

CORWIN

Visible Learning^{plus}®

School Awards

Guidelines



TABLE OF CONTENTS

SECTION ONE: OVERVIEW OF THE AWARDS	2
Introduction	2
Brief Descriptions of the Awards	2
Award Levels, Eligibility, and Benefits.....	4
SECTION TWO: GUIDELINES FOR APPLICATION SUBMISSION.....	6
Overview	6
The Process for Obtaining a School Award — Readiness and Approvals.....	6
Providing Evidence of Impact	7
Guidelines For Organizing the Case Study (Cycles 1, 2, & 3)	8
SECTION THREE: SCHOOL CAPABILITY — OVERVIEW, RATINGS, EVALUATIONS.....	9
Overview.....	9
School Capability Assessment Criteria Rating Rubric.....	9
School Capability Assessment Evaluation Rating Requirements.....	10
SECTION FOUR: APPENDICES	11
Appendix 1: Guidelines for Organizing the Documentation of Evidence.....	12
Appendix 2: Visible Learning ^{plus} Case Study Template.....	17
Appendix 3: Visible Learning ^{plus} Sample Case Study (Part 1).....	20
Appendix 4: School Capability Assessment Overview.....	26
Appendix 5: School Capabilty Assessment Matrix Rubrics.....	29
Visible Learner Strand Rubric	30
Know thy Impact Strand Rubric.....	32
Visible Teaching and Leading Strand Rubric	36
Effective Feedback Strand Rubric.....	39
Appendix 6: School Capability Assessment Data Collection Tools.....	44
Classroom Evidence Collection Worksheets 1 and 2	44
Teacher Feedback Survey (for older as well as younger students)	46
Impact Coach Feedback Survey	49
Leadership Feedback Survey	51
Appendix 7: Frequently Asked Questions	52

SECTION ONE: OVERVIEW OF THE AWARDS

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

This section explains the assessment process, evidence requirements and required performance standards to achieve the Level 3 Certified School Award.

SECTION THREE:

Assessment Rubrics

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^{plus} has developed the Visible Learning^{plus} School Awards to recognize the progress as well as the achievement of schools that have made the commitment to initiate the Visible Learning^{plus} 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^{plus} journey with Corwin is eligible and will have an opportunity to review the requirements and apply.

The Visible Learning^{plus}

Associate School Award — Level 1

signals that a school is beginning their Visible Learning journey.

The Visible Learning^{plus}

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^{plus}

Certified School Award — Level 3

demonstrates a deep commitment in continued implementation of the Visible Learning^{plus} principles, self-evaluation of the contribution and impact a school has on student progress and achievement as a result.

»» **Note:** If your school has been engaged with Visible Learning^{plus} professional learning with Corwin prior to July 1, 2019 and you have completed or are scheduled to complete Foundation Day, Evidence Into Action 1, 2 and/or Visible Learning Into Action for Teachers 1 and 2, and you have completed at least two Impact Series professional learning sessions, contact your Corwin Senior Professional Advisor or your Visible Learning^{plus} Corwin Consultant to assist you through the application process. There may be other factors that will be considered for the Level 3 – Certified School Award. You may need to complete 1-2 additional professional learning sessions and/or a School Capability Assessment, a modified case study along with submission of evidence of impact.

SCHOOL AWARD	ELIGIBILITY	BENEFITS
 <p>Associate School Award</p> <p>Level 1</p> <p>Certificate of Commencement</p>	<p>AWARDED TO SCHOOLS THAT HAVE:</p> <ul style="list-style-type: none"> Completed four core components of the Visible Learning^{plus} Foundation Series of professional learning development which include: <ul style="list-style-type: none"> ◦ Foundation Day ◦ Evidence Into Action (EIA) 1, 2, 3 Completed a Case Study detailing how the Visible Learning^{plus} principles have been implemented 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 Case Study is based on the EIA Impact Cycle 1 that occurs between EIA 1 and 2. <p>Note: See Appendix 2 and 3 to review the case study template and case study sample of a proficiently developed case study.</p> <ul style="list-style-type: none"> Completed a School Capability Assessment, met evaluation ratings, and submitted the results. 	<ul style="list-style-type: none"> Visible Learning^{plus} Associate School Status and Certificate of Commencement The Visible Learning^{plus} Associate School logo for use on your school website and letterhead Listing in the online Visible Learning^{plus} global public access register of Associate Schools <p>Award Duration</p> <ul style="list-style-type: none"> 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.
 <p>Partner School Award</p> <p>Level 2</p> <p>Certificate of Commitment</p>	<p>AWARDED TO SCHOOLS THAT HAVE:</p> <ul style="list-style-type: none"> Met the requirements for the Associate School Award. Completed Visible Learning Into Action (VLAT) for Teachers 1, 2, 3 professional learning sessions. Completed a minimum of one Impact Series professional learning session. Engaged in two full EIA (for leaders) impact cycles. Engaged in two full VLAT (for teachers) impact cycles. Completed a second culminating Case Study detailing how you have implemented the Visible Learning^{plus} 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 second Case Study builds on the previous one and is based on the EIA Impact Cycle 2 that occurs between EIA 2 and 3. <p>Note: See Appendix 2 and 3 to review the case study template and case study sample of a proficiently developed case study.</p> <ul style="list-style-type: none"> Hosted a school visit explaining your case study to attendees. Completed a second School Capability Assessment, met evaluation ratings, and submitted the results. 	<ul style="list-style-type: none"> Visible Learning^{plus} Partner School Status and Certificate of Contribution The Visible Learning^{plus} Partner School logo for use on your school website and letterhead Listing in the online Visible Learning^{plus} public access register of certified schools Opportunity to present practitioner-led PLD sessions at one Visible Learning^{plus} conference or symposium Visible Learning^{plus} conference/institutes fees waived for two presenters Annual Visible Learning or World Conference fee waived for one individual <p>Award Duration</p> <ul style="list-style-type: none"> The Partner Award is active for two years. To maintain this award level, your school will be expected to re-apply.

SCHOOL AWARD	ELIGIBILITY	BENEFITS
 <p>Certified School Award</p> <p>Level 3</p> <p>Certificate of Contribution</p>	<p>AWARDED TO SCHOOLS THAT HAVE:</p> <ul style="list-style-type: none"> • Met the requirements for the Partner School Award. • Attended a minimum of two or more Impact Series professional learning sessions. • Completed three Evidence Into Action and Visible Learning Into Action for Teachers impact cycles. • Completed a third culminating Case Study detailing how you have implemented the Visible Learning^{plus} 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 that occurs after EIA 3. <p>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.</p> <ul style="list-style-type: none"> • Submitted documentation that meets the standards of the Visible Learning^{plus} Certified School performance descriptors. • Completed a third School Capability Assessment, met evaluation ratings, and submitted the results. 	<ul style="list-style-type: none"> • Visible Learning^{plus} Certified School Status and Certificate of Contribution • The Visible Learning^{plus} Certified School logo for use on your school's website and letterhead • Listing in the online Visible Learning^{plus} 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^{plus} conference or symposium • Visible Learning^{plus} conference or institutes fees waived for two presenters • Annual Visible Learning or World Conference fee waived for one individual <p>Award Duration</p> <ul style="list-style-type: none"> • The Certified Award is active for two years. To maintain this award level, your school will be expected to re-apply.

SECTION TWO: GUIDELINES FOR APPLICATION SUBMISSION

Overview

The Visible Learning^{plus} 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^{plus} 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^{plus} 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^{plus} 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.

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^{plus} team at Corwin will assess your Case Study (Cycle 1, 2, 3), 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 external reviewer agrees with your school's judgment, s/he will recommend your school submit their recommendation along with the supporting documentation to the Global Visible Learning Team, chaired by the Senior Director of Global Visible Learning, for a final decision.

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

The final step is when the Global Visible Learning Team and Dr. 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 12 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** 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)

- **School Name**

- **About your school**

Insert a few comments (50 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

- o Cycle One
- o Cycle Two
- o Cycle Three

- **Aspiration**

Identify your Aspirational Statement

- o Cycle One
- o Cycle Two
- o Cycle Three

- **Focus areas**

Identify your 1-2 areas of focus below

- o Cycle One
- o Cycle Two
- o 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

- o Cycle One
- o Cycle Two
- o 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

- o Cycle One
- o Cycle Two
- o 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

- o Cycle One
- o Cycle Two
- o Cycle Three

- **SMART+ER Targets**

Write your SMART+ER targets

- o Cycle One
- o Cycle Two
- o Cycle Three

- **Professional Development Plan**

What professional development actions (strategies) will achieve the SMART+ER goals established?

- o Cycle One
- o Cycle Two
- o 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)?

- o Cycle One
- o Cycle Two
- o Cycle Three

SECTION THREE: SCHOOL CAPABILITY ASSESSMENT — OVERVIEW, CRITERIA, REQUIREMENTS

Overview

A certified Visible Learning^{plus} 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^{plus} 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^{plus} 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	<ul style="list-style-type: none"> 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 ($\geq 66\%$) 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	<ul style="list-style-type: none"> 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 ($\leq 25\%$) 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 $\geq 66\%$ of the individuals surveyed are able to identify and describe examples and/or evidence relating to this statement/strand 	4

School Capability Assessment Evaluation Rating Requirements

To be eligible for certification the school will need to meet the following evaluation ratings on the SCA:

1. Score an average of at least "3.0" across all of the criteria in both the "Visible Learner" and "Know thy Impact" strands of the matrix
2. Score an average of at least "3.0" across all of the criteria in one of either the "Effective Feedback" or "Visible Teaching and Leading" strands
3. Score an average of at least a "2.84" across all of the criteria in the remaining strand (either "Effective Feedback" or "Visible Teaching and Leading") — depending on which strand is remaining
4. Does not rate a "2.0" for any more than three (3) criteria across both the "Effective Feedback" and "Visible Teaching and Leading" strands

See Appendix 4-6 for the detailed **School Capability Assessment Matrix Rubrics**. The Rubric provide guidelines for what evaluation ratings your school should be seeking in order to meet the required evaluation rating to become a Visible Learning^{plus} Certified School.



SECTION FOUR: APPENDICES

Appendix 1: Guidelines for Organizing the Documentation of Evidence.....	12
Appendix 2: Visible Learning ^{plus} Case Study Template.....	17
Appendix 3: Visible Learning ^{plus} Sample Case Study (Part 1).....	20
Appendix 4: School Capability Assessment Overview.....	26
Appendix 5: School Capability Assessment Matrix Rubrics.....	29
Visible Learner Strand Rubrics	30
Know thy Impact Strand Rubrics.....	32
Visible Teaching and Leading Strand Rubrics	36
Effective Feedback Strand Rubrics.....	39
Appendix 6: School Capability Assessment Data Collection Tools.....	44
Classroom Evidence Collection Worksheets 1 and 2	44
Teacher Feedback Survey (for older as well as younger students)	46
Impact Coach Feedback Survey	49
Leadership Feedback Survey	51
Appendix 7: Frequently Asked Questions	52

APPENDIX 1: GUIDELINES FOR ORGANIZING THE DOCUMENTATION OF EVIDENCE

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

Part B: Sharing Results from the School Capability Assessment:

1 VISIBLE LEARNER STRAND			
Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Aspiration	Does the school have a clear picture of the type of learners they are aspiring to have in their school?		
Strategic tools and actions	Do the school plans incorporate a focus on developing assessment capable visible learners?		
Shared understandings	Is there a shared view across the school about the desired characteristics of learners?		
	Is there a shared language of learning in the school?		

Part B: Sharing Results from the School Capability Assessment: (continued)...

1 | VISIBLE LEARNER STRAND (CONTINUED)

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Professional practices	Do leaders and teachers empower students to take greater ownership of their own learning?		
	Do leaders and teachers clearly communicate valued learner characteristics to students?		
	Is student voice evident in decision making across the school?		
Learners	Are learner's visible learners – able to talk about their learning?		
	Are learners actively engaged participants in the learning process?		
	Can learners describe what a good learner looks like in their school?		

2 | KNOW THY IMPACT STRAND

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Aspiration	Does the school documentation reflect aspirations and high expectations for student achievement?		
	Does the school have a focus on learning and progress (as opposed to teaching and achievement)?		

Part B: Sharing Results from the School Capability Assessment: (continued)...

2 | KNOW THY IMPACT STRAND (CONTINUED)...

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Strategic tools and actions	Do documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels?		
	Does the school have a process for ongoing review of student data?		
	Does the school have a focus on learning and progress?		
	Are monitoring tools used to track progress and achievement?		
Professional practices	Do leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams, and with learners?		
	Does the school use multiple evidence sources when assessing student progress and achievement?		
	Does evidence gathered inform school practices such as professional development, appraisal, and walkthroughs?		
	Are students taught to be assessment capable?		

Part B: Sharing Results from the School Capability Assessment: (continued)...

2 | KNOW THY IMPACT STRAND (CONTINUED)...

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Learners	Are learners able to articulate where they are at in their learning and their next learning steps?		
	Can learners explain the assessments used, what they tell them, where they are at, and what their next steps are?		

3 | EFFECTIVE FEEDBACK STRAND

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Aspiration	Does the school have a clear picture of the type of feedback culture and practice that they aspire to have?		
Strategic tools and actions	Does the school incorporate feedback from students, families, and staff in their planning and review?		
	Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received?		
Shared understandings	Do teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching?		

Part B: Sharing Results from the School Capability Assessment: (continued)...

3 | EFFECTIVE FEEDBACK STRAND (CONTINUED)...

Category	Focus Question(s)	Links to evidence samples, documentation of analysis of this evidence and action plans, etc.	Rating
Shared understandings	Are the school leaders and teachers familiar with different models of effective feedback?		
Professional practices	Are teachers regularly observed and given feedback?		
	Are there opportunities for students to give teachers feedback?		
	Is time for feedback planned for in lesson planning?		
	Do students get regular, just-in-time, just-for-me feedback about their learning?		
	Is student feedback routinely sought at all levels?		
Learners	Are students invited to give feedback to teachers? Does the school talk to learners about the nature and quality of feedback they receive?		

APPENDIX 2: VISIBLE LEARNING^{PLUS} 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?

APPENDIX 3: VISIBLE LEARNINGPLUS SAMPLE CASE STUDY (CYCLE 1)

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 its parent community.
Baseline evidence statements:	
Cycle 1	<ul style="list-style-type: none"> • 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, <i>"What makes a good learner at Banksia North Primary School?"</i> 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. Our 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	<p>These are the areas on which we have decided to focus our time, and our human and financial resources:</p> <ul style="list-style-type: none"> • 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	

Case Study Sample (continued)...

What knowledge and skills do these groups need? CYCLE 1			
STUDENTS	TEACHERS	SCHOOL LEADERS	FAMILIES/COMMUNITY
<p>An understanding of:</p> <ul style="list-style-type: none"> • What an effective learner is • Learning intentions and success criteria 	<p>An understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>An understanding of:</p> <ul style="list-style-type: none"> • All the items listed for teachers • Effective walkthrough and observation techniques with specific feedback about teachers' use of learning intentions and success criteria 	<p>An understanding of:</p> <ul style="list-style-type: none"> • 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
<p>An understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>An understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>An understanding of:</p> <ul style="list-style-type: none"> • 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 	<p>An understanding of:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Introduction to Visible Learning professional learning session (using the Visible Learning Toolkit)</p> <p>Staff meetings every second week to include:</p> <ul style="list-style-type: none"> • 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 <p>Identifying persistent problems related to the implementation of LI and SC as well as the Banksia Learner Profile</p>
	Professional readings	<p>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 — <i>A Text Rendering Experience</i> — that support deepening our understanding of learning intentions and success criteria. The book titles are:</p> <ul style="list-style-type: none"> • <i>Feedback: Visible Learning</i> • <i>Unlocking Formative Assessment: Practical Strategies for Enhancing Pupils Learning In the Primary Classroom</i>

Professional Development Plan: continued...

Cycle 1	Professional Development Strategies	Details
	Observations/ walkthroughs	<ul style="list-style-type: none"> • Small team of teachers and administrators to design walkthrough tools mapped to the focus of learning intentions and success criteria, learner characteristics. <p>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</p>
	Individual professional learning	<p>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:</p> <ul style="list-style-type: none"> • Results from self-assessment of LI and SC Checklist • Results from student self-assessment of learner dispositions • Student exit slips <p>Analyzing effect size data</p>
	Leader actions— <i>Leader as evaluator</i>	<ul style="list-style-type: none"> • Involvement in professional development • Focus groups (teachers and students) <p>Survey (student and staff)</p>
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.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	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?

APPENDIX 4: SCHOOL CAPABILITY ASSESSMENT OVERVIEW

What is the purpose of the school capability assessment?

The purpose of the school capability assessment (SCA) is to confirm the school's own judgment that they have reached the required standards. The reviewers will make a determination of where things stand in terms of the extent to which the individual school exhibits the markers of a visible learning school. The assessment is a snapshot in time. However, the SCA, in conjunction with the evidence of documentation, and the Part 3 Case Study, allows the reviewers the ability to confirm if the school has embedded the expected practices and principles that underpin each of the 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
(embedded through the other four strands)

In addition to helping the reviewers determine if the school has met the required standards to be a Level 3 Certified School the findings of the SCA can also be used to identify strengths to build on as well as challenges to be addressed if it is determined that the school is **not yet** meeting the requirements.

Who is involved in the capability assessment?

In the first instance the capability assessment is conducted by a certified VLP consultant in collaboration with the school's leadership team. And then, the results of the school's elf-assessment will be reviewed by the VLP Licensee.

What happens in the capability assessment process?

1. The Visible Learning^{plus} certified consultant contacts the school to arrange for a block of time for the school staff to take the online SCA Survey as well as a time to visit the school to meet with the school leadership team and to discuss aspects of the school's documentation of evidence. The school leaders may be asked to provide some further written documentation or artifacts of some of the questions/strands before the school visit occurs but you should expect to have your documentation of evidence readily at hand to aid the discussion.
2. The school leadership team meets and collectively determines responses to each of the four Visible Learning Strand categorical questions contained within the SCA (see Appendix 1 for details) using the faculty responses to the SCA Survey to help determine the appropriate rating, provide links to evidence, samples of documentation of analysis of the evidence, ratings (using the SCA Matrix Rubrics to guide their ratings and assessment), and an overall assessment for each individual strand and

sends the completed self-assessment to the VLP certified consultant ahead of the VLP consultant's school visitation.

3. The Visible Learning^{plus} certified consultant visits the school to conduct the capability assessment. The VLP consultant meets with the school leadership team to discuss and go through the focus questions that are the foundation of the capability assessment to compare the views and perspectives of the leadership team to those of the staff (from the SCA online Survey) on the questions. The questions are organized under the four strands of Visible Learning^{plus} i.e., the visible learner, know thy impact, visible teaching and leading, and effective feedback. The meeting is to discuss the extent to which the school can show evidence of each of the strands and the questions. This meeting typically takes approximately 60 to 90 minutes. Schools are invited to hand over or send through any further written documentation they have that supports their statements in the meeting if they have not already included these in their documentation of evidence submission.
4. The meeting with the school leaders uses the evidence gathering template (attached) questions as a reference point during the discussion but typically the conversations are very free-flowing and not just a series of questions and answers.
5. The VLP certified consultant(s) then visit a range of classes to observe teaching and learning (see the classroom observation tool within this appendix) happening in the

school to gauge the extent to which they can see, hear evidence (largely from student interviews) of visible learning occurring in the school. The range of classes can vary but it is good to see at least three-four each of different classes across levels or age groups and content areas within the school.

6. During these classroom visits the VLP certified consultant(s) will talk to some students in the classes and ask them questions about learning. For example, asking students to explain what they are learning, where they are in meeting their learning goals, what kind of feedback they receive from their teachers, and what being a good learner means to them etc.
7. After the classroom visits the VLP certified consultant(s) meet with the senior leadership team again and give a brief report back on any points of particular note or interest that have jumped out in the classroom observations and to explain the next few steps and timeline of the SCA.
8. The VLP certified consultant(s) next produce a draft SCA Report that gives a rating of the extent to which evidence for each of the strands/questions was able to be found including the results from the classroom observations, links to evidence and samples of documentation of analysis of the evidence.
9. The SCA Report is sent to each school, which is then able to respond to the draft report's ratings and may provide further evidence that may be used to modify or change some of the ratings and/or comments so as to better establish the school's current baseline situation.

What are the guidelines for conducting the classroom visits?

Here are several general points to consider when conducting the classroom visits:

- There should be at least two members (either two VLP certified consultants or one VLP certified consultant and a member of the school's staff) who conduct the visit to the classrooms.
- We have found it can be a good idea to divide up the four strands between members of the team so that each person has only one or two strands to focus on during the classroom visits
- When speaking to students it is useful if the school leadership team have organized a range of ages, levels, and content areas to be visited so the VLP certified consultant is assured that the classroom visits are a representative sampling of the school

What are examples of things to look for in the classes/questions to ask students?

In large part we use the questions and format of the evidence collection templates (see the templates in Appendix 4, 5, 6 and 7) that Visible Learning^{plus} have developed for the capability matrix.

In observing the classes the VLP certified consultant (as well as a member of the school's staff if needed) should look for ideas or features under the four Visible Learning strands and in the evidence collection template. The focus is not on what the teacher is doing and saying as much as on what the students are doing,

saying and/or able to describe or explain when questioned. Therefore, classroom observers should look for evidence of the strands by taking note of:

- What written evidence of the particular strands is there e.g. on the walls of the classroom, on the whiteboard/data show, in the students' exercise or workbooks/worksheets etc.?
- What verbal evidence is there of any features of the strands in what the teachers and students are saying in the classroom? What words or language of learning are the teachers and students using?
- What behaviors are the teachers and students displaying that show evidence for any of the strands? Is there a lot of teacher talk and students listening? Are the students working collaboratively and individually? Are students asking questions of the teacher and/or one another about their learning? What is the general atmosphere in the class? Is there evidence of a class where learning is challenging and students are encouraged to make and learn from mistakes, and achieve high expectations etc.?

What questions should be asked of students?

In the capability assessment matrix tool for each of the four Visible Learning strands there are categorical questions for each strand and then there are some questions for the “learners.” The questions for learners are the questions VLP consultants along with members of the school leadership team (if necessary) should ask students when they visit the classes.

For example: 

VISIBLE LEARNER STRAND:

- Please explain to me what you are learning in today’s class/lesson.
- What does it mean to be a “good learner” in this school? What does a “good learner” look or sound like in this school/class? Think of someone in your class who you think is a good learner. What is it about this person that makes you think of them as a good learner?

KNOW THY IMPACT STRAND:

- Please describe/explain to me where you are at/up to with your own learning in this class/subject?
- What do you think your next learning steps are for this class/subject/topic?
- What assessments have you had recently in this class/subject (or another class/subject if not this one)? What did this assessment tell you about yourself as a learner of this class/subject/topic? What were the goals or next steps you set for yourself as a result of this assessment?

VISIBLE TEACHING AND LEADING STRAND:

- Do your teachers and school leaders talk to you or seek your feedback about the quality of teaching and leading you receive at the school?
- What do you think is the overall quality of the teachers and leaders you have experienced at this school? Explain or give some general examples that support your thinking (no need to identify individuals to us).

EFFECTIVE FEEDBACK STRAND:

- Are you invited/able to give feedback to your teachers about your learning and their teaching? How might this typically be done (e.g., verbally, end of the unit/topic, or survey)?
- Do the teachers and school leaders talk to you or seek your feedback/input about the quality of feedback you receive from your teachers? If so, how and when is this typically done?
- What type of feedback do you typically get from your teachers (this teacher)? How useful do you find this feedback in giving you information about where you are at with your learning and what you need to do next to improve? Describe to me or show me an example of the type of feedback you normally receive.

APPENDIX 5: SCHOOL CAPABILITY ASSESSMENT MATRIX RUBRICS

The following **School Capability Assessment Matrix Rubrics** provide guidelines for what evaluation ratings your school should be seeking in order to meet the required evaluation rating to become a Visible Learning^{plus} Certified School.

To be eligible for certification the school will need to meet the following evaluation ratings on the SCA:

1. Score an average of at least "3.0" across all of the criteria in both the "Visible Learner" and "Know thy Impact" strands of the matrix
2. Score an average of at least "3.0" across all of the criteria in one of either the "Effective Feedback" or "Visible Teaching and Leading" strands
3. Score an average of at least a "2.84" across all of the criteria in the remaining strand (either "Effective Feedback" or "Visible Teaching and Leading") — depending on which strand is remaining
4. Does not rate a "2.0" for any more than three (3) criteria across both the "Effective Feedback" and "Visible Teaching and Leading" strands



Illustrative examples of how each criterion in the **Visible Learner Strand** is scored:

The Visible Learner STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Aspiration Does the school have a clear picture of the type of learners they are aspiring to have in their school (learner characteristics vs behavioral qualities)?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a clear picture of the type of learner they want." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a clear picture of the type of learner they want." And , while the school may have a statement (e.g., strategic plan policy agreement) about the type of learners they want, it bears little resemblance to the VL characteristics and some may not be able to articulate this very well.	Many of the teachers and leaders ($> 25\%$ but $< 66\%$) agree with the statement "The school has a clear picture of the type of learner they want." And , the school has a statement, which includes many ideas linking to the VL characteristics but this may not be well-known throughout the school.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a clear picture of the type of learner they want." And , the school has a statement clearly describing the characteristics of a Visible Learner.
Strategic tools and actions Do the school plans incorporate a focus on developing assessment capable visible learners (students who are active participants in and drive their own learning)?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school plans incorporate a focus on developing assessment capable visible learners." And , the school plans are silent on this issue.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school plans incorporate a focus on developing assessment capable visible learners." And , there is little to no evidence of this in documentation (e.g., strategic plan).	Many of the teachers and leaders ($> 25\%$ but $< 66\%$) agree with the statement "The school plans incorporate a focus on developing assessment capable visible learners." And , the school has documented goals in this area.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school plans incorporate a focus on developing assessment capable visible learners." And , the school has well defined goals and critical action steps outlined in school documentation.
Shared understandings Is there a shared view across the school about the desired learner characteristics?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school faculty has a shared view across the school about the desired learner characteristics." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school faculty has a shared view across the school about the desired learner characteristics." And , there is documentation that a few of the qualities identified focus on learning dispositions and not behaviors.	Many of the teachers and leaders ($> 25\%$ but $< 66\%$) agree with the statement "The school faculty has a shared view across the school about the desired learner characteristics." And , there is documentation that many of the views or approaches link to desired learner qualities and not behaviors.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school faculty has a shared view across the school about the desired learner characteristics." And , there is documentation that these views or approaches link to desired learner qualities and not behaviors.
Shared understandings Is there a shared language of learning in the school?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a shared language of learning e.g., learning intentions, success criteria, learner dispositions, etc." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a shared language of learning (e.g., learning intentions, success criteria, learner dispositions, etc.)" And , there is documentation that a few of the faculty members have and utilize a shared language of learning.	Many of the teachers and leaders ($> 25\%$ but $< 66\%$) agree with the statement "The school has a shared language of learning e.g., learning intentions, success criteria, learner dispositions, etc." And , there is documentation that many of the faculty members have and utilize a shared language of learning.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a shared language of learning e.g., learning intentions, success criteria, learner dispositions, etc." And , there is documentation that most of the faculty members have and utilize a shared language of learning.

Illustrative examples of how each criterion in the **Visible Learner Strand** is scored: (continued...)

The Visible Learner STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Do leaders and teachers empower students to take greater ownership of their own learning?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school empowers students to take greater ownership of their own learning." And , there is no evidence of this in any documented form as to how they do this across the whole school.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school empowers students to take greater ownership of their own learning." And , there is limited evidence of this in documented form of how they do this across the whole school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school empowers students to take greater ownership of their own learning." And , there are several (≥ 3) examples of how they do this across the whole school.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school empowers students to take greater ownership of their own learning." And , there are many (≥ 3) examples of how they do this across the whole school.
Professional practices Do leaders and teachers clearly communicate valued learner characteristics to learners?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Leaders and teachers clearly communicate valued learner characteristics to learners." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Leaders and teachers clearly communicate valued learner characteristics to learners." And , there is limited documentation of this across the school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Leaders and teachers clearly communicate valued learner characteristics to learners." And , there are several (≥ 3) examples of how they do this across the whole school	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Leaders and teachers clearly communicate valued learner characteristics to learners." And , they are able to share several (≥ 3) examples of evidence across the whole school. There was evidence in all classrooms visited and students could describe these in context.
Professional practices Is student voice evident in decision-making across the school?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Student voice is evident in decision-making across the school." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Student voice is evident in decision-making across the school." And , there may be limited documentation or evidence of how they do this across the whole school. Student Representative Councils (SRCs and examples such as these structures provided limited examples of how student voice had been and continue to be used in decision making).	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Student voice is evident in decision-making across the school." And , there are several (≥ 3) examples of evidence of how they do this across the whole school.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Student voice is evident in decision-making across the school." And , they are able to share several (≥ 3) examples of evidence of how they do this across the whole school and many (≥ 3) students could also describe examples

Illustrative examples of how each criterion in the **Know thy Impact Strand** is scored:

Know thy Impact STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Aspiration Does the school documentation reflect aspirations and high expectations for student achievement?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has documentation that reflect aspirations and high expectations for student achievement." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has documentation that reflect aspirations and high expectations for student achievement." And , there is little to no evidence of this in documentation.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has documentation that reflect aspirations and high expectations for student achievement." And , the school has documented evidence (e.g., strategic plan, policy agreement).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has documentation that reflect aspirations and high expectations for student achievement." And , the school has a statement clearly describing these aspirations and expectations.
Aspiration Does the school have a focus on learning and progress (as opposed to teaching and achievement)?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a focus on learning and progress (as opposed to teaching and achievement)." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a focus on learning and progress (as opposed to teaching and achievement)." And , there is limited or poorly articulated aspirations relating to progress in school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a focus on learning and progress (as opposed to teaching and achievement)." And , there are aspirations relating to progress evident in school documentation (e.g., strategic plans, assessment policies, other documents).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a focus on learning and progress (as opposed to teaching and achievement)." And , there are clear aspirational statements relating to progress evident in school documentation.
Strategic tools and actions Do documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "School documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "School documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels." And , there is evidence that some form of data is collected, collated and used (whole school) to inform teaching and learning.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "School documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels." And , there is evidence that several (≥ 3) forms of data (e.g., student voice and standardized measure) are collected, collated, and analyzed to inform teaching and learning at more than one level.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "School documents have evidence of data being collected, collated, and analyzed at student, teacher, and class levels." And , there is evidence that many (≥ 3) forms of data are collected, collated, and analyzed to inform teaching and learning at all three levels.
Strategic tools and actions Does the school have a process for ongoing review of student data?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a process for ongoing review of student data." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a process for ongoing review of student data." And , there is limited or poorly articulated agreements/goals relating to ongoing review of student data in school documentation.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a process for ongoing review of student data." And , there are documents (e.g. strategic plans, assessment policies, and other school documents) relating to the ongoing review of student data in school.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a process for ongoing review of student data." And , there are clearly articulated policies and plans relating to the ongoing review of student data in school documentation.

Illustrative examples of how each criterion in the **Know thy Impact Strand** is scored: (continued...)

Know thy Impact STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Strategic tools and actions Does the school have a focus on learning and progress?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a focus on learning and progress." And , the school does not have a focus on learning and progress that can be identified either from documentation of school plans (e.g. strategic plans, assessment policies, other school documents) and targets.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a focus on learning and progress." And , there are limited or poorly articulated goals relating to progress in school documentation (e.g. strategic plans, assessment policies, and other school documents).	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a focus on learning and progress." And , there are goals relating to progress evident in school documentation (e.g. strategic plans, assessment policies, other school documents).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a focus on learning and progress." And , and there are clear goals and strategies relating to progress evident in school documentation.
Strategic tools and actions Does the school have a focus on learning and progress?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a focus on learning and progress." And , the school does not have a focus on learning and progress that can be identified either from documentation of school plans (e.g. strategic plans, assessment policies, other school documents) and targets.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a focus on learning and progress." And , there are limited or poorly articulated goals relating to progress in school documentation (e.g. strategic plans, assessment policies, and other school documents).	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a focus on learning and progress." And , there are goals relating to progress evident in school documentation (e.g. strategic plans, assessment policies, other school documents).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a focus on learning and progress." And , and there are clear goals and strategies relating to progress evident in school documentation.
Strategic tools and actions Are monitoring tools used to track progress and achievement?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school utilizes monitoring tools to track progress and achievement." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school utilizes monitoring tools to track progress and achievement." And , there is limited evidence (e.g. assessment policies/schedules, and other school docs/online platforms) of monitoring tools being used by teachers.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school utilizes monitoring tools to track progress and achievement." And , there is some documented evidence (e.g. assessment policies/schedules, and other school docs/online platforms) these monitoring tools are used by some staff.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school utilizes monitoring tools to track progress and achievement." And , there is clearly documented evidence (e.g. assessment policies/schedules, and other school docs/online platforms) these monitoring tools are used by all staff.
Strategic tools and actions Do data and evidence drive practice?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Data and evidence drive practice in this school." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Data and evidence drive practice in this school." And , the school may have a statement of how data and evidence drive practices (e.g. in school strategic plan, policy, agreement) but the school cannot provide evidence of how this occurs in practice.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Data and evidence drive practice in this school." And , the school has a statement of how data and evidence drive practices (e.g. in school strategic plan, policy, agreement) and the school can provide examples and or/supporting evidence (e.g. planners) of how this occurs in practice.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Data and evidence drive practice in this school." And , this is clearly defined and documented. That is, there is clear evidence of how data and evidence is used to drive practice (e.g. planners, conversations with staff, samples of student work, policies).

Illustrative examples of how each criterion in the **Know thy Impact Strand** is scored: (continued...)

Know thy Impact STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Shared understandings Is there a shared understanding of what progress looks like across the school?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school faculty has a shared understanding of what progress looks like across the school." And , there is no evidence of progress information and data being shared school wide in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school faculty has a shared understanding of what progress looks like across the school." And , there is documentation that the school uses or shares a few (≤ 2) examples of what progress looks like in (≤ 2) key learning areas.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school faculty has a shared understanding of what progress looks like across the school." And , there is documentation that teachers use and share examples of what progress looks like within levels, teams or departments and have processes to further develop their understanding of progress.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school faculty has a shared understanding of what progress looks like across the school." And , there are multiple illustrations (2-3) that teachers use and share examples of what progress looks like within levels, teams or departments and have processes to further develop their understanding of progress.
Shared understandings Does the school know about the impact it is having on student learning?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school knows about the impact it is having on student learning." And , the school faculty does not share progress information and data, there is no evidence of moderation or shared planning and, students are not able to articulate what progress looks like in their learning.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school knows about the impact it is having on student learning." And , the school has a few (≤ 2) examples of what progress looks like in some key learning areas but teachers may not plan lessons or activities together or share progress information across and between levels and teams. Students may demonstrate limited capability of being able to explain where they are at in their learning and what their next steps might be.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school knows about the impact it is having on student learning." And , many teachers will share progress information within levels, teams or departments and have processes for moderating work to further develop their understandings of what progress looks like. Many ($> 25\%$ but $< 66\%$) students interviewed are able to explain where they are at in their learning.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school knows about the impact it is having on student learning." And , most teachers ($\geq 66\%$) will use and share progress information within and across levels, teams or departments. There are also well-established processes for moderating student work to further develop their understandings of what progress looks like. Progress information is shared and discussed with students. Most students ($\geq 66\%$) are also able to articulate what progress looks like in their learning and identify some next steps.
Professional practices Do leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners."	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners." And , there may be limited examples (≥ 3) or the examples focus primarily on sharing achievement data (e.g., grades, scores, etc.).	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners."	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams and with learners."

Illustrative examples of how each criterion in the **Know thy Impact Strand** is scored: (continued...)

Know thy Impact STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Does the school use multiple evidence sources when assessing student progress and achievement?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school uses multiple evidence sources when assessing student progress and achievement." And , there is no proof that the school uses multiple evidence sources when analyzing and assessing student achievement data and progress.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school uses multiple evidence sources when assessing student progress and achievement." And , there is little to no evidence of leaders and teachers determining student progress—the focus is only on achievement.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school uses multiple evidence sources when assessing student progress and achievement." And , school leaders analyze multiple sources of evidence (achievement and progress) and share this with teachers or students. However, the information may not be acted upon.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school uses multiple evidence sources when assessing student progress and achievement." And , school leaders analyze multiple sources of evidence (achievement and progress) and share this with teachers and/or students. The information is used to inform next steps.
Professional practices Does evidence gathered inform school practices, such as professional development, appraisal, and walkthroughs?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The evidence gathered by teachers and leaders inform school practices such as professional development, appraisal, and walkthroughs." And , there is no evidence that evidence gathered informs school practices such as professional development, staff performance development and walkthroughs/teacher feedback models.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The evidence gathered by teachers and leaders inform school practices such as professional development, appraisal, and walkthroughs." And , there is some evidence that evidence gathered informs school practices such as professional development, staff performance development and walkthroughs/teacher feedback models. Examples are limited and do not show a deliberate strategy to use the evidence gather to inform these school practices	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The evidence gathered by teachers and leaders inform school practices such as professional development, appraisal, and walkthroughs." And , there is evidence that evidence gathered informs school practices such as professional development, staff performance development and walkthroughs/teacher feedback models. Examples provided show a deliberate strategy to use the evidence gather to inform these school practices	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The evidence gathered by teachers and leaders inform school practices such as professional development, appraisal, and walkthroughs." And , there is clear evidence that evidence gathered informs school practices such as professional development, staff performance development and walkthroughs/teacher feedback models. Examples provided show a deliberate strategy and actions to use the evidence gathered to inform these school practices
Professional practices Are students taught to be assessment capable?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Students are taught to be assessment capable (i.e., able to articulate where they are at, where they are going, and what their next steps are)." And , there is no evidence that students are taught to be assessment-capable. Assessment data is not shared with students.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Students are taught to be assessment capable (i.e., able to articulate where they are at, where they are going, and what their next steps are)." And , there is some evidence that students are taught to be assessment-capable. Some assessment data is shared with students in some subject areas or in some classes, however there may be limited evidence of how they do this across the whole school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Students are taught to be assessment capable (i.e., able to articulate where they are at, where they are going, and what their next steps are)." And , there is evidence that students are taught to be assessment-capable. Many students ($> 25\%$ but $< 66\%$) are able to articulate where they are at, where they are going and what their next steps are. Assessment data is shared with students in most subject areas/classes and many students are able to describe their learning goals.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Students are taught to be assessment capable." And , there is clear evidence that students are taught to be assessment-capable. Most students interviewed ($\geq 66\%$) are able to articulate where they are at, where they are going and what their next steps. Assessment data is regularly shared with students and students are able to describe their learning goals based on evidence from assessment data. Students track their own data and share reflection of where they had begun, their progress and next steps.

Illustrative examples of how each criterion in the **Visible Teaching and Leading Strand** is scored:

Visible Teaching and Leading STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Aspiration Does the school have a clear picture of the quality of practice expected from teachers?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a clear picture of the quality of practice expected from teachers." And , there is no evidence of this in any documented form other than the expectations associated with the teacher evaluation process.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a clear picture of the quality of practice expected from teachers." And , there may be a statement about what it means to be a good teacher at their school but this may not be well-known or understood throughout the school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a clear picture of the quality of practice expected from teachers." And , there is a statement, which describes the desired characteristics of an effective teacher at the school.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a clear picture of the quality of practice expected from teachers." And , there is a statement, which clearly articulates the desired characteristics of an effective teacher.
Strategic tools and actions Does the school have plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning." And , teachers and leaders are able to describe some plans that show strategies for raising teacher capability based on the research of what makes the greatest difference to learning.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning." And , the school can produce documentation (e.g., strategic plans, policies, agreements, etc.) to support this claim.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning." And , the school can produce documentation (e.g., strategic plans, policies, agreements, etc.) to support this claim.
Strategic tools and actions Is there a high degree of relational trust amongst the staff?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "There is a high degree of relational trust amongst the staff." And , teachers, students, and leaders are not able to provide open and honest feedback about the teaching, leading, and learning going on in the school. The school may not have systems in place to intentionally develop relational trust in the school.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "There is a high degree of relational trust amongst the staff." And , while there may be an appreciation of the importance of having high relational trust, few staff/students are comfortable giving and receiving open and honest feedback.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "There is a high degree of relational trust amongst the staff." And , there is evidence that staff and students are comfortable to give and receive open and honest feedback and there are strategies in place that encourage this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "There is a high degree of relational trust amongst the staff." And , the school has specific strategies in place, based on an analysis of data (e.g., survey, perception, focus group, etc.) to ensure that high relational trust is fostered.
Shared understandings Is there a shared understanding across the school about what makes for a good teacher?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "There is a shared understanding across the school about what makes for a good teacher." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "There is a shared understanding across the school about what makes for a good teacher." And , while there are the beginnings of an understanding of what these characteristics are, these may not be well articulated nor widely shared and they may not be in alignment with what the research says about effective teaching qualities.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "There is a shared understanding across the school about what makes for a good teacher." And , there is a statement or profile document outlining what it means to be an effective teacher at the school, which mostly aligns with the research.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "There is a shared understanding across the school about what makes for a good teacher." And , there is a well-defined statement or profile of what it means to be an effective teacher, which aligns with the research.

Illustrative examples of how each criterion in the **Visible Teaching and Leading Strand** is scored: (continued...)

Visible Teaching and Leading STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Are teachers prepared to take risks and ask for help?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers are prepared to take risks and ask for help." And , there is no evidence of this in any documented or articulated form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers are prepared to take risks and ask for help." And , there are limited examples, with little evidence of impact or improvement.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers are prepared to take risks and ask for help." And , teachers and leaders are able to describe a variety of several (≤ 3) examples where teachers have been prepared to take risks and ask for help. Examples provide evidence of high trust amongst staff and openness to continuous reflection and improvement. Examples provided indicated not common practice across but rather with particular staff members or teams.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers are prepared to take risks and ask for help." And , teachers and leaders are able to describe many (≥ 3) examples where teachers have been prepared to take risks and ask for help. Examples provide evidence of high trust amongst staff and openness to continuous reflection and improvement. This is common practice and systematically embedded across the school.
Professional practices Are decisions evidence-based and research informed?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Decisions are evidence based and research informed." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Decisions are evidence based and research informed." And , there is some evidence that decisions teachers and leaders have made are evidence-based and research informed.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Decisions are evidence based and research informed." And , there are several (≤ 3) specific examples of decisions teachers and leaders have made (e.g., policies, collaboration time, scaling collaborative knowledge and skills through PD, etc.) that are evidence-based and research informed.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Decisions are evidence based and research informed." And , there is evidence that a majority ($\geq 66\%$) of the decisions teachers and leaders have made or are making are evidence-based and research informed.
Professional practices Do teachers systematically use data and evidence to plan lessons and next learning steps?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers systematically use data and evidence to plan lessons and next learning steps." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers systematically use data and evidence to plan lessons and next learning steps." And , there are examples of how data and evidence are used to plan lessons. However, evidence may be limited and data being collected is mainly used for reporting achievement results or only in some subject areas (e.g., Math and English).	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers systematically use data and evidence to plan lessons and next learning steps." And , there are several (≤ 3) examples of how data and evidence is used systematically to plan lessons and next learning steps. Systematic ways of analyzing and using data and evidence to plan is common practice in many subject areas and with many ($> 25\%$ but $< 66\%$) of the teachers surveyed.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers systematically use data and evidence to plan lessons and next learning steps." And , there are many (≥ 3) examples of how data and evidence is used systematically to plan lessons and next learning steps. Systematic ways of analyzing and using data and evidence to plan is common practice across nearly all subject areas and by all teachers.

Illustrative examples of how each criterion in the **Visible Teaching and Leading Strand** is scored: (continued...)

Visible Teaching and Leading STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Do teachers make the learning intentions and success criteria clear to students?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers make the learning intentions and success criteria clear to students." And , there is no observed or articulated evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers make the learning intentions and success criteria clear to students." And , there is some evidence that learning intentions and success criteria are used in some areas of learning. However, only a few students ($\leq 25\%$) interviewed have a limited capability of being able to explain what they are learning and what success looks like.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers make the learning intentions and success criteria clear to students." And , there is evidence that learning intentions and success criteria are used in many ($> 25\%$ but $< 66\%$) of the classrooms observed and many ($> 25\%$ but $< 66\%$) students are able to describe what they learning and how they will be successful.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers make the learning intentions and success criteria clear to students." And , there is evidence that learning intentions and success criteria are used in most ($\geq 66\%$) lessons and most ($\geq 66\%$) students are able to describe how they are used in their learning. Opportunities for students to co-construct success criteria and/or write their own is also common practice.
Professional practices Do teachers plan together?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers plan together." And , there is no evidence of this in any documented form. There is no expectations or allocated time for teachers to plan together or teachers describe examples of informal planning together.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers plan together." And , there is some evidence that teachers plan together. Regular time has been allocated (either during the school day or regularly after school for planning. However, teachers describe this time as being focused primarily on administrative or organizational matters and/or what will be taught next with limited focus on analyzing data and evidence to plan and determine next steps.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers plan together." And , many ($> 25\%$ but $< 66\%$) of the teachers surveyed plan together regularly; systematically using data and evidence to plan lessons and next learning steps primarily in key learning areas.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers plan together." And , most ($\geq 66\%$) teachers plan regularly together in teams, systematically using data and evidence to plan lessons and next learning steps.

Illustrative examples of how each criterion in the **Effective Feedback Strand** is scored:

Effective Feedback STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Aspiration Does the school have a clear picture of the type of feedback culture and practice that they aspire to have?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school has a clear picture of the type of feedback culture and practice that they aspire to have." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school has a clear picture of the type of feedback culture and practice that they aspire to have." And , there is limited documented evidence (e.g., strategic plans, School Visible Learning Plan, policies, etc.) of this.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school has a clear picture of the type of feedback culture and practice that they aspire to have." And , there is documented evidence of this (e.g., in strategic plans or policy statements, etc.).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school has a clear picture of the type of feedback culture and practice that they aspire to have." And , this is well described and articulated in documentation (e.g., strategic plans, School Visible Learning Plan, policies, etc.).
Strategic tools and actions Does the school incorporate feedback from students, families, and staff in their planning and review?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The school incorporates feedback from students, families, and staff in their planning and review." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The school incorporates feedback from students, families, and staff in their planning and review." And , the school has limited strategies/tools (2) for collecting feedback from a sample of teachers, parents, and/or students about teaching and learning. This practice is typically done annually by school leaders.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The school incorporates feedback from students, families, and staff in their planning and review." And , the school has several (≤ 3) strategies or tools for collecting feedback from teachers, parents, and students about teaching and learning. There is evidence this would be done by school leaders and many teachers at least once but perhaps more than once a year and the results inform planning.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The school incorporates feedback from students, families, and staff in their planning and review." And , the school has a clearly articulated system for collecting feedback from teachers, parents, and students about teaching and learning. Data is collected many (≥ 4) times a year and the results are analyzed and used widely to inform planning.
Strategic tools and actions Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , while there may be an appreciation of the importance of having high relational trust across all sectors of the school, few teachers and leaders engage in this practice. For example, there is evidence to suggest that some staff/ students are not yet comfortable to give and receive open and honest feedback.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , for example, many staff/ students interviewed ($> 25\%$ but $< 66\%$) say they are comfortable to give and receive open and honest feedback and there are actions and strategies in place that encourage this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is evidence (e.g., surveys strategic plans, classroom observation protocols, etc.) to support that having high relational trust across all sectors of the school is prioritized. Further, the school has actions and strategies in place to ensure that high relational trust is fostered. This is shown by staff and students being willing to give and receive honest feedback.

Illustrative examples of how each criterion in the **Effective Feedback Strand** is scored: (continued...)

Effective Feedback STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Strategic tools and actions Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , while there may be an appreciation of the importance of having high relational trust across all sectors of the school, few teachers and leaders engage in this practice. For example, there is evidence to suggest that some staff/ students are not yet comfortable to give and receive open and honest feedback.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , for example, many staff/ students interviewed ($> 25\%$ but $< 66\%$) say they are comfortable to give and receive open and honest feedback and there are actions and strategies in place that encourage this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is evidence (e.g., surveys strategic plans, classroom observation protocols, etc.) to support that having high relational trust across all sectors of the school is prioritized. Further, the school has actions and strategies in place to ensure that high relational trust is fostered. This is shown by staff and students being willing to give and receive honest feedback.
Shared understandings Do teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are unable to describe ways information from student assessment is used as feedback about the effectiveness of their teaching/leading.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe a few examples of how information from student assessment is used as feedback about the effectiveness of their teaching, however there may be limited evidence of how this occurs across the whole school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe many examples of how information from student assessment is used as feedback about the effectiveness of their teaching. Systematic ways of doing this is common practice in many subject areas and the majority of teachers do this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe numerous examples of how information from student assessment is used as feedback about the effectiveness of their teaching. Systematic ways of doing this is common practice across school wide.
Shared understandings Are the school leaders and teachers familiar with different models of effective feedback?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The staff is familiar with different models of effective feedback." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have some understanding of at least one model of effective feedback and there may be one or two limited examples of documentation to support this.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have a shared understanding of what effective feedback looks and sounds like in their school. For example, there is a clearly defined framework for giving feedback used school-wide.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have a shared understanding of what effective feedback looks and sounds like in their school. For example, there is a well-defined and articulated approach for giving, receiving, and seeking feedback used school-wide.

Illustrative examples of how each criterion in the **Effective Feedback Strand** is scored: (continued...)

Effective Feedback STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Strategic tools and actions Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , while there may be an appreciation of the importance of having high relational trust across all sectors of the school, few teachers and leaders engage in this practice. For example, there is evidence to suggest that some staff/ students are not yet comfortable to give and receive open and honest feedback.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , for example, many staff/ students interviewed ($> 25\%$ but $< 66\%$) say they are comfortable to give and receive open and honest feedback and there are actions and strategies in place that encourage this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received." And , there is evidence (e.g., surveys strategic plans, classroom observation protocols, etc.) to support that having high relational trust across all sectors of the school is prioritized. Further, the school has actions and strategies in place to ensure that high relational trust is fostered. This is shown by staff and students being willing to give and receive honest feedback.
Shared understandings Do teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are unable to describe ways information from student assessment is used as feedback about the effectiveness of their teaching/leading.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe a few examples of how information from student assessment is used as feedback about the effectiveness of their teaching, however there may be limited evidence of how this occurs across the whole school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe many examples of how information from student assessment is used as feedback about the effectiveness of their teaching. Systematic ways of doing this is common practice in many subject areas and the majority of teachers do this.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching." And , teachers and leaders are able to describe numerous examples of how information from student assessment is used as feedback about the effectiveness of their teaching. Systematic ways of doing this is common practice across school wide.
Shared understandings Are the school leaders and teachers familiar with different models of effective feedback?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "The staff is familiar with different models of effective feedback." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have some understanding of at least one model of effective feedback and there may be one or two limited examples of documentation to support this.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have a shared understanding of what effective feedback looks and sounds like in their school. For example, there is a clearly defined framework for giving feedback used school-wide.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "The staff is familiar with different models of effective feedback." And , leaders and teachers have a shared understanding of what effective feedback looks and sounds like in their school. For example, there is a well-defined and articulated approach for giving, receiving, and seeking feedback used school-wide.

Illustrative examples of how each criterion in the **Effective Feedback Strand** is scored: (continued...)

Effective Feedback STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Are teachers regularly observed and given feedback?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Teachers are regularly observed and given feedback." And , there is no evidence of this in any documented form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Teachers are regularly observed and given feedback." And , while there is some evidence that teachers are observed and given feedback (one to two times per year) teachers may not be able to articulate how feedback provided during the observation changed their practice.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Teachers are regularly observed and given feedback." And , there is evidence that a clearly articulated and implemented process in place for teachers to act on the feedback provided.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Teachers are regularly observed and given feedback." And , there is strong evidence that teachers are regularly observed and given feedback. There is a well-defined and clearly articulated and implemented process. Teachers and leaders are able to describe how they use this feedback to identify next learning steps.
Professional practices Are there opportunities for students to give teachers feedback?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "There are opportunities for students to give teachers feedback." And , there is no evidence that students are given opportunities to give teachers feedback in any form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "There are opportunities for students to give teachers feedback." And , there is some evidence and examples of opportunities for students to give teachers feedback on some areas of school life, but this occurs in pockets across the school and generally only one or two times a year.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "There are opportunities for students to give teachers feedback." And , there is evidence that there are opportunities for students to give teachers feedback on a regular basis. For example, students complete feedback surveys, or teachers use a variety of strategies throughout the year on how they find the teaching and learning in their class annually and this is used by teachers to inform planning and next steps.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "There are opportunities for students to give teachers feedback." And , opportunities for students to give teachers feedback about teaching and learning are an expected and routine part of teaching and learning in the school. For example, teachers regularly seek feedback about the impact of their teaching from students and they use this to inform the next steps of their teaching and learning program.
Professional practicesIs time for feedback allocated in lesson planning?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Time for feedback is allocated in lesson planning." And , there is no evidence that time for feedback is planned for in lesson planning	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Time for feedback is allocated in lesson planning." And , there is some evidence that time for feedback is planned for in lesson planning, however this may not be deliberate and/or clearly articulated or practiced across the school.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Time for feedback is allocated in lesson planning." And , there is evidence that time for feedback is planned for in lesson planning. Teachers and leaders describe examples of how this is planned for and there is evidence in work planners/ and or student work samples that this is happening in many cases.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Time for feedback is allocated in lesson planning." And , time for feedback is deliberately planned for in lesson planning. Teachers and leaders describe how this is occurs across the school by most surveyed ($\geq 66\%$) teachers.

Illustrative examples of how each criterion in the **Effective Feedback Strand** is scored: (continued...)

Effective Feedback STRAND	1.0 No evidence exists that this is established practice	2.0 Evidence exists but in small pockets, an exception to the rule	3.0 Evidence exists but are not yet common-place or systematic	4.0 Evidence exists that this is systematically embedded
Professional practices Do students get regular, just-in-time, just-for-me feedback about their learning?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Students get regular, just-in-time, just-for-me feedback about their learning." And , there is no evidence that students get regular, just-in-time, just-for-me feedback about their learning.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Students get regular, just-in-time, just-for-me feedback about their learning." And , leaders and teachers are able to describe how students get regular, just-in-time, just-for-me feedback about their learning. However, examples in work samples or conversation with students show primarily 'praise' type comments or feedback at the end of a task or for an assessment. Furthermore, students may not be able to talk about how they used the feedback to improve their learning focus. There are limited examples of feedback relating to success criteria.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Students get regular, just-in-time, just-for-me feedback about their learning." And , leaders and teachers are able to describe how students get regular, just-in-time, just-for-me feedback about their learning. Some examples in work samples and conversation with students show a variety of levels of feedback (i.e. task, process, self-regulation) are used. Students are generally able to talk about how they used the feedback to improve their learning focus. There are many (≥ 3) examples of feedback relating to success criteria.	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Students get regular, just-in-time, just-for-me feedback about their learning." And , students get regular, just-in-time, just-for-me feedback about their learning. Work samples and conversation with students show a variety of levels of feedback (e. task, process, self-regulation) are routinely used. Most of students interviewed ($\geq 66\%$) are able to talk about how they used the feedback to improve their learning focus. Feedback relates to the success criteria.
Professional practices Is student feedback routinely sought at all levels?	Most of the teachers and leaders surveyed ($\geq 66\%$) disagree with the statement "Student feedback is routinely sought at all levels." And , there is no evidence that student feedback is sought across the school in any form.	A few of the teachers and leaders surveyed ($\leq 25\%$) agree with the statement "Student feedback is routinely sought at all levels." And , there is some evidence of and examples of student voice being sought on some areas of school life. For example, a student council meets and gives feedback on issues of importance to the student body.	Many of the teachers and leaders surveyed ($> 25\%$ but $< 66\%$) agree with the statement "Student feedback is routinely sought at all levels." And , there is evidence that student feedback about learning and teaching is sought on a regular basis (e.g., weekly by many of the teachers).	Most of the teachers and leaders surveyed ($\geq 66\%$) agree with the statement "Student feedback is routinely sought at all levels." And , seeking student feedback about teaching and learning is an expected and routine part of teaching and learning in the school. For example, there is evidence that most teachers ($\geq 66\%$) regularly (daily) seek feedback about the impact of their teaching from students and use this to inform the next steps of their teaching and learning program.

APPENDIX 6: SCHOOL CAPABILITY ASSESSMENT DATA COLLECTION TOOLS

The survey tools in this Appendix are used to collect evidence at the classroom level, provide feedback for teachers from a student view, and provide feedback for coaches and leaders within a school. The data collected is used to help create the final School Capability Assessment report.

School Capability Assessment Classroom Evidence Collection

Worksheet 1



School:		Date:
Learning Intentions/Success Criteria:	Classroom #	Grade/Content:
Look for Features of the Evidence Collection		
Classroom Feature(s)	Description(s)	
Written evidence of the particular strand(s) — e.g., on the walls of the classroom, on whiteboard/data, students' workbooks/worksheets, etc.		
Verbal evidence of the particular strand(s) — what teacher and students are saying? What words or language of learning are they using?		
Behaviors —that show evidence for any of the strand(s)? Teacher talk and students listening? Students working collaboratively or individually? Students asking questions of the teacher and/or one another about the learning?		
Strand questions for students		
Visible Learner	Know thy Impact	
Please explain to me what you are learning in today's class/lesson.	Please describe/explain to me where you are at/up to with your own learning in this class/subject? What do you think your next learning steps are for this class/subject/topic?	
What does it mean to be a good learner in the school? What does a good learner look like or sound like in class?	What assessments have you had recently in this class/subject? What did this assessment tell you about yourself as a learner of this subject/class/topic? What were the goals or next steps you set for yourself as a result of this assessment?	

**School Capability
Assessment Classroom
Evidence Collection**

Worksheet 2



School:		Date:
Learning Intentions/Success Criteria:	Classroom #	Grade/Content:
Look for Features of the Evidence Collection		
Classroom Feature(s)	Description(s)	
Written evidence of the particular strand(s) — e.g., on the walls of the classroom, on whiteboard/data, students' workbooks/worksheets, etc.		
Verbal evidence of the particular strand(s) — what teacher and students are saying? What words or language of learning are they using?		
Behaviors — that show evidence for any of the strand(s)? Teacher talk and students listening? Students working collaboratively or individually? Students asking questions of the teacher and/or one another about the learning?		
Strand questions for students		
Visible Learner	Know thy Impact	
Do your teachers or school leaders talk with you or ask your feedback about the quality of teaching you receive at the school?	Are you invited/able to give feedback to your teachers about your learning and their teaching? How might this typically be done?	
What do you think is the overall quality of the teachers you have experienced at this school? Explain or give some general examples (no need to identify individual teachers to us).	What type of feedback do you typically get from your teachers (this teacher)? Or, how does your teacher help you improve your work? How does your teacher help you understand when your work is good/not good?	

Teacher Feedback Survey

The following survey has been designed to ascertain students' perspectives on how their teacher meets standards related to professional knowledge and professional practice.

The student should have one specific teacher in mind as they complete this survey. Ideally the survey should be completed using an online tool such as SurveyMonkey.


























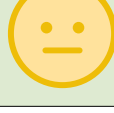
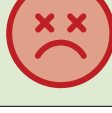
Professional Knowledge	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
Teachers are committed to students and their learning. This teacher...					
Knows me and makes me feel welcome in the class.					
Teaches me in a way so that I understand the work.					
Supports me in my learning.					
Is welcoming of all people in the class.					
Makes sure I can achieve to my best.					
Teachers know their subjects and how to teach those subjects to students. This teacher...					
Is organized and always prepared.					
Explains what I am learning and why.					
Encourages me to use technology.					
Uses fair assessments and tests.					
Helps me enjoy being in this class.					
Professional Practice	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
Teachers plan for and implement effective teaching and learning. This teacher...					
Sets goals that are challenging for me.					
Has lessons that are well organized and prepared.					
Has interesting classes and uses a variety of ways to teach us.					
Talks to my parents about my learning.					
Makes sure I can achieve to my best.					
Teachers create and maintain supportive and safe learning environments. This teacher...					
Makes me feel safe in their classroom.					
Manages the classroom well.					
Establishes clear rules in the class.					
Is fair with me if I break the rules.					
Makes sure I can achieve to my best.					

Teacher Feedback Survey: continued...

Teachers are members of learning communities. This teacher...					
Gives clear instructions that are easy to follow.					
Regularly gives me feedback on my work.					
Involves me in my learning.					
Gives me choices in how I will show my learning and what I am learning.					
Comments:					

Grades 1-3 Teacher Feedback Survey

This survey can be used for younger students. It can either be read aloud to students, or students can complete it themselves if they are able to read the questions. It is likely that you will need to explain how the smiley face rating system works before students start the survey. If you prefer, the teacher or a teacher assistant could interview students and ask them the questions.

My teacher helps me learn.			
I learn a lot in this class.			
My teacher teaches us interesting things.			
My teacher is fair.			
My teacher knows what I'm good at.			
My teacher knows what I find hard.			
My teacher helps me when I'm stuck.			
My teacher likes me.			
My teacher knows what I like doing at home and on the weekend.			

Impact Coach Feedback Survey

The impact coach role is to help build a Visible Learning school and system capability, ensure effective changes are taken up across systems and throughout the school, support longer-term sustainability, and ensure rigorous and on-going evaluation of the impact. The following survey has been designed to ascertain teacher and leader perspectives on how their impact coaching practice meets the standards related to inquiry and knowledge, student performance, and effective practice.

Inquiry & Knowledge Building	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
The impact coach is committed to teachers, leaders, and their learning. This coach...					
Demonstrates an adequate understanding of John Hattie's research and the principles of Visible Learning (VL) and visible teaching and leading.					
Collaborates with the school improvement team to establish and implement plans to collect, collate, and analyze school evidence to inform next improvement steps.					
Helps to build the capacity of people and the capacity of systems to improve student achievement.					
Promotes, models, and supports the implementation of the VL impact cycles.					
The impact coach helps to provide explanations of student performance. This coach...					
Recognizes her/his own assumptions, values, and explanations and how these impact the implementation of VL to improve student outcomes.					
Makes certain that explanations of student performance are not excused away based on factors the school doesn't control or influence.					
Works with the school leadership team to guide self-monitoring, review, and reporting of impact against the school's action plans					
Student Performance	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
The impact coach helps to provide explanations of student performance. This coach...					
Sets goals that are challenging for me.					
Has lessons that are well organized and prepared.					
Has interesting classes and uses a variety of ways to teach us.					
Talks to my parents about my learning.					
Makes sure I can achieve to my best.					

Impact Coach Feedback Survey: continued...

Effective Practice	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
The impact coach guides effective (teaching and leading) practice through coaching. This coach...					
Provides timely and regular professional learning sessions, advice, and support to the school improvement team and to staff.					
Models a proactive approach to active participation in on-going professional learning.					
Models and guides effective practices to support improved student achievement between school leaders and staff.					
Helps the school improvement team and staff to see the links between new learning, effective practice, improved impact coaching and school leader/teacher capability, and improved student outcomes.					
Engages teachers deeply by prompting teacher's explanations of their impact on learner outcomes through questions that elicits the teacher's perspective as to the relationship between practice and results.					
Along with teachers/leaders co-create questions that prompt teachers/leaders to examine the data and how they compare with what teachers/leaders intended and to identify what she or he would do the same or differently next time and why.					
Consistently probes for specificity around vague responses by the teacher/leader to improve clarity of thinking.					
Consistently starts with inquiry first and advocacy second when talking with teachers/leaders about how teachers/leaders will apply "learnings" from one session to the next.					
Consistently modifies her/his coaching approach to match teacher's/leader's need for structure.					
Comments:					

Leadership Feedback Survey

Instructional Leadership	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
The school leader engages in research-based instructional leadership practices. This school leader...					
Collaborates with others (teachers and leaders) to establish clear goals and expectations.					
Collaborates with others (teachers and leaders) to ensure that money, time, and people are used in ways that reflect priority goals.					
Collaborates with others (teachers and leaders) to focus her/his energy and influence on the improvement of teaching and learning through their involvement in the coordination and evaluation of the instructional program.					
Collaborates with others (teachers and leaders) to build capacity in this school by integrating doing the work with learning how to improve the work.					
Collaborates with others (teachers, leaders, and students) to make certain that students and staff feel physically and psychologically safe and that discipline codes are perceived as fair and consistently enforced.					
Uses knowledge about effective teaching, teacher and leader learning, and school organization to make high-quality administrative decisions.					
Is skillful in solving complex problems by discerning and overcoming challenges involved in implementing new goal-setting procedures in this school.					
Develops trust among teachers, leaders, students, and parents.					
Comments: 					

APPENDIX 7: FREQUENTLY ASKED QUESTIONS

1. What is the purpose of the Visible Learning^{plus} School Awards?

The purpose of the Awards is to keep schools motivated, help other schools deepen their Visible Learning^{plus} 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^{plus} system-wide change process (Associate — Level 1)
- **Certify Commitment** to the implementation of the Visible Learning^{plus} practices and principles (Partner — Level 2)
- **Certify the Contribution** to learning that the fidelity of implementation of the Visible Learning^{plus} 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^{plus} Foundation Series of professional learning development (PLD) e.g., Foundation Day, Evidence into Action One and Two, submitted a

Case Study (Cycle 1) detailing how they have implemented the Visible Learning^{plus} principles in their school, the outcomes, and their next learning steps, which describes the school's planning for the next impact cycle, AND the results of a School Capability Assessment.

To achieve **Partner School Award**, schools must have met the requirements for the Level 1, Associate School Award, participated in the Visible Learning for Teachers One and Two, attended a minimum of one Impact Series PLD session, engaged in two full EIA and one VLAT impact cycle(s), submitted a case study (Cycle 2) detailing how they have implemented the Visible Learning^{plus} principles in their school, the results of the School Capability Assessment, AND host a school visit during which they explain to attendees the details of their case study.

To achieve the **Certified School Award**, schools have to have met the requirements for Level 2, Partner School Award, attended a minimum of two or more Impact Series PLD sessions, completed three EIA and two VLAT impact cycles, submitted a case study (Cycle 3) detailing how they have implemented the Visible Learning^{plus} in their school, have submitted the results of the latest School Capability Assessment with documentation that meets the standards of the Visible Learning^{plus} Certified School performance descriptors, AND documenting the school's Visible Learning^{plus} implementation journey and its impact on student achievement.

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^{plus} 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 Visible Learning team at Corwin.

At Level 3, Certified School Award, Corwin will evaluate your documentation of evidence and make a recommendation to the Global Visible Learning Team. If the Team is satisfied that your school has fulfilled all of the requirements, you will be contacted 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^{plus} Corwin consultant to re-apply and you can do so as many times as you like.

