>inquisitive</b> . They ask questions specific to success criteria in order to further their understanding.	Learners are <b>inquisitive</b> . They ask questions because they want to learn more.	Learners are <b>inquisitive</b> when it is content of interest.	Learners are not <b>inquisitive</b> .
Learners show <b>persistence</b> . They never give up, even when faced with an academic challenge, and they have strategies in place to help them conquer their challenges.	Learners show <b>persistence</b> . They never give up, even when faced with an academic challenge.	Learners show <b>persistence</b> inconsistently when faced with an academic challenge.	Learners do not show <b>persistence</b> . They give up easily when faced with an academic challenge.
Learners set learning <b>goals</b> , monitor their progress towards meeting the goals they set, and know the next steps to take once they have mastered their goals.	Learners set learning <b>goals</b> and monitor their progress towards meeting the goals they set.	Learners set learning <b>goals</b> , but they don't monitor their progress toward meeting the goals they set.	Learners do not set <b>goals</b> .
Learners are <b>engaged</b> in class and actively participate in class discussion to show their learning and can lead others to understanding.	Learners are <b>engaged</b> in class and actively participates in class discussion to show their learning	Learners are <b>engaged</b> in class and actively participate when it is content of interest.	Learners are not actively <b>engaged</b> . They do not actively participate in class.

## SMART+ER Targets

- By May, all students will be able to describe what they are learning, why they are learning it, and how they will know they are successful, as measured through class interviews and walkthroughs.
- By May, all students will be able to use shared language from the SEES Learner Profile to explain the characteristics of a Good Learner.

## Professional Development

<b>Professional Development Strategies</b>	<b>Details</b>
External Professional Learning	Visible Learning Plus Foundation Series, Developing Visible Learners, Teacher Clarity
Whole-Staff Professional Learning	<ul style="list-style-type: none"> <li>• January - Whole school Visible Learning Training with Tara Noe</li> <li>• December 1st - Success Criteria/Learning Target Booster Session in PLCs (<i>see evidence at bottom of document</i>)</li> </ul>
Professional Readings	<ul style="list-style-type: none"> <li>• January - <u>Assessment Capable Visible Learner</u> book study with Visible Learning Team               <ul style="list-style-type: none"> <li>○ See schedule - implement and come back to discuss highlights/successes/ implementation as a team</li> <li>○ Meeting dates after school:                   <ul style="list-style-type: none"> <li>▪ January 26th - ch 1</li> <li>▪ February 23rd - ch 2 &amp; 3</li> <li>▪ March 23rd - ch 4 &amp; 5</li> <li>▪ April 27th - ch 6</li> <li>▪ May 18th - ch 7 &amp; 8</li> </ul> </li> <li>○ Book Study Plan <a href="#">SEES ACVL Book Study Plan</a></li> </ul> </li> <li>• Admin - Teacher Clarity</li> </ul>
Observations/Walkthroughs	<ul style="list-style-type: none"> <li>• Administrators conduct walkthroughs and capture evidence of correctly written Learning Targets and Success Criteria during TKES. Comments for improvement in TKES.</li> </ul>
Individual Professional Learning	<ul style="list-style-type: none"> <li>• Book study - Visible Learning team</li> <li>• SC/LT Self-Assessment <a href="#">SEES SC/LT Self-Assessment</a></li> </ul>



<p>Leader actions - Leader as evaluator</p>	<ul style="list-style-type: none"> <li>• Leading professional development (SEES Learner Profile, Learning Targets/Success Criteria)</li> <li>• update and send SC &amp; LT self-assessment</li> <li>• walkthroughs and communication of results</li> <li>• analysis of all survey results</li> <li>• Lead quarterly monitoring meetings with leadership team to discuss progress toward meeting VL goal</li> <li>• Highlight 1 good learner profile characteristic bi-weekly/monthly to highlight on SEE Span, create skits to teach, pass out posters, etc.</li> <li>• Communicate Spotlight Learner Characteristics with parents in monthly newsletter</li> <li>• Lead Assessment Capable Visible Learner book study.</li> <li>• Student interviews in May</li> </ul>
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### Monitoring, Re-evaluating, and Evaluation Plan...

Goal (s) and Target(s)	What will we do to know whether we are on track as we go (re-evaluation)?	How do we know we have achieved our goal at the end of the specified time period (evaluation)?
<p>By May students will be able to describe what they are learning, why they are learning it, and how they will know they are successful, as measured through class interviews, walkthroughs, and teacher self-assessment results</p>	<ul style="list-style-type: none"> <li>• During walkthroughs, students can articulate what they are learning, how they are doing, and where to next in relation to the learning target</li> <li>• Teacher self-assessments (data gather and shared as a grade level)</li> <li>• quarterly monitoring meetings</li> </ul>	<ul style="list-style-type: none"> <li>• During final interview, the data will indicate high levels of proficiency in comparison to the data gathered in 2019</li> <li>• During walkthroughs, students can articulate what they are learning, and how they know they have learned it</li> </ul>
<p>By May, students will be able to use shared language from the SEES Learner Profile to explain what it means to be a good learner.</p>	<ul style="list-style-type: none"> <li>• During informal walkthroughs and May interviews, students will be able to demonstrate qualities of the SEES learner profile specific to the attribute we are highlighting during that period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• During final interview, students will be able to describe learner dispositions rather than behavioral attributes when asked <i>what is a good learner</i></li> </ul>

## More Evidence

### Smith Evans Elementary School Evidence- Cycle 1

#### Evidence of Learning Target and Success Criteria Implementation

- SEES Padlet (Learning Target and Success Criteria examples in column 1)  
<https://padlet.com/jjavo/qkdhtmlhoxjike6y8>
- Learning Target/Success Criteria professional learning presentation
  - [https://docs.google.com/presentation/d/1rIcfiXDTfxdG1gttbu\\_9c2iwZaRi0RDZWkuH29dRI8M/edit?usp=sharing](https://docs.google.com/presentation/d/1rIcfiXDTfxdG1gttbu_9c2iwZaRi0RDZWkuH29dRI8M/edit?usp=sharing)
  - Learning Target/Success Criteria professional learning sign-in sheet  
[https://drive.google.com/file/d/1Swcp6OpySF7ixPmizyAArP5\\_3-FACI55/view?usp=sharing](https://drive.google.com/file/d/1Swcp6OpySF7ixPmizyAArP5_3-FACI55/view?usp=sharing)

#### Evidence of Learner Profile Implementation

- SEES Disposition roll-out show (Welcome Back Barton)
  - SEES: Welcome Back Barton Show Disposition 1: Engaged
    - <https://youtu.be/Qmfpm7Mz57w>
  - SEES Welcome Back Barton Show Disposition 2: Inquisitive
    - <https://youtu.be/dCEX00SNYP4>
  - SEES Welcome Back Barton Show Disposition 3: Goals
    - <https://www.youtube.com/watch?v=E0UG3QTZWYU&t=2s>
  - SEES Welcome Back Barton Show Disposition 4: Mistakes
    - <https://www.youtube.com/watch?v=ciAtuWfrf6s>
- SEES Padlet (Learner Profile examples in column 3 & 4)  
<https://padlet.com/jjavo/qkdhtmlhoxjike6y8>
- February Parent Newsletter - Engaged Learner Spotlight  
<https://drive.google.com/file/d/1PWWfIEc-7YcXAuF0yj38nImwOAapHW2/view?usp=sharing>
- SEES Padlet QR Code



## Other Evidence

- Visible Learning comparison data - Student Interview Comparisons Aug 18-March 10  
[https://docs.google.com/document/d/1SvgeAOqyiACbLSFlyjUXR-otgNKD1XnwG3C5ug6E\\_yg/edit?usp=sharing](https://docs.google.com/document/d/1SvgeAOqyiACbLSFlyjUXR-otgNKD1XnwG3C5ug6E_yg/edit?usp=sharing)
- Parent Letter - Testimonial  
<https://drive.google.com/file/d/128FXtZ5OnpkwKLNyilRaKXuOEjpl6gZW/view?usp=sharing>
- Visible Learning Impact Perception Survey Results - TEACHER Perceptions  
<https://docs.google.com/document/d/1fQyLfQajViFDFVWeDdsbRvarhwgcV39tagSW4BWURug/edit?usp=sharing>
- Preliminary Numerical Impact Assessment Data from Jan 2021  
<https://docs.google.com/document/d/1vw1afwh-06i23rRQs3NOaQtP96zJOpgyRISJB6mOSgg/edit?usp=sharing>
- Quarterly Monitoring Meeting Evidence - VL plan monitoring  
<https://docs.google.com/document/d/1f2vzfzHzLPIeBA04JNdQ5ctj8-QC2p7mhll3mlOLG-U/edit?usp=sharing>
- SEES Padlet QR Code



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**Appendix 4:  
School Capability Assessment  
Smith Evans Elementary School  
Time 1  
October 2020**

[Appendix 4 - VL+ SCA T1 Smith Evans Elementary School](#)

**VISIBLE LEARNING+™**

**Appendix 5:  
Additional Impact Data**

# More Evidence

## Smith Evans Elementary School Evidence- Cycle 1

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- Learning Target/Success Criteria professional learning presentation
  - [https://docs.google.com/presentation/d/1rlcfiXDTfxdG1gttbu\\_9c2iwZaRi0RDZWkuH29dRI8M/edit?usp=sharing](https://docs.google.com/presentation/d/1rlcfiXDTfxdG1gttbu_9c2iwZaRi0RDZWkuH29dRI8M/edit?usp=sharing)
  - Learning Target/Success Criteria professional learning sign-in sheet [https://drive.google.com/file/d/1Swcp6OpySF7ixPmizyAArP5\\_3-FACI55/view?usp=sharing](https://drive.google.com/file/d/1Swcp6OpySF7ixPmizyAArP5_3-FACI55/view?usp=sharing)

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    - <https://youtu.be/dCEX00SNYP4>
  - SEES Welcome Back Barton Show Disposition 3: Goals
    - <https://www.youtube.com/watch?v=E0UG3QTZWYU&t=2s>
  - SEES Welcome Back Barton Show Disposition 4: Mistakes
    - <https://www.youtube.com/watch?v=ciAtuWfrf6s>
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- Parent Letter - Testimonial <https://drive.google.com/file/d/128FXtZ5OnpkwKLNyilRaKXuOEjpl6gZW/view?usp=sharing>
- Visible Learning Impact Perception Survey Results - TEACHER Perceptions <https://docs.google.com/document/d/1fQyLfQajVjDFVWeDdsbRvarhwgcV39tagSW4BWURug/edit?usp=sharing>
- Preliminary Numerical Impact Assessment Data from Jan 2021 <https://docs.google.com/document/d/1vw1afwh-06i23rRQs3NOaQtP96zJOpgyRISJB6mOSgg/edit?usp=sharing>
- Quarterly Monitoring Meeting Evidence - VL plan monitoring <https://docs.google.com/document/d/1f2vzfzHzLPleBA04JNdQ5ctj8-QC2p7mhlI3mIOLG-U/edit?usp=sharing>
- SEES Padlet QR Code



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## **Appendix 6:**

**The Impact of Success Criteria and Learning Targets**

## Visible Learning Quotes from Teachers at SEES

- Visible Learning has taken my instruction to the next level. The focus is much more on HOW students are learning and making them self-managers of their learning. We have always taught students by telling them what they will be learning for the day, but with success criteria, we are taking it to the next level. We are bumping up our instruction by being specific about what it takes to master and succeed with individual standards. Students can now self-assess and provide feedback to not only themselves, but to others as well. I can now use success criteria to help keep terminology consistent and ensure that students are using the same terminology as they are guided through their learning. We not only emphasize on how it is to be a good student, but really focus on being a good learner. - Nivea Lee, 5th grade
- Visible Learning has definitely impacted my classroom in positive ways. As for me, it has made me analyze the standards more closely, so that I have a deeper understanding of the content. This in turn helps with determining the learning target and success criteria. The students benefit the most. Having the learning Target and success criteria displayed and referred to daily, helps my students understand more clearly what they will be doing, the expectations of how they will get there. and how well they learned it. It puts the students in the driver's seat of their own learning. - Jennifer Allen, 5th grade
- I love that my students know where we are heading each day in the learning process by having the Learning Targets posted. The success criteria provide a road map for them to follow, and they realize that everyone reaches their destination at a different time and that is just fine. - Melanie Clayton, 4th grade
- When writing the learning targets and success criteria for our standards, it has helped me as a teacher break down the standards and focus on the best way to teach my kids. In turn, doing this has really helped my students focus on what they are learning on any particular day AND why they are learning it. Implementing the why into a lesson has really helped the students understand why we are learning what we do. The learner dispositions have opened my eyes and most importantly my students' eyes to exactly what it means to be a good learner and not just a good student. I see a difference in the way that they work because of Visible Learning. - Tiffany White, 4th grade
- Visible Learning has helped my students know and care about what we are learning, what we have learned, and where we are headed. They use the Learning Targets and Success Criteria every day as a guide for their learning. - Tisha Kreyenbuhl, 4th grade
- Visible learning has greatly impacted my classroom. It is a mindset shift for students and teachers. The learner profile has changed the way students learn and think about their learning. They know that it is more than what they learn in the classroom. Learning target and success criteria has helped me as a teacher plan what I am teaching and help to communicate what I expect them to learn. They also help guide students with their learning and hold them accountable. My students strive to be their own teacher and have taken learning into their own responsibility. It has been magical to see the growth and shift as a teacher! - Rachel Stephens - 4th grade
- Our learning has become a visible path that winds and bends but never stops. As a teacher, I can give my students the tools to build and use strategies through self-assessments, learning targets, and success criteria. - Beverly Summitt, 3rd grade
- Visible learning has really changed the way I teach and plan. The learning targets and success criteria have helped me as a teacher to plan lessons that are much more targeted and purposeful. They give both me and my students a huge amount of clarity regarding what we are trying to achieve. - Mary-Michael Christian, 3rd grade
- Visible learning has truly made my teaching, as well as my students learning, more streamlined. The learning targets and success criteria provide my students with an organized agenda and path for their learning. On top of this, planning for and writing the learning targets/success criteria allows me to analyze standards and prioritize skills. Lastly, the learner profile gives my students clear expectations for their mindset and behavior throughout the learning process. Visible learning has given myself as well as my students the tools to continually drive learning! - Samantha Stranko, 3rd grade
- I have come to appreciate visible learning. One thing that I love is our Learning Profiles. I regularly address the learning profiles throughout the day. I love how my students have taken ownership of these profiles and can



self-assess how they are doing. We have been working on setting goals. Students seem very excited to make achievable goals! - Keri Messerschmidt, 2nd grade

- Students are able to tell me what they are learning and why it is important. Students are starting to take ownership of their learning and can rate themselves against the success criteria. - Janine Manior, 2nd grade
- I like the precise breakdown and clarity of the working through the priority standards we do as a grade level together. The LT are then targeted, and SC are so sequential for me as a teacher and more so for my students as they learn - Debbie Girdner, 1st grade
- Visible Learning has taught me to look through the eyes of my students. Now I ask myself, "Where do I want MY kids to go?, How do I plan for them to get there? and now that they are there, what do they do next?" This gives me 3 purposes and 3 things to think about and plan, while I am creating my classroom activities.
- I feel like I am better focused in my teaching and this allows me to be a better communicator to my students. - Lynn Miller, 1st grade
- I see a big improvement with my students. They know what we are learning and why we are doing it. When we go over our data at our PLC I can see growth. Most of my students are now proficient. Learning Targets and Success Criteria work! - Christina Aguilar, 1st grade
- Since I have started Visible Learning, I have seen my students become more responsible and independent. I see them looking at our success criteria and knowing what we are doing and where we are going. When they look at the steps to our target it looks doable, especially for those students who struggle. They are able to see there is an end in sight to reach a goal. Then we will simply start a new goal. It also helps me visibly keep track of all of my students. I can see wow almost everyone has it and then those students still stuck in the pit can be pulled out by not only me but by our whole team. One student came to me just this week and said, "I don't like being on the bottom step." Before he wouldn't have noticed and would have just kept pushing forward trying to keep up. Now, that it is visible and I can see him down there, he will not be left. We will do everything we can to pull him up with us, the team. - Jenny Aquino, 1st grade
- Visible Learning has had a tremendous impact in my classroom. Our learner profile has made a huge difference in not only the student's mindset but also mine. We review and reference our chart constantly. One of our most recent accomplishments with using our learner profile is learning about making mistakes. Earlier in the year very few students felt good about making mistakes. Now we celebrate growing and learning when they are made. They see mistakes as a positive and not something that makes them feel defeated. This has made students more open to asking for help and giving help to their peers. Learning targets and success criteria have brought clarity and purpose to everyone in our classroom. My lessons are more intentional with what I want my students to accomplish each day. My students now understand what and why they are learning during lessons. When they have a purpose for their learning, they are more engaged in the lessons. Students who rarely ask questions are now asking questions that I have to go look up. The whole class becomes invested in the questions and can't wait to find out the answer. For example, we were learning about George Washington and Abraham Lincoln, and a student asked which war was the longest. Every day I am amazed at their lesson focused questions and their eagerness to learn things outside of the lessons. Self-assessing has become a vital part of our lessons. My students have taken ownership of their learning by correctly self-assessing frequently. They determine if they need more help, can do the work independently, or can teach their peers. When they say they need help, I pull them in small groups to get more individualized lessons. My test scores have improved since starting this because students are more willing to seek out help instead of trying to hide that they aren't understanding the skill. I don't know how I ever taught without visible learning, and I wish I could go back the past 12 years and reteach those students using visible learning. - Morgan Davis, Kindergarten
- There's not really a short way to say how deeply the impacts of visible learning have burrowed themselves into my classroom. Diving headfirst into learning targets and success criteria made sense because it gave me a logistical way to think through all the things I was already doing AND gave students access into my reasoning. I will say it a million times over, but the shift for me came when I switched from planning what I wanted my students to do each day (hello! we are taught to plan our lessons with "the students will...") to what I wanted them to LEARN. When we added in our learner profile and the learner dispositions, I saw an immediate change in engagement and behavior. My students believe they can tackle any challenge that comes their way. They embrace the areas where they have room for growth and they celebrate the successes, big and small, of

everyone in our room. I am so proud of how we have grown. Visible learning focuses on the whole child, something that matters deeply to me, which makes it easy to embrace. Even if we were to abandon visible learning down the road, I would adopt the principles on my own because I have seen how powerful they can be in practice. Giving my students permission to own their own learning has made such a difference, too. They are eager to master the next step, not because they want a prize or a grade, but because they have started to believe in the idea that their learning is truly taking them places. They know that the more they learn, the more equipped they are to impact the world around them. It's been powerful to watch them decide when they have mastered something and are ready for more. - Asia Klassen, Kindergarten

## **Student Videos**

[Students Quote Video](#)