CORWIN Visible Learning+ ®

School Awards
Guidelines

Introduction

The following information provides information on what each of the School Award levels mean and what is involved for a school in applying at each level.

The guidelines are divided into the following sections:

SECTION ONE:
Overview of the Awards
This section introduces the three levels of the school awards and the requirements and benefits for each.

SECTION TWO:
Guidelines for Application Submission
This section explains the assessment process, evidence requirements and required performance standards to achieve the Level 3 Certified School Award.

SECTION THREE:
School Capability Assessment—Overview, Criteria, Requirements
This section provides assessment rubrics and protocols for use by your school's leadership team in preparing the portfolio of evidence of impact and case study.

SECTION FOUR:
Appendices
This section presents a range of supporting documentation of evidence (e.g., case study templates, surveys) and frequently asked questions.

Brief Descriptions of the Awards

Corwin Visible Learning+ has developed the Visible Learning+ School Awards to recognize the progress as well as the achievement of schools that have made the commitment to initiate the Visible Learning+ system-wide change journey and to embed the Visible Learning principles within their organization.

There are three School Award levels and within each level there is an assessment process, evidence requirements and required performance standards that are essential to achieve each level. Anyone who has begun their Visible Learning+ journey with Corwin is eligible and will have an opportunity to review the requirements and apply.

The Visible Learning+
Associate School Award — **Level 1**
signals that a school is beginning their Visible Learning journey.

The Visible Learning+
Partner School Award — **Level 2**
demonstrates that a school has completed deeper learning and has made a continued commitment to implementing the Visible Learning principles.

The Visible Learning+
Certified School Award — **Level 3**
demonstrates a deep commitment in continued implementation of the Visible Learning+ principles, self-evaluation of the contribution and impact a school has on student progress and achievement as a result.

SCHOOL AWARD	ELIGIBILITY	BENEFITS

Associate School Award
 	
Level 1
 	
Certificate of Commencement
	AWARDED TO SCHOOLS THAT HAVE:
	
	• Completed four core components of the Visible Learning+ Foundation Series of professional learning development which include:
	  ○ **Foundation Day**
	  ○ **Evidence Into Action (EIA) 1, 2, 3**
	
	• Engaged in one full EIA Impact Cycle (occurs between EIA 1 and 2).
	
	• Completed a minimum of one Impact Series or related impact professional learning session.
	
	• Completed a **Case Study** detailing how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps (describes your school's planning for the next Impact Cycle). This Case Study is based on the EIA Impact Cycle 1 (occurs between EIA 1 and 2).
	
	• Completed a **School Capability Assessment (SCA)**, met evaluation ratings, and submitted the results.
		• Visible Learning+ Associate School Status and Certificate of Commencement
		
		• The Visible Learning+ Associate School logo for use on your school website and letterhead
		
		• Listing in the online Visible Learning+ global public access register of Associate Schools
		
		Award Duration
		
		• The Associate Award is active for two years. During that period of time, schools will be expected to progress to the level 2 Partner or level 3 Certified School Award status.

Partner School Award Level 2 Certificate of Commitment	**AWARDED TO SCHOOLS THAT HAVE:** • Met the requirements for the **Associate School Award.** • Completed **Visible Learning Into Action** (VLAT) for Teachers 1, 2 professional learning sessions and engaged in one full VLAT Impact Cycle (occurs between VLAT 1 and 2). **And/or** completed a minimum of two Impact Series or related impact professional learning sessions. • Engaged in two full EIA Impact Cycle (occurs between EIA 1 and 2 and between EIA 2 and 3). Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 2 that occurs between EIA 2 and 3. Note: See **Appendix 2 and 3** to review the case study template and case study sample of a proficiently developed case study. • Completed a **School Capability Assessment**, met evaluation ratings. • Hosted a school visit explaining your case study to attendees.	• Visible Learning+ Partner School Status and Certificate of Contribution • The Visible Learning+ Partner School logo for use on your school website and letterhead • Listing in the online Visible Learning+ public access register of certified schools • Opportunity to present practitioner-led PLD sessions at one Visible Learning+ conference or symposium • Visible Learning+ conference/institutes fees waived for two presenters • Annual Visible Learning or World Conference fee waived for one individual **Award Duration** • The Partner Award is active for two years. To maintain this award level, your school will be expected to re-apply.

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SCHOOL AWARD	ELIGIBILITY	BENEFITS
Certified School Award Level 3 Certificate of Contribution	**AWARDED TO SCHOOLS THAT HAVE:** • Met the requirements for the **Partner School Award**. • Engaged in a third Evidence Into Action (leaders) Impact Cycle (occurring after EIA 3). • Completed **Visible Learning Into Action** for Teachers 1 and 2 and two Impact Cycles (occurs between VLAT 1 and 2 and after VLAT 2) and completed two or more Impact Series or related professional learning sessions. **And/or** completed three (minimum) Impact Series or related impact professional learning sessions. • Completed a third culminating **Case Study** detailing how you have implemented the Visible Learning+ principles in your school including the outcomes, and your school's next learning steps (which describes your school's planning for the next Impact Cycle). This third Case Study builds on the previous one and is based on the EIA Impact Cycle 3 (occurs after EIA 3). Note: See Section 2 and 3 — Guidelines for Application Submission and School Capability Assessment Rubrics. Also See **Appendix 2 and 3** to review the case study template and case study sample of a proficiently developed case study.	• Visible Learning+ Certified School Status and Certificate of Contribution • The Visible Learning+ Certified School logo for use on your school's website and letterhead • Listing in the online Visible Learning+ public access register of certified schools • A Certified School Banner for display within your school • Opportunity to present practitioner-led PLD sessions at one Visible Learning+ conference or symposium • Visible Learning+ conference or institutes fees waived for two presenters • Annual Visible Learning or World Conference fee waived for one individual **Award Duration** • The Certified Award is active for two years. To maintain this award level, your school will be expected to re-apply.

Overview

The Visible Learning+ School Awards designations follow a certification process of validation in which a school is evaluated based on the requirements set forth for each of the award levels and based on a school meeting the required standards as approved by John Hattie. Each school is assessed on the extent to which it has developed the Visible Learning mindframe that leaders, teachers, and students are evaluators of their own impact. The review process includes multiple levels of assessment.

The Process for Obtaining a School Award

The guidelines set forth in this section are important to consider as you progress to the Certified School Award level.

The certification process outlined requires a school's application to demonstrate that all teachers, coaches, and leaders understand the Visible Learning principles and uses them in their daily work and that this is occurring at all levels within the school. This is not an exhaustive list but it does require schools to put together documentation of evidence that showcases how they have embedded the Visible Learning principles into daily practice.

If you are seeking the Associate or Partner School Award, your school may not be ready yet to demonstrate that all teachers, coaches, and leaders understand the Visible Learning principles and are using them in their daily work and that they are occurring at all levels within

the school. We recognize where you are along your Visible Learning journey.

Step 1: Assessing Readiness to Reach the Certified School Award Level

Becoming a Visible Learning+ Associate, Partner, or Certified School demonstrates that your school is working within the Visible Learning principles. It shows your school is in process (Associate and Partner School Level) or has implemented (Certified School Level) and maintained a process of self-evaluation and that leaders and teachers see themselves as evaluators of their impact and change agents. Before applying to become a Visible Learning+ Associate, Partner, or Certified School, you will want to:

1. Assess your school's readiness using this checklist:

Characteristics of a Visible Learning School Checklist

Our school's data and evidence drive practice in our school

Our school has embedded a shared language of learning

Our school has assessment capable visible learners

Our school has well-established processes around analyzing student achievement data that focus on progress and achievement

Our school (faculty and students) shares achievement data with each other and with the community

Our school communicates high expectations to all members of our community

Our school has an open and collaborative environment both internally and externally

Our school provides quality feedback to both students and faculty

Our school provides a variety of teaching, leading, and learning approaches that meet the learning needs of students

Our teachers and students have clarity around learning and what success looks like

Our school has a focus on learning and progress (as opposed to teaching and achievement)

Our school has a shared understanding of what progress looks like in core content areas in our school

Our learners are able to tell you where they are at in their learning and what their next learning steps are

Our school has a clear picture of the quality of practice expected from teaching staff

Our school incorporates feedback from students, families, and faculty in their planning and review

2. Determine whether your school believes they have met the level of award standards they are seeking following the guidelines described within this section and based on the eligibility requirements in Section 1 of this Handbook.

3. Submit the results of your latest School Capability Assessment documenting the evidence of standard attainment to their local Visible Learning+ provider and request an external review of the evidence to verify your schools' own judgments.

In the documentation of evidence your school puts together, you will need to describe the process it has undertaken in embedding the Visible Learning principles and practices, including the extent to which you think you have met the Associate, Partner or Certified School Award standards. This description also needs to contain evidence of impact of current practices according to the five Visible Learning strands:

1 | Visible Learners
2 | Know thy Impact
3 | Visible Teaching and Leading
4 | Effective Feedback Practice
5 | Visible Learning School:
    Aligned Systems and Processes

As well as submitting evidence, you will need to show how you have interpreted this evidence, and include what you think the next steps for your school will be.

Submit your application to **VisibleLearning. com** to the attention of North America Visible Learning School Awards Review Board. You can also direct any questions here as well.

Refer to **Appendix 1**: Organizing Your Documentation of Evidence.

Step 2: Review and Approval at the North American and Global Level

The North American Visible Learning+ Review Board at Corwin will assess your Case Study, the results of your School Capability Assessment and its supporting documentation of evidence provided by you to determine if your school is at/or nearly at the required standards for the award level you are seeking. If you are seeking the Certified School Award, and if the Corwin North America Review Board agrees with your school's judgment, your application and case study will be submitted to the Global Visible Learning Team for their reivew.

Step 3: Review and Approval by John Hattie (Certified School Award Level)

The final step is when the Global Visible Learning Review Board and Professor John Hattie, reviews judgments made by the local provider. If the Team agrees the standards have been reached for the Certified School Award, it will confer the appropriate level award.

If your school is assessed as not yet meeting the required standards you will be provided with a report outlining the gaps in your application and the possible next steps necessary to achieve certification. You are also encouraged to contact us to determine what further development is required. If you do not yet meet the required standards for the Certified School Award, you can reapply six months after your initial application.

Providing Evidence of Impact

In putting together your school's documentation of evidence you will need to select the evidence that you think best illustrates how you are meeting the criteria outlined in the School Capability Assessment matrix and rubrics (See Section 3).

You will need to provide evidence **of analysis of data** (achievement and progress data or student, teacher, leader, and family perception data from surveys, observations, or focus groups) from across multiple levels of your school and measuring key aspects of each Visible Learning strand in order to the requirements of the different award levels. (See **Appendix 1-3** for a template of how your school might organize this information).

Some of the types of data schools could include in their documentation of evidence to illustrate how well your school has embedded the Visible Learning principles into your school's aligned systems and processes include:

☑ Student focus group data
☑ Faculty focus group data
☑ Parent/community focus group or perception survey data
☑ Classroom interview data
☑ Document artifacts (e.g., meeting summaries, policies, lessons, professional learning undertaken, lessons, feedback, rubric results analysis, etc.)
☑ Video diaries
☑ Classroom walkthrough data
☑ Student achievement and progress data
☑ Teacher and classroom observation tools
☑ Student or staff surveys conducted in your school

Guidelines for Organizing the Case Study (Impact Cycles One, Two, and Three)

Schools should follow the format outlined below when submitting their Case Study:

(For a more detailed template and case study sample see Appendix 2: Case Study Template; Appendix 3: Sample Case Study; We continue to receive new case studies and VL Award Application submissions. Be sure to ask your Client Engagement Manager or Professional Learning Advisor for additional examples to help you with your application submission.)

- **School Name**

- **About your school**

    Insert a few comments (150-200 words or fewer) about your school here (e.g., what level, total enrollment, where your school is located, along with a brief comment about your staff)

- **Baseline evidence statements**

    Identify your baseline evidence statements, your most pressing needs
    - Cycle One
    - Cycle Two
    - Cycle Three

- **Aspiration**

    Identify your Aspirational Statement
    - Cycle One
    - Cycle Two
    - Cycle Three

- **Focus areas**

    Identify your 1-2 areas of focus below
    - Cycle One
    - Cycle Two
    - Cycle Three

- **How will we get there?** *Identify the knowledge and skills students, teachers, school leaders, and families/community will need based on your identified areas of focus*
    - Cycle One
    - Cycle Two
    - Cycle Three

- **How will we get there?** *Given your identified areas of focus and the knowledge and skills you identified in the previous table, identify the practices that need to become routine for students, teachers, school leaders, and families/ community*
    - Cycle One
    - Cycle Two
    - Cycle Three

- **Success Criteria**

    Establish the rubric or success criteria, which reflect the knowledge and skills identified within the Knowledge, Skills and Practices section of the plan
    - Cycle One
    - Cycle Two
    - Cycle Three

- **SMART+ER Targets**

    Write your SMART+ER targets
    - Cycle One
    - Cycle Two
    - Cycle Three

- **Professional Development Plan**

    What professional development actions (strategies) will achieve the SMART+ER goals established?
    - Cycle One
    - Cycle Two
    - Cycle Three

- **Monitoring, Re-evaluating, and Evaluation Plan**

    What will we do to know whether we are on track as we go (re-evaluation)? How will we know we have achieved our goal at the end of the specified time period (evaluation)?
    - Cycle One
    - Cycle Two
    - Cycle Three

Overview

A certified Visible Learning+ Corwin Consultant administers and/or conducts a School Capability Assessment (SCA) before the Foundation Series professional learning sessions and once a year following to establish a baseline understanding of how Visible Learning+ principles are embedded within the school.

The data collected is presented in an unbiased, written report to help a school track progress and measure growth. The assessment is intended to be a snapshot in time; a narrative that accurately reflects the baseline position of the school in terms of the five visible learning strands.

The SCA will help determine the extent to which high-impact practices are present in your School and areas of focus for ongoing improvement.

You will be required to conduct one SCA to obtain the Associate School Award, two SCAs to obtain the Partner School Award, and three SCAs to obtain the Certified School Award.

(See Appendix 4 for more information about the School Capability Assessment)

School Capability Assessment Criteria Rating Rubric

Requirements for the Visible Learning[plus] Certified School Award

The following Matrix Rubric is provided as a guidelines for what evaluation ratings your school should be seeking in order to meet the required evaluation rating to become a Visible Learning+ Certified School.

The assessment of an application for the Certified School Award will consist of external reviewers evaluating against the criteria described in the **SCA Matrix Rubrics** in this section. Meeting these standards would mean that schools have evidence of embedding the key principles and practices of Visible Learning across your school.

If you are applying for an Associate or Partner level award, your initial two SCAs will be the building blocks to your final SCA which will be evaluated using the following rating rubric.

School Capability Assessment Matrix

The scoring system used in making a rating against each of the criteria in the **SCA Matrix** is outlined below:

Terms	Description of what this means	Score
No evidence This is not established practice yet	• There is no documentation that school leaders or teachers can point to or refer to for the statement in the capability assessment matrix • In addition, most (≥ 66%) of the individuals surveyed **disagreed** with the Visible Learning strand statement, or cannot describe or give specific examples/evidence to show where and how this exists in the school	**1**
Exists but only in small pockets Where this exists, it is an exception to the rule/norm	• Evidence exists but there may be only a few examples or sources of evidence • The samples/sources that exist are of low quality, reliability, usefulness, and not well defined • Even if there are some good sources, only a few (≤ 25%) of the individuals surveyed are able to refer to this evidence/statement in a meaningful way.	**2**
Exists within the school However, it cannot yet be considered commonplace or systematic	• There should be several (≥ 3) forms, examples, sources of evidence that individuals can identify/describe • The samples/sources that exist are of reasonable quality, reliability, usefulness, clearly defined • > 25% but < 66% of individuals surveyed are able to identify and describe examples and/or evidence relating to this statement/strand	**3**
Commonplace and systematically embedded This is commonplace and systematically embedded within the school—easily visible and observed in everyday practice & action	• There are a range of examples and different sources of evidence that individuals can clearly describe • The samples/sources that exist are of good quality, reliability, usefulness, clearly defined and understood • ≥ 66% of the individuals surveyed are able to identify and describe examples and/or evidence relating to this statement/strand	**4**

School Capability Assessment Rating Standards

The purpose of a School Capability Assessment is to determine the extent to which your school exhibits the characteristic of a Visible Learning School. The findings of the School Capability Assessment are used build on strengths and identify next steps to be addressed during the Visible Learning+ School Impact Process.

The rating standard required at each Award level is outlined below:

Association School Award:

Anywhere along the scale from Red to Blue

Partner School Award:

Demonstrates progress from Time 1 ratings in all strands; anywhere along the scale from Yellow to Blue

Certified School Award:

Demonstrates progress from Time 2 ratings in all strands; anywhere along the scale from Yellow to Blue

Sample School Capability Assessment Ratings Time 1 to Time 3
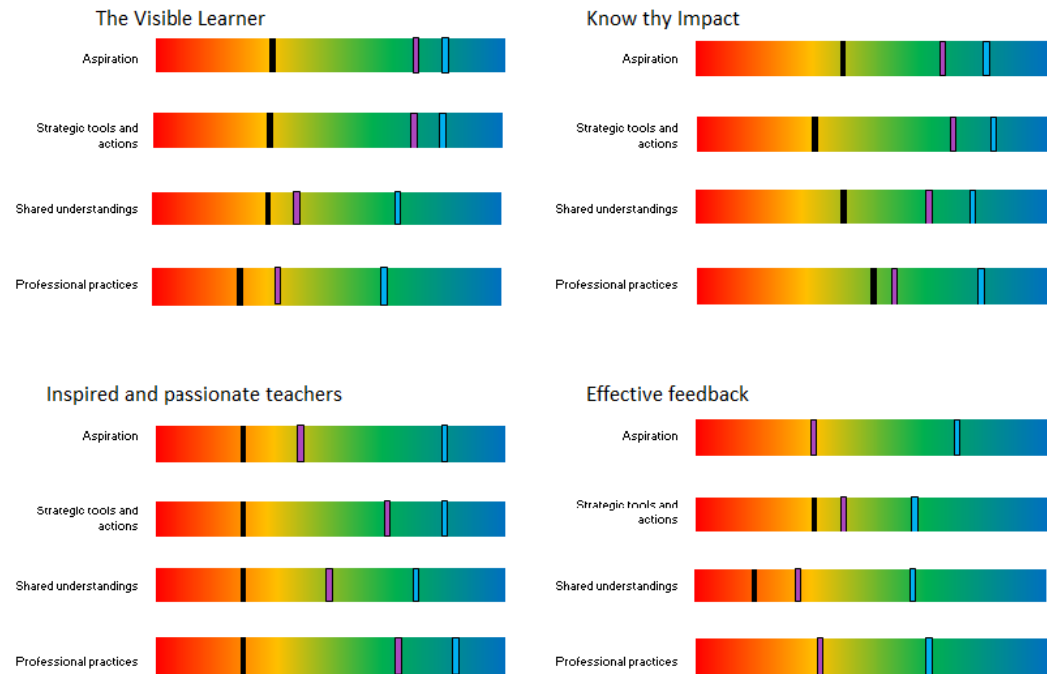
Time 1: Black line | Time 2: Purple Line | Time 3: Blue Line

Rating Scale

(Rating relate to the categories and capability questions for each strand listed overleaf)

BLUE	This is common-place and systematically embedded in the school
GREEN	This exists in the school but could not yet be considered common-place or systematic
YELLOW	Where this exists in the school, it is in very small pockets, an exception to the rule
RED	This is not an established practice in the school — no evidence

SECTION FOUR: APPENDICES

A school should organize the documentation of evidence in a way that has a clear and logical structure that is easy for external reviewers to examine. We suggest a structure that has an overarching description of the journey your school has been on and then organizes the evidence, links and analysis of impact under each of the five Visible Learning strands—i.e., The Visible Learner, Know thy Impact, Visible Teaching and Leading, Effective Feedback, and The Visible Learning School (aligned systems and processes). It is acceptable for the same sample of evidence to be linked to more than one strand.

Example structure

Part A: Overview statement of the school's journey

NAME OF SCHOOL — DOCUMENTATION OF EVIDENCE
Overview of our school's implementation of Visible Learning principles and practices

1-2 page narrative summary of the journey your school has been on covering:

- When, how and why you began engaging with Visible Learning principles and practices

- What key things you have done over the past few years you have been implementing Visible Learning

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

- What additional information you would like to share that has not already been documented in your SCA or case study

APPENDIX 2: VISIBLE LEARNING+ CASE STUDY TEMPLATE

School Name:	
About your school:	

Baseline evidence statements:	
Cycle 1	
Cycle 2	
Cycle 3	

Aspiration statement:	
Cycle 1	
Cycle 2	
Cycle 3	

Focus areas:	
Cycle 1	
Cycle 2	
Cycle 3	

Case Study Template (continued)…

What knowledge and skills do these groups need? CYCLE 1			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

What knowledge and skills do these groups need? CYCLE 2			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

What knowledge and skills do these groups need? CYCLE 3			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

Case Study Template (continued)…

What practices and skills do these groups need? CYCLE 1			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

What practices and skills do these groups need? CYCLE 2			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

What practices and skills do these groups need? CYCLE 3			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
An understanding of: •	An understanding of: •	An understanding of: •	An understanding of: •

Case Study Template (continued)…

Success Criteria:	
Cycle 1	
Cycle 2	
Cycle 3	

SMART+ER Targets:	
Cycle 1	
Cycle 2	
Cycle 3	

Professional Development Plan:		
Cycle 1	**Professional Development Strategies**	**Details**
Cycle 2	**Professional Development Strategies**	**Details**
Cycle 3	**Professional Development Strategies**	**Details**

Monitoring, Re-evaluating, and Evaluation Plan:			
Cycle 1	Target(s)	What will we do to know whether we are on track as we go?	How will we know we have achieved our target(s) at the end of the specified time period?
Cycle 2	Target(s)	What will we do to know whether we are on track as we go?	How will we know we have achieved our target(s) at the end of the specified time period?
Cycle 3	Target(s)	What will we do to know whether we are on track as we go?	How will we know we have achieved our target(s) at the end of the specified time period?

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School Name:	Banksia North Primary School
About your school:	We are a public primary school (K-7), with a student enrollment of 650 students, located in an urban area. The staff is very stable with little to no turnover from year to year and has a positive attitude toward enhancing their teaching. The school has developed strong relationships with it parent community.

Baseline evidence statements:

Cycle 1	• The use of learning intentions and success criteria within the school is not commonplace—a small number of teachers is currently using these (inconsistently) in writing. • The video of students responding to the question, *"What makes a good learner at Banksia North Primary School?"* showed students strongly emphasizing behavioral rather than learning characteristics. • In mathematics, we have an average effect size of 0.23, writing 0.30, and reading 0.35. Out data does not show significant differences in effect on our lower, middle, and higher ability students. • Our students view feedback as grades and praise.
Cycle 2	
Cycle 3	

Aspiration statement:

Cycle 1	All students at Banksia North Primary School show a 0.40 or greater effect size in the core learning areas (mathematics, writing, and reading) and exhibit the characteristics of an assessment-capable, visible learner. They understand what they are learning, how they are doing, and where they will go next, and can interpret assessment results and act on this understanding.
Cycle 2	
Cycle 3	

Focus areas:

Cycle 1	These are the areas on which we have decided to focus our time, and our human and financial resources: • Profile of an effective learner at Banksia North Primary School. • Proficient or higher use of learning intentions and success criteria. • Use of effect sizes to measure progress.
Cycle 2	
Cycle 3	

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Case Study Sample (continued)…

What knowledge and skills do these groups need? CYCLE 1			
STUDENTS	**TEACHERS**	**SCHOOL LEADERS**	**FAMILIES/COMMUNITY**
An understanding of: • What an effective learner is • Learning intentions and success criteria	An understanding of: • A common definition of an effective Banksia North learner • Strategies to promote effective learner characteristics • Learning intentions and success criteria—their purpose and how to use them effectively • What an effect size is, how they are calculated, and how they should be interpreted	An understanding of: • All the items listed for teachers • Effective walkthrough and observation techniques with specific feedback about teachers' use of learning intentions and success criteria	An understanding of: • What an effective Banksia North learner is • Learning intentions and success criteria, and ways to talk to their child about these

Case Study Sample (continued)…

What practices and skills do these groups need? CYCLE 1			
STUDENTS	**TEACHERS**	**SCHOOL LEADERS**	**FAMILIES/COMMUNITY**
An understanding of: • Learning intentions and success criteria—they can articulate how their work measures up against these, where they are at currently in their use of these, and where to next • Banksia North learner characteristics—they can identify how and when they are using them	An understanding of: • The effective learner profile through instruction, feedback, classroom displays (rubrics), classroom talk, student assessment, and lesson planning • Learning intentions and success criteria through self- and observational assessment—they can explain these to students • Effect sizes—they can calculate these and analyze this evidence in planning in order to determine progress and next steps	An understanding of: • The Banksia North learner profile by identifying 6-7 key learner dispositions with related rubrics (word pictures describing four variations of use (e.g., Part of Me, Applying, Developing, and Emergent) • Learning intentions and success criteria through the development of clear standards of performance • Walkthroughs and observations with specific feedback about teachers' use of learning intentions and success criteria	An understanding of: • What students are learning rather than doing in school

Case Study Template (continued)…

Success Criteria:			
Cycle 1			

CHECKLIST — LEARNING INTENTIONS

Consider each of the following statements, and indicate U (Usually), S (Sometimes), or R (Rarely) by checking the appropriate box immediately to the right of each statement.

I/We ensure that students comprehend what they are expected to know, understand, and do by:	U	S	R
Identifying learning intentions based on overall and specific expectations			
Writing clear, concise learning intentions in student-friendly/grade-appropriate language			
Sharing the learning intentions at appropriate times in each learning cycle			
Making the learning intentions visible to students			
Making connections to the learning intentions during instruction and when students are engaged in learning activities			
Clarifying learning intentions with students to ensure that students and teacher share the same understanding of what is to be learned			
Providing students time and opportunity to reflect on and discuss the learning intentions			
Asking students to monitor their progress in relation to the learning intentions			

CHECKLIST — LEARNING INTENTIONS

I/We ensure that students comprehend what they are expected to know, understand, and do by:	U	S	R
Sharing and clarifying the success criteria with students			
Co-constructing the success criteria with students for significant tasks and learning intentions			
Describing the success criteria in student-friendly/grade-appropriate language and observable behaviors			
Using samples, models, and exemplars to identify and clarify success criteria			
Providing opportunities for students to discuss, review, revise, and come to agreement on the success criteria			
Modeling and applying success criteria to concrete samples of strong and weak work			
Having students practice applying the success criteria to anonymous work samples			
Using success criteria as the basis for teacher feedback and for self- and peer-assessment			
Cycle 2			
Cycle 3			

SMART+ER Targets:		
Cycle 1	• In eight months (April), all teachers are using learning intentions and success criteria at the "Usually" level of frequency based on self- and on observational-assessment using our school-developed checklist and re-evaluated bi-monthly.	
	• In eight months (April), when asked during classroom walkthroughs, students will be able to describe what they are learning, how they are doing, and where to next (in all subjects).	
	• In ten months (June), the "good learner" video (a repeat of the video filmed in August of this year) will show students talking about our agreed learner dispositions (rather than behavioral attributes).	
	• In ten months, (June), all students will show a 0.40 or greater effect size in the core learning areas (average effect size of 0.23, writing 0.30, and reading 0.35) as measured by our standardized assessment and re-evaluated bi-monthly using teacher-made common formative assessments.	
Cycle 2		
Cycle 3		

Professional Development Plan:		
Cycle 1	**Professional Development Strategies**	**Details**
	External professional learning	Every syndicate leader and one team member to attend Visible Learning into Action for Teachers (impetus for change)
	Whole-staff professional learning	Introduction to Visible Learning professional learning session (using the Visible Learning Toolkit) Staff meetings every second week to include: • Our learner voices—developing the effective Banksia North learner profile and performance rubrics • Creating our Success Criteria checklists for learning intentions (LI) and success criteria (SC) • Calculating effect size for teacher-made assessments Identifying persistent problems related to the implementation of LI and SC as well as the Banksia Learner Profile
	Professional readings	Select two books, one by Shirley Clarke and the other by John Hattie and Shirley Clarke to read and collectively discuss using the Critical Friends Protocol — *A Text Rendering Experience* — that support deepening our understanding of learning intentions and success criteria. The book titles are: • *Feedback: Visible Learning* *Unlocking Formative Assessment: Practical Strategies for Enhancing Pupils Learning In the Primary Classroom*

Professional Development Plan: continued…				
Cycle 1	**Professional Development Strategies**	**Details**		
	Observations/ walkthroughs	• Small team of teachers and administrators to design walkthrough tools mapped to the focus of learning intentions and success criteria, learner characteristics. Leadership team along with teachers on planning period to conduct monthly classroom walkthroughs using the newly devised "tools" with feedback to teachers based on the checklist for LI and SC		
	Individual professional learning	Each teacher to buddy up with another teacher to carry out a personal "teacher as evaluator" inquiry related to the school focus areas. Inquiry to be presented in grade-level meetings. Individual teacher evidence gathering including: • Results from self-assessment of LI and SC Checklist • Results from student self-assessment of learner dispositions • Student exit slips Analyzing effect size data		
	Leader actions— *Leader as evaluator*	• Involvement in professional development • Focus groups (teachers and students) Survey (student and staff)		
Cycle 2	**Professional Development Strategies**	**Details**		
Cycle 3	**Professional Development Strategies**	**Details**		
Monitoring, Re-evaluating, and Evaluation Plan:				
Cycle 1	**Target(s)**		**What will we do to know whether we are on track as we go?**	**How will we know we have achieved our target(s) at the end of the specified time period?**
	In eight months (April), all teachers are using learning intentions and success criteria at the "Usually" level of frequency based on self- and on observational-assessment using our school-developed checklist and re-evaluated bi-monthly.		• Walkthroughs every week (data gathered, collated, shared with staff using the school-designed LI & SC Checklist): • Use of LI & SC • Students' understanding of these • Feedback related to LI & SC • Teacher self-assessment data gathered, collated, and shared in grade level teams	• Walkthrough data gathered, collated and shared with staff • Use of LI & SC • Students' understanding of these • Feedback related to LI & SC • Teacher self-assessment of LI & SC using the school-designed checklist

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	In eight months (April), when asked during classroom walkthroughs, students will be able to describe what they are learning, how they are doing, and where to next (in all subjects).	Walkthroughs every week (data gathered collated, shared with staff based on the Banksia Walkthrough Tool): Students can articulate what they are learning, how they are doing, and where to next in relation the LI	Walkthrough (data gathered collated, shared with staff based on the Banksia Walkthrough Tool): Students can articulate what they are learning, how they are doing, and where to next in relation the LI
	In ten months (June), the "good learner" video (a repeat of the video filmed in August of this year) will show students talking about our agreed learner dispositions (rather than behavioral attributes).	Student focus groups monthly with different age groups (data gathered, collated, and shared with staff).	"Good Learner" video repeated with as many of the original students as possible from the baseline video: Show two videos to the staff and ask them to note the changes, surprises, successes, and areas for ongoing improvement and next steps.
	In ten months, (June), all students will show a 0.40 or greater effect size in the core learning areas as measured by our standardized assessment and re-evaluated bi-monthly using teacher-made common formative assessments.	Staff meetings every quarter were teachers are sharing their effect size data from teacher-made, common formative assessments, analyzing results, and determining next steps.	Analysis of end-of-year standardized assessments.
Cycle 2	**Target(s)**	**What will we do to know whether we are on track as we go?**	**How will we know we have achieved our target(s) at the end of the specified time period?**
Cycle 3	**Target(s)**	**What will we do to know whether we are on track as we go?**	**How will we know we have achieved our target(s) at the end of the specified time period?**

1. What is the purpose of the Visible Learning+ School Awards?

The purpose of the Awards is to keep schools motivated, help other schools deepen their Visible Learning+ implementation practices, and recognize their success in being evaluators of their own impact on student learning.

2. What is the difference between the three award levels?

The awards are designed to:

- *Certify Commencement* of the implementation of the Visible Learning+ system-wide change process (Associate — Level 1)

- *Certify Commitment* to the implementation of the Visible Learning+ practices and principles (Partner — Level 2)

- *Certify the Contribution* to learning that the fidelity of implementation of the Visible Learning+ system-wide change model is making (Certified — Level 3)

3. What does my school need to do to receive an award?

To achieve *Associate School Award*, representatives from your school must have completed select core components of the Visible Learning+ Foundation Series of professional learning development (PLD)

4. Do I have to start at Level 1, The Associate School Award?

Not necessarily. You can jump in at Level 2, the Partner Award or Level 3, the Certified School Award level if you want and feel you meet the required standards. Check with your Senior Professional Learning Advisor or your VLP Corwin consultant.

5. How long does the process take?

It varies by level, at Level 1, **The Associate School Award** it can take up from 12 weeks to a year for a school to complete the Foundation Series. It all depends on how you sequence the professional learning.

Level 2, **The Partner Award** can be done in parallel to your Foundation Series professional learning development sessions or you can do it at any point afterwards. We estimate that the process of completing the case study (Cycle 2) itself might take 3-5 days but that the work behind it to embed the Visible Learning principles in your school may require several months, before you are ready to write your case study.

The Certified School Award at Level 3 can be started in parallel to your Foundation Series professional learning development sessions or you can start it at any point afterwards. The Certified School Award certifies your contribution of impact and requires you to collect evidence against a range of criteria from across your school. We estimate that this could take anywhere from 1-3 years to achieve — depending on your level of commitment and drive to achieve change within your school.

6. How can I find out more about the requirements at each level?

Talk to your Visible Learning+ Corwin consultant, your Senior Professional Learning Advisor or visit **visiblelearningplus.com/school-awards**. You can also refer to page 4 of this document or send an email to **VisibleLearning@corwin.com** and we can help answer any additional questions you might have.

7. How long do the awards last for?

All three levels last for two years — and you will need to re-apply at least 6 months before the expiration date, if you wish to extend the Award.

8. Are there any fees?

No, not at this time.

9. What does my school receive if it is successful?

At each level, you will receive an award certificate and an electronic logo that you can place on your school letterhead and website, and a VL Certified School Award Banner. There are other benefits outlined in section

Details about your school will also be recorded in our open access accreditation database, unless you request that this not be shared.

At the Certified School Level, you will also receive a school report that outlines the judgments of the reviewers. You may also be offered opportunities to present your case studies at relevant conferences or workshops. You can also review Section 1, page 4 of these guidelines.

10. Who reviews our school?

At Levels 1, Associate School Award and 2, Partner Award — the Awards are conferred by the North American and Global Visible Learning Review Boards at Corwin.

At Level 3, Certified School Award, The Corwin North America Review Board will evaluate your documentation of evidence and make a recommendations to the Global Visible Learning Review Board. If the Review Board is satisfied that your school has fulfilled all of the requirements, your application will be forwarded to Professor John Hattie for his review and final approval. If Professor Hattie is satisfied that your school has fulfilled all of the requirements, you will be contracted and duly certified.

11. What can we do if we are not successful?

You can seek support from your Senior Professional Learning Advisor or your Visible Learning+ Corwin consultant to re-apply and you can do so as many times as you like.

CORWIN Visible Learning+®

School Awards
Eligibility checklist

School Award	Eligibility Criteria	Checklist

Associate School Award
Level 1
Certificate of Contribution
	AWARDED TO SCHOOLS THAT HAVE:
	• Completed four core components of the Visible Learning+ Foundation Series of professional learning which include:
	   ◦ **Foundation Day**
	   ◦ **Evidence into Action 1, 2, 3 (EIA)**
	• Engaged in one EIA Impact Cycle (occurs between EIA 1 and 2).
	• Completed a minimum of one Impact Series or related impact professional learning session.
	• Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 1 that occurs between EIA 1 and 2.
	• Completed a School Capability Assessment and met ratings standard.
		☐
		
		☐
		☐
		
		☐
		☐

Partner School Award Level 2 Certificate of Contribution	**AWARDED TO SCHOOLS THAT HAVE:** • Met the requirements for the Associate School Award. • Completed **Visible Learning Into Action** (VLAT) for Teachers 1, 2 professional learning sessions and engaged in one full VLAT impact cycle (occurs between VLAT 1 and 2) **And/or** completed a minimum of two Impact Series or related impact professional learning sessions. • Engaged in two full EIA impact cycles (occurs between EIA 1 and 2 and between EIA 2 and 3). • Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 2 that occurs between EIA 2 and 3. • Completed a School Capability Assessment and met ratings standard. • Hosted a school visit explaining your Visible Learning journey to attendees.	☐ **And/or** ☐ ☐ ☐ ☐ ☐
Certified School Award Level 3 Certificate of Contribution	**AWARDED TO SCHOOLS THAT HAVE:** • Met the requirements for the Partner School Award sessions. • Completed **Visible Learning Into Action** for Teachers 1 and 2 and two Impact Cycles (occurs between VLAT 1 and 2 and after VLAT 2) and completed two or more Impact Series or related professional learning sessions. **And/or** completed three (minimum) Impact Series or related impact professional learning sessions. • Completed three Evidence into Action Impact Cycle (occurring between EIA 1 and 2; between EIA 2 and 3 and after EIA 3). • Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 3 that occurs after EIA 3. • Completed a School Capability Assessment and met ratings standard. • Submitted documentation that meets the standards of the Visible Learning+ Certified School performance descriptors.	☐ **And/or** ☐ ☐ ☐ ☐ ☐

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