

Quality choices for every child's future



Provo City
SCHOOL DISTRICT

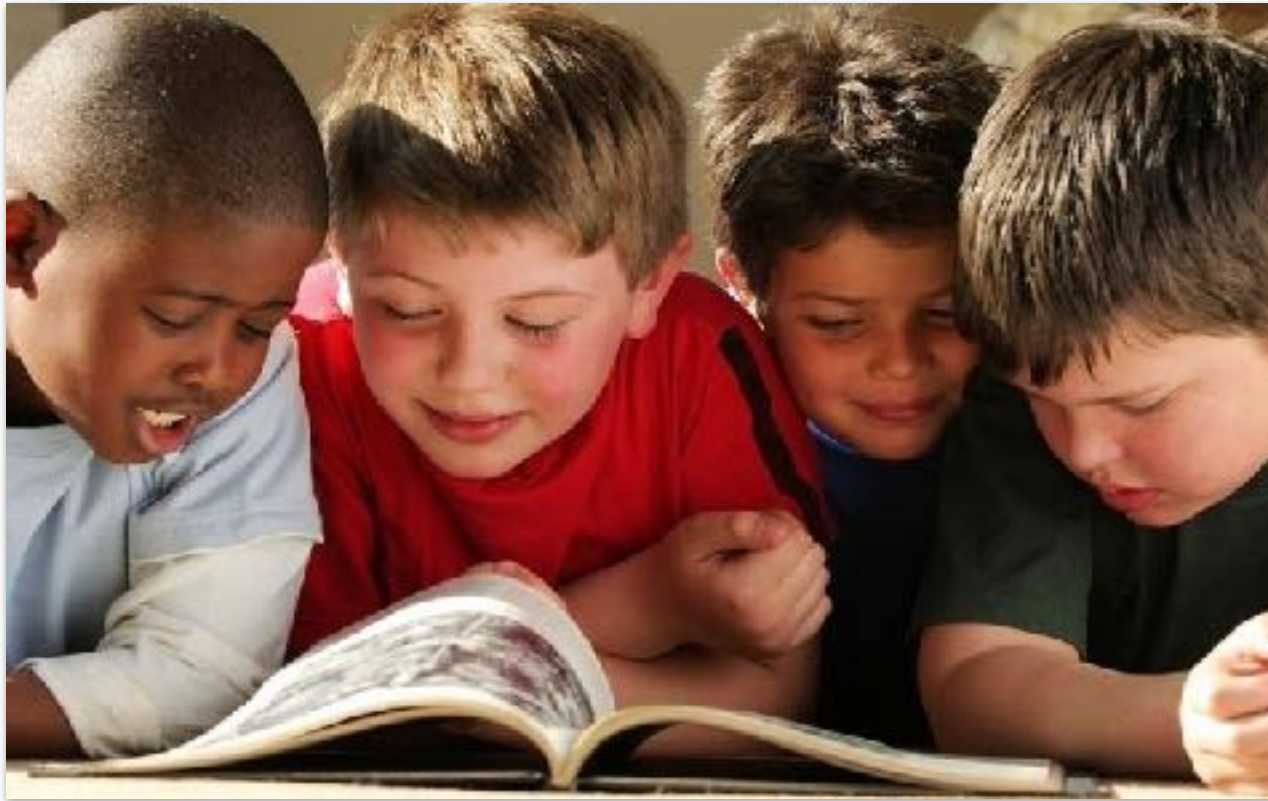
Leading Schools in VL Professional Development

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Visible Learning Certified Trainer



So, what are your burning questions about leading VL PD in your schools?

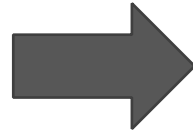


Overview

What's the plan?

- **Analyzing our evidence**

- evidence about our learners
- evidence about our teachers and school systems.



Planning our journey

- aspirations
- priority areas
- targets
- actions
- monitoring.

Learning intentions

By the end of this session, you will:

- have an of where you are going, how you are doing and where to next with Visible Learning in your school
- have an understanding of some management strategies that will assist the implementation of the next learning steps.

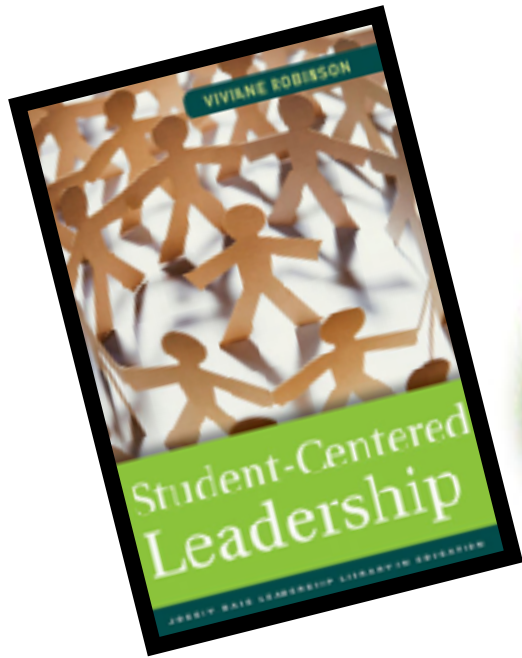
Success criteria

By the end of this session, you will:

- have written baseline statements about where your school is at in relation to Visible Learning
- have the beginnings of a plan which outlines aspirations, focus areas, targets, knowledge and practices required, professional development activities and monitoring processes.

“The most common question is ‘Where do I start?’. The starting place is the way in which you think about your role – it is to know, on a regular basis, the nature and magnitude of your impact on the learning of students”.

The Impact of Leadership On Student Outcomes



5 Key

Principal Practices

Rank Order these Leadership Dimensions

LEADERSHIP DIMENSIONS

RANK ORDER

Establishing goals and expectations

2

Resourcing strategically

4

Ensuring quality teaching

2

Leading teacher learning and development

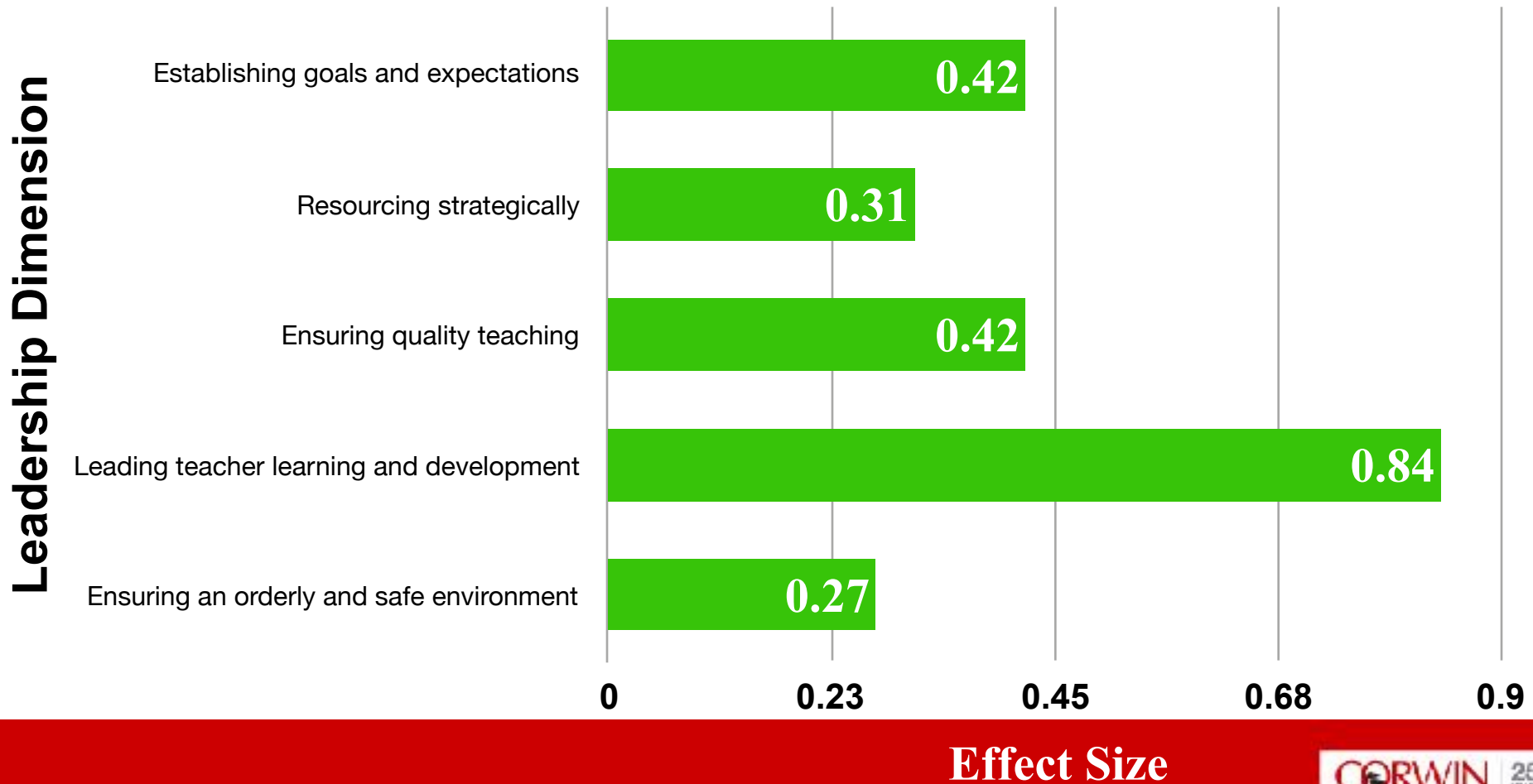
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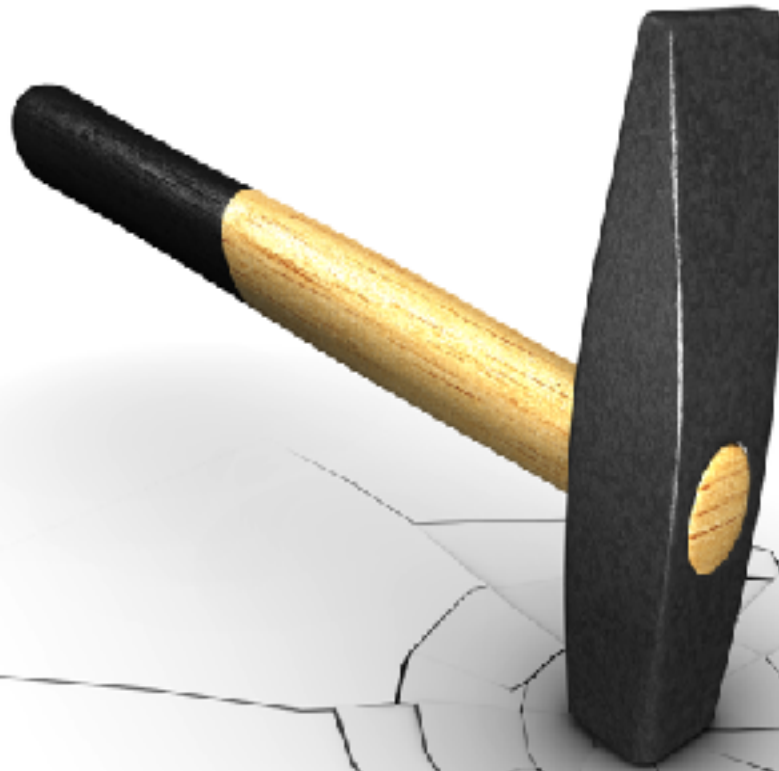
Ensuring an orderly and safe environment

5

Dr. Robinson's Findings

Leadership Dimensions and Effect Size





Leadership Impact

Rank	Influence	Studies	Effects	Effect sizes
73	Principals/school leaders	521	1,409	0.39

Moderating Effects



Instructional



Transformational

The Collaborative Leader

Transformational Leaders Provide



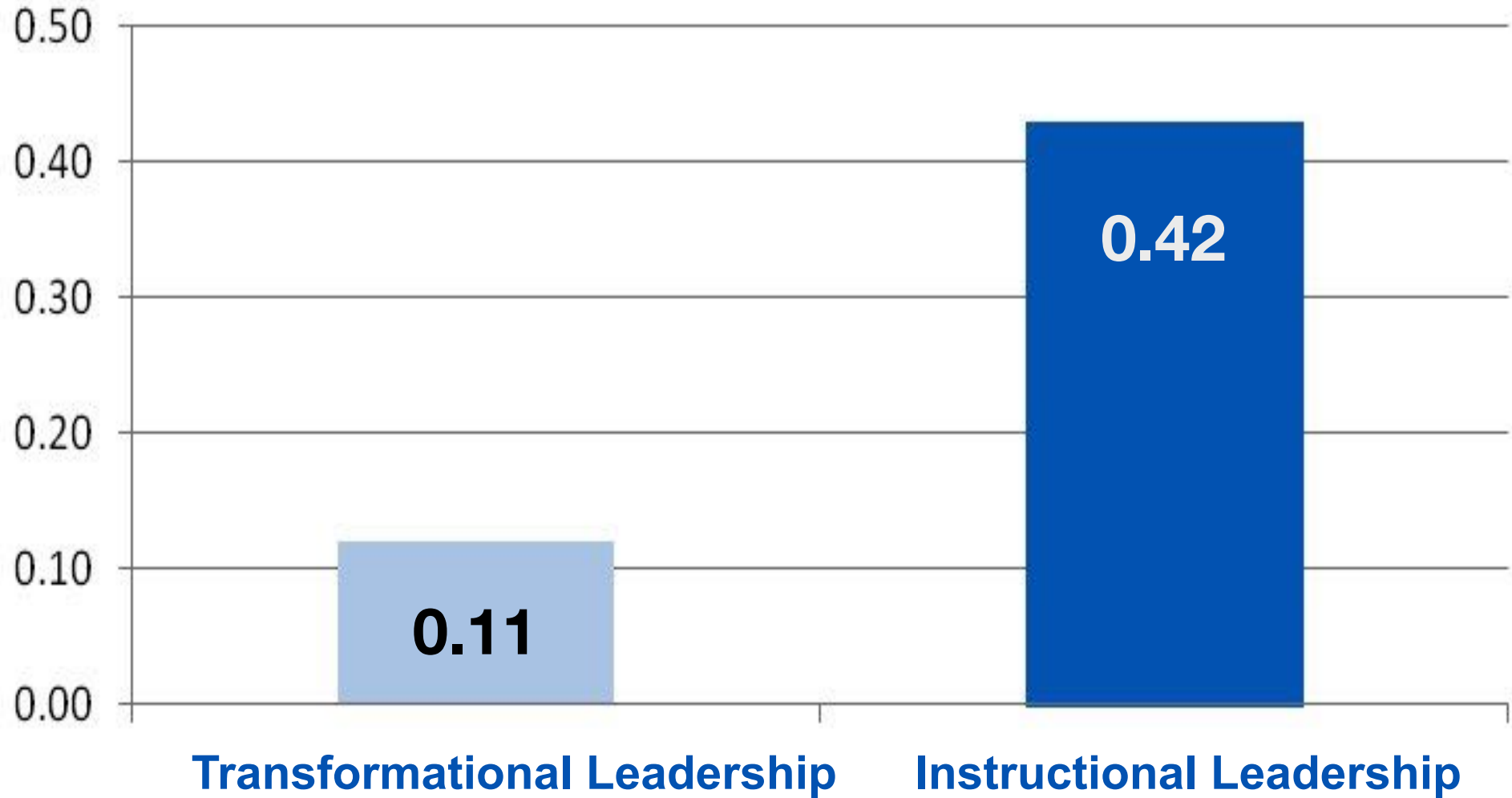
- Inspirational motivation
- Individualised support
- Direction
- Instructional support
- Monitoring of school activity
- Buffers for staff from external demands
- Fair and equitable staffing
- Accessibility

Instructional Leaders Undertake



- Classroom observations
- Interpretations of test scores with teachers
- A focus on instructional issues
- Ensuring a coordinated instructional program
- To be highly visible
- Communication of high academic standards
- To build class atmospheres that are conducive to learning

And the Difference Between Them



0.4



Challenges



Where do I begin?



- “The truth does not reveal itself to idle spectators”
- (Crawford, 2009)

Weed the Garden Activity

Lead What are the strengths of our school?	Invest Where should I invest my time?
Weed What do I have control over?	Evaluate What should I evaluate first?

Focus Questions

- Are we really using the initiative?
- What is the strong evidence that it is directly related to improving student performance?

What do we know about our learners?

- To what extent do our learners exhibit the characteristics of assessment-capable, visible learners?
- What do we know about the impact we are having on all of our students in our school?



What evidence will we use?

- Evidence from the **Visible Learner strand**
- student focus groups
- classroom interviews
- video diary – what makes a good learner?
- walkthroughs.
- Evidence from the **Know thy Impact strand**
- effect size data.

Baseline evidence statements



Sample Statements

- Our students are not generally able to describe what they are learning (they tend to explain what they are doing instead).
- In mathematics, we have an average effect size of 0.23, writing 0.3 and reading 0.35. Our data does not show significant differences in effect on our lower, middle and higher ability students.

Baseline evidence statements

- Write your own evidence statements which answer:
- To what extent do our learners exhibit the characteristics of an assessment-capable, visible learner?
- What do we know about the impact we are having on all of our students in our school?

Working in school groups



Table convener

- keep to timeframes
- keep the group on track
- focus the conversation purposefully
- ensure all members of the group contribute
- ensure reflection forms are filled out and given to the school concerned.



Part Two: Focus on Teachers and School Systems



**What do we know about our teachers,
school systems and processes?**

What evidence will we use?

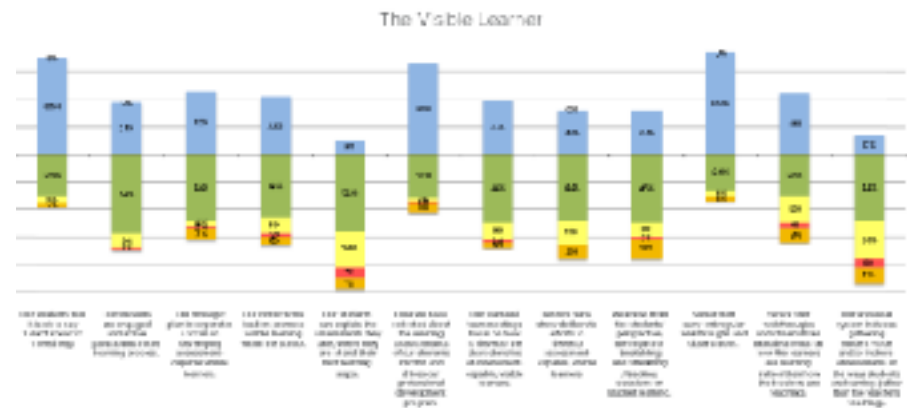
- Matrix

Blue	This is commonplace and systematically embedded in the school
Green	This exists within the school but couldn't yet be considered commonplace or systematic
Yellow	Where this exists it is in very small pockets, an exception to the rule
Red	This is not established practice in our school
Orange	We can't make a judgment – we need more information

School climate	Strategic planning	Position allocation and responsibilities	Assessment and student management systems
Engaged and positive teaching Teachers deliberately and actively create a climate of trust in their classrooms and develop effective teacher-student relationships Teachers feel it is safe to take risks, to say "I don't know" or "I need help."	Our strategic plans show a deliberate strategy for raising teacher capability based on research of what makes the greatest difference to student learning	Somebody has responsibility for monitoring the performance of teachers and the levels of relational trust between staff in the school	Multiple methods of assessment are used by teachers including diagnostic, formative and summative assessments
Feedback Our school culture encourages students to actively seek feedback from their teacher and peers	Our strategic planning and self-review program involves seeking feedback from students, their families and staff	Our teachers receive feedback from a person with a shared responsibility to do this	Teachers use information from student assessments as feedback about the effectiveness of their teaching

The Visible Learning™ School Matrix

Blue	This is commonplace and systematically embedded in the school
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What evidence will we use?

- Key findings pages
- Feedback
- Inspired and passionate teachers
- Matrix

Blue This is a core practice and systematically embedded in the school
Green This words within the school but could be put in a consistent, concrete place or systematic where this could be a weekly, semi-regular, or an exception to the rule
Yellow This is an established practice in our school
Orange We can't make a judgment - we need more information

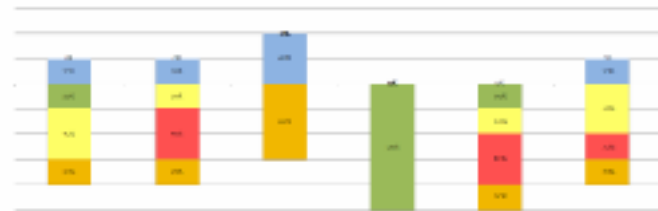
School focus	Classroom practice	Teacher allocation and responsibilities	Assessment and evidence management systems	Professional development strategy	
Inspired and passionate teaching	Teachers deliver high quality lessons, discuss their own practice and develop effective lesson plans and strategies	Get strategic plans in place to build teacher capacity based on individual goals and needs to student learning	Teachers use responsibility for monitoring the progress of students and the work of others to inform their practice	Multiple methods of assessment are used for teachers including progress, evidence, peer observation, interviews	The professional development strategy is based on this knowledge of what is needed for teachers to flourish

The Visible LearningSM School Matrix

Blue This is a core practice systematically embedded in the school
Green This words within the school but could be put in a consistent, concrete place or systematic where this could be a weekly, semi-regular, or an exception to the rule
Yellow This is an established practice in our school
Orange We can't make a judgment - we need more information



Staff and team meeting structures and agendas



1. Staff meeting (45 minutes) - 15 minutes for school news, 15 minutes for staff development, 15 minutes for student learning, 15 minutes for other business.
 2. Team meeting (45 minutes) - 15 minutes for team news, 15 minutes for team development, 15 minutes for student learning, 15 minutes for other business.
 3. Department meeting (45 minutes) - 15 minutes for department news, 15 minutes for department development, 15 minutes for student learning, 15 minutes for other business.
 4. Staff and team meeting (45 minutes) - 15 minutes for staff and team news, 15 minutes for staff and team development, 15 minutes for student learning, 15 minutes for other business.
 5. Staff and team meeting (45 minutes) - 15 minutes for staff and team news, 15 minutes for staff and team development, 15 minutes for student learning, 15 minutes for other business.
 6. Staff and team meeting (45 minutes) - 15 minutes for staff and team news, 15 minutes for staff and team development, 15 minutes for student learning, 15 minutes for other business.

Visible Learning Journey Plan

Baseline evidence

Aspiration

Focus areas

Defining knowledge and
competences

Targets

Actions

Monitoring



PLANNING

IF YOU FAIL TO PLAN,
YOU PLAN TO FAIL.

Plan for and drive delivery



So given all of this how do we plan?

- Choose a small number of priorities.
- Pursue them by building people's capacities in a non-judgmental climate.
- Fullan (2011)

Sir Michael Barber

- emphasize plain speaking
- early identification of problems
- data and evidence
- application of best practice
- building capacity.

Teacher Professional Learning and Development

Best Evidence Synthesis Iteration [BES]

Helen Timperley, Aaron Wilson, Heather Barrar, and Irene Fung,
University of Auckland



Timperley,
Wilson, Barrar,
Fung (2007)

Contextual features



Content of professional development



Impact of Professional Learning

Level of Impact	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Components of Training			
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching Study Teams Peer Visits	90%	90%	80-90%

Baseline evidence

Aspiration

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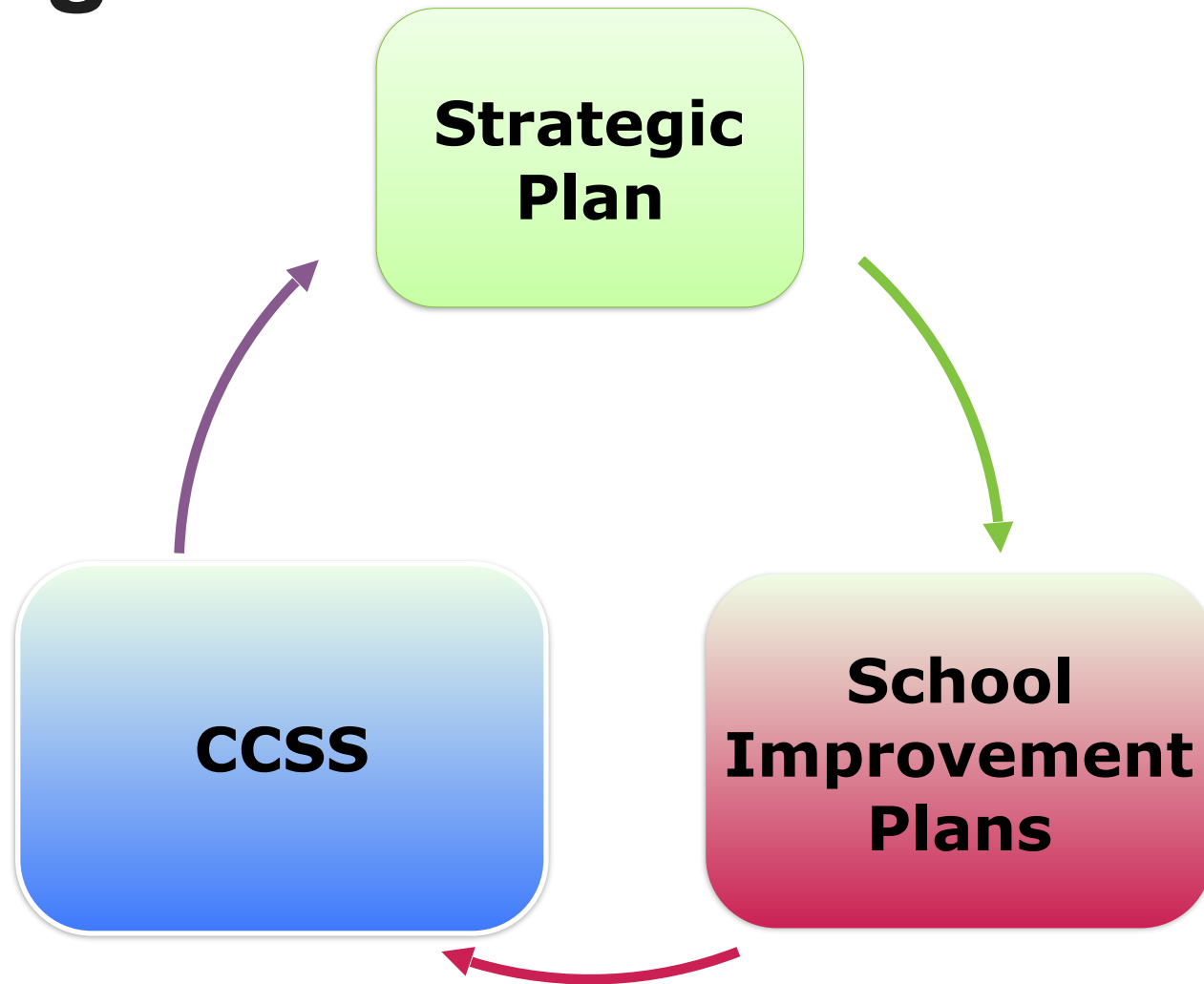
Part Four: Defining aspirations

A close-up photograph of a baby with light brown hair and blue eyes, wearing a green and white long-sleeved shirt. The baby is holding a ball of sand in their right hand and has a determined, slightly pouting expression. The background is a sandy beach with a blue sky. The word "Success." is written in large, bold, black letters in the upper right corner of the image.

Success.

a hope or ambition of achieving something

Making connections



Aspiration Statement-Example

- All students at ABC School show a 0.4 or greater effect size in math, reading and writing and exhibit the characteristics of an assessment-capable visible learner (understands what they are learning, how they are going, where they will go next and can interpret assessment results and act on this understanding)

Our students will all be able to describe what they are learning, how close they are to learning it and the strategies they will use in their learning. Our students will all achieve a pass mark in the end of year test.



Progress and achievement?



Strategy
rather than
aspiration

- We will use regular walkthroughs to give teachers feedback about how well they are encouraging the characteristics of Visible Learners.

Write your
school's
aspiration
statement



Self-check your Aspiration

- Is your aspiration statement **provocative**?
- Is your aspiration statement **grounded**?
- Is your aspiration statement **desired**?
- Is your aspiration statement stated “in **affirmative** and bold terms?
- Is your aspiration statement **unconditionally positive**?



Part Five: Identify Focus Areas

What to focus on?



A word cloud of educational concepts. The words are arranged in a roughly circular shape, with some words appearing vertically. The colors of the words range from light blue to green. The words include: student voice, quality relationships, shared definition of an effective learner, differentiation, learning intentions and success criteria, developing student understanding of assessment task results, student understanding of learning progressions, high expectations, expert teaching, shared language of learning, feedback, metacognitive strategies, collaborative planning, relational trust, and dialogue not monologue.

student voice
quality relationships shared definition of an effective learner
learning intentions and success criteria
developing student understanding of assessment task results
student understanding of learning progressions high expectations
expert teaching shared language of learning
feedback metacognitive strategies
collaborative planning
relational trust
dialogue not monologue
differentiation



Part Six: Defining Required Knowledge and Practices

Thinking about knowledge and practice



Students

Teachers

Leaders

Families/communities

Knowledge

Practice

Questions? More information?

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1 250.768.3700



www.visiblelearningplus.com



[@VisibleLearning](https://twitter.com/VisibleLearning)



www.facebook.com/visiblelearning

A Big
THANK
YOU!

A large, hand-drawn red heart outline is positioned on the left side of the image, partially overlapping the word 'THANK'.