

Visible Learning⁺ School Awards

Guidelines

June 2021

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SECTION ONE: OVERVIEW OF THE AWARDS

Introduction

Corwin Visible Learning+ has developed the Visible Learning+ School Awards to acknowledge the exemplary practice of schools that develop visible learners and to recognise their success in being evaluators of their own impact on student learning.

The Visible Learning+ School Awards recognise the progress, as well as the achievement, of schools that have made the commitment to initiate the Visible Learning+ system-wide change journey and to embed the Visible Learning principles within their organisation.

The School Awards have been designed as one way of keeping schools motivated through their Visible Learning journey, and to assist other schools in deepening their own Visible Learning+ implementation practices.

Recognising the different stages schools might be at in their implementation of Visible Learning principles, there are three School Award levels, each involving an assessment process, with supporting evidence to be submitted and performance standards to be met. Anyone who has begun their Visible Learning+ journey with Corwin is eligible to review the requirements and apply.

These Guidelines provide information on what each of the School Award levels mean and what is involved for a school 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 for each award level.

Award Levels

The Visible Learning+

Associate School award – Level 1

Signals that a school is beginning their Visible Learning journey and has committed to implementing the Visible Learning principles.

The Visible Learning +

Partner School award – Level 2




Demonstrates that a school has completed deeper learning and has made a continued commitment to implementing the Visible Learning principles.

The Visible Learning+

Certified School award – Level 3

Demonstrates a deep commitment in continued implementation of Visible Learning principles and self-evaluation of the contribution and impact a school has on student progress and learning as a result.

Note: Please contact professionallearning.au@corwin.com with any queries to assist you through the application process. If you believe your school meets all the criteria listed overleaf except for having had any School Capability Assessments, you may still be able to apply.

SCHOOL AWARD	ELIGIBILITY CRITERIA	BENEFITS
 <p>Associate School</p> <p>Level 1 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+ Foundation Series of professional learning which include: <ul style="list-style-type: none"> Foundation Day Evidence into Action (EIA) 1, 2 and 3. Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 1 that occurs between EIA 1 and 2. Completed a School Capability Assessment and met ratings standard. 	<ul style="list-style-type: none"> Visible Learning+ Associate School status and Certificate of Commencement. Visible Learning+ Associate School logo for use on your school website and letterhead. Listing in the online Visible Learning+ global public access register of Associate Schools. <p>Award Duration</p> <ul style="list-style-type: none"> Associate School status is recognised for two years. During that period of time, schools will be expected to progress to the level 2 Partner School or level 3 Certified School status.
 <p>Partner School</p> <p>Level 2 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 and 2 professional learning sessions OR Completed two Impact Series professional learning sessions. Engaged in two full EIA impact cycles. Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 2 that occurs between EIA 2 and 3. Completed a School Capability Assessment and met ratings standard. Hosted a school visit explaining your Visible Learning journey to attendees. 	<ul style="list-style-type: none"> Visible Learning+ Partner School status and Certificate of Contribution. Visible Learning+ Partner School logo for use on your school website and letterhead. Listing in the online Visible Learning+ public access register of Partner Schools. Opportunity to present practitioner-led PL session at one Visible Learning+ conference or symposium. Corwin Professional Learning Conference fees waived for one presenter. Annual Visible Learning Conference fee waived for one individual. <p>Award Duration</p> <ul style="list-style-type: none"> Partner School status is recognised for two years. To maintain this award level, your school will be expected to reapply.
 <p>Certified School</p> <p>Level 3 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. Completed a minimum of three or more Impact Series professional learning sessions. Completed three Evidence into Action impact cycles. Documented how the Visible Learning+ principles have been implemented in your school including the outcomes, and your school's next learning steps, based on the EIA Impact Cycle 3 that occurs after EIA 3. Completed a School Capability Assessment and met ratings standard. Submitted documentation that meets the standards of the Visible Learning+ Certified School performance descriptors. 	<ul style="list-style-type: none"> Visible Learning+ Certified School status and Certificate of Contribution. Visible Learning+ Certified School logo for use on your school's website and letterhead. Listing in the online Visible Learning+ public access register of Certified Schools. Opportunity to present practitioner-led PL sessions at one Visible Learning+ conference or symposium. Corwin Professional Learning Conference fees waived for two presenters. Annual Visible Learning Conference fee waived for one individual. Choice of five Corwin titles for your school. <p>Award Duration</p> <ul style="list-style-type: none"> Certified School status is recognised for two years. To maintain this award level, your school will be expected to re-apply.

SECTION TWO: GUIDELINES FOR APPLICATION SUBMISSION

Overview

The three Visible Learning+ School Awards designations follow an application process in which a school is evaluated based on the requirements for each of the award levels and based on a school meeting the required standards. Schools are assessed on the extent to which they have 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 process to become a Certified School 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 to become an Associate or Partner School, your school may not be ready yet to demonstrate that all teachers, coaches, and leaders understand the Visible Learning principles, are using them in their daily work and that they are occurring at all levels within the school. We recognise where you are along your Visible Learning journey and seek evidence of an ongoing commitment to continued implementation.

Step 1: Assessing Readiness to Reach the School Award Levels

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

Before applying to become a Visible Learning+ Associate, Partner, or Certified School, you will want to:

1. Assess your school's readiness using the Characteristics of a Visible Learning School Checklist on page 4.
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 criteria on page 2.
3. Prepare your documentation of evidence in alignment with the relevant Application Form found at <https://au.corwin.com/en-gb/oce/visiblelearningschoolawards>. You will need to describe the process your school has undertaken in embedding the Visible Learning principles and practices and provide evidence of impact of current practices according to the five Visible Learning strands:
 - Visible Learners
 - Know Thy Impact
 - Visible Teaching and Leading
 - Effective Feedback
 - 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.

Step 2: Review and Approval at the Australian and Global Level

The Australian Visible Learning+ team at Corwin will assess your application 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, your application will be reviewed by the Australian Visible Learning+ team and if endorsed by them, will then be submitted to the Global Visible Learning+ Team, chaired by Professor John Hattie, for a final decision upon reviewing the judgements made by the Australian team.

If the Global Team agrees the standards have been reached for the Certified School award, it will confer the 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 Corwin to determine what further development is required. There is no limit to the number of times a school can submit an application at any of the award levels.

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.

You will need to provide evidence of analysis of data from across multiple levels of your school and measuring key aspects of each Visible Learning strand in order to meet the requirements of the different award levels.

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

- Your learning dispositions/ qualities
- Student work samples and/or artefacts
- Teacher focus group data
- Student or staff surveys
- Parent/community focus group or perception survey data
- Video diaries
- Classroom interview data
- Classroom walkthrough data
- Teacher and classroom observation tools
- Evidence that both progress and achievement are being assessed, monitored and recorded
- Document artefacts (e.g. meeting summaries, policies, lesson plans, professional learning undertaken, feedback, rubric results analysis, etc.)

Characteristics of a Visible Learning School Checklist

Our school:

- can demonstrate data and evidence drive our practice
- has embedded a shared language of learning
- has assessment capable visible learners
- has well-established processes around analysing student achievement data that focus on progress and achievement
- staff and students share progress and achievement data with each other and with the community
- communicates high expectations to all members of our community
- has an open and collaborative environment both internally and externally
- provides quality feedback to both students and staff
- provides a variety of teaching, leading, and learning approaches that meet the learning needs of students
- ensures teachers and students have clarity around learning and what success looks like
- has a focus on learning and progress (as opposed to teaching and achievement)
- has a shared understanding of what progress looks like in core content areas
- has learners who are able to tell you where they are at in their learning and what their next learning steps are
- has a clear picture of the quality of practice expected from teaching staff
- incorporates feedback from students, families, and staff in their planning and review

Performance Descriptors

The Visible Learning+ *Associate School award* – Level 1

The application and supporting evidence:

1. demonstrates that a school is beginning their Visible Learning journey and has committed to implementing the Visible Learning principles.
2. demonstrate the school is working within the Visible Learning principles and is in the process of implementing a process of self-evaluation for teachers to see themselves as evaluators of their own impact.
3. demonstrates the school meets the Eligibility Criteria for the Award level.
4. describes the process the school is undertaking in embedding the Visible Learning principles and practices and provides evidence of impact of current practices according to the five Visible Learning strands:
 - Visible Learners
 - Know Thy Impact
 - Visible Teaching and Leading
 - Effective Feedback
 - Visible Learning School (Aligned Systems and Processes)
5. Details how the school has interpreted this evidence and includes identified next steps for the school.

Note: At Associate School level it is not expected there will be extensive evidence across each of the strands. Schools are encouraged to highlight which strands they have focussed on to date.

The Visible Learning+ *Partner School award* – Level 2

The application and supporting evidence:

1. demonstrates that a school has completed deeper learning and has made a continued commitment to implementing the Visible Learning principles.
2. demonstrate the school is working within the Visible Learning principles and is in the process of implementing a process of self-evaluation for teachers to see themselves as evaluators of their own impact.
3. demonstrates the school meets the Eligibility Criteria for the Award level.
4. describes the process the school is undertaking in embedding the Visible Learning principles and practices and provides evidence of impact of current practices according to the five Visible Learning strands:
 - Visible Learners
 - Know Thy Impact
 - Visible Teaching and Leading
 - Effective Feedback
 - Visible Learning School (Aligned Systems and Processes)
5. details how the school has interpreted this evidence and includes identified next steps for the school.

Note: At Partner School level it is not expected there will be extensive evidence across each of the strands. Schools are encouraged to highlight which strands they have focussed on to date.

The Visible Learning+ *Certified School award* – Level 3

The application and supporting evidence:

1. demonstrates a deep commitment in continued implementation of Visible Learning principles and self-evaluation of the contribution and impact a school has on student progress and learning as a result.
2. demonstrate the school is working within the Visible Learning principles and is in the process of implementing a process of self-evaluation for teachers to see themselves as evaluators of their own impact.
3. demonstrates the school meets the Eligibility Criteria for the Award level.
4. describes the process the school is undertaking in embedding the Visible Learning principles and practices and provides evidence of impact of current practices according to the five Visible Learning strands:
 - Visible Learners
 - Know Thy Impact
 - Visible Teaching and Leading
 - Effective Feedback
 - Visible Learning School (Aligned Systems and Processes)
5. details how the school has interpreted this evidence and includes identified next steps for the school.

School Capability Assessment Ratings Standards

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

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

Associate School award: Anywhere along the scale from Red to Blue

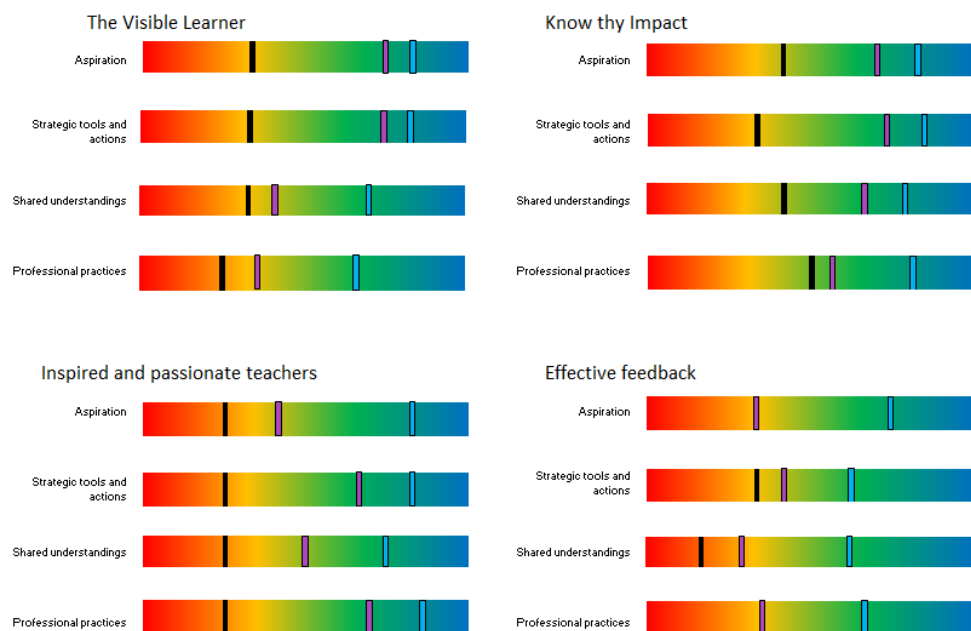
Partner School award: Demonstrates progress from Time 1 ratings in all strands; anywhere along the scale from Yellow to Blue

Certified School award: Demonstrates progress from Time 2 ratings in all strands; anywhere along the scale from Green to Blue

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

Blue	This is common-place and systematically embedded in the school
Green	This exists in the school but could not yet be considered common-place or systematic
Yellow	Where this exists in the school, it is in very small pockets, an exception to the rule
Red	This is not an established practice in the school - no evidence

Sample School Capability Assessment Ratings Time 1 to Time 3



Time 1: Black Line
Time 2: Purple Line
Time 3: Blue Line

Note: If you believe your school meets all the criteria listed on page 2, except for having had any School Capability Assessments, you may still be able to apply. Please contact professionallearning.au@corwin.com to discuss.

School Capability Categories and Focus Questions

Strand 1: The Visible Learner

Category	Capability focus question
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?
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?

Strand 2: Know Thy Impact

Category	Capability focus question
Aspiration	Does the school have a clear picture of the type of learners they are aspiring to have?
	Does the school have a focus on learning and progress (as opposed to teaching and achievement)?
Strategic tools and actions	Do documents have evidence of data being collected, collated, and analysed 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?
	Do data and evidence drive practice?
Shared understandings	Is there a shared understanding of what progress looks like across the school?
	Does the school know about the impact they are having on student learning?
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?
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?

Strand 3: Inspired and Passionate Teachers/ Visible Teaching and Leading

Category	Capability focus question
Aspiration	Does the school have a clear picture of the quality of practice expected from teachers?
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?
	Is there a high degree of relational trust amongst the staff?
Shared understandings	Is there a shared understanding across the school about what makes for a good teacher?
	Do teachers maximise available learning time through the use of engaging teaching and learning approaches?

Professional practices	Do teachers differentiate in order to provide appropriate levels of challenge for all students?
	Are teaching decisions evidence-based and research informed?
	Do teachers systematically use data and evidence to plan lessons and next learning steps?
	Do teachers make the learning intentions and success criteria clear to students?
	Do teachers plan together?
Learners	Does the school talk to learners about the quality of teaching they receive?

Strand 4: Effective Feedback

Category	Capability focus question
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?
	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?

FREQUENTLY ASKED QUESTIONS

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

The purpose of the Awards is to acknowledge those schools that seek to develop visible learners and to recognise their success in being evaluators of their own impact on student learning. The Awards have been designed as one way of keeping schools motivated through their Visible Learning journey, and to assist other schools in deepening their own Visible Learning+ implementation practices.

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

Please see page 1 for details of eligibility criteria for each award level.

3. Do I have to start at Level 1, the Associate School award?

Not necessarily - you can apply for whatever award level you feel your school meets the criteria and standards for. If you are unsure, please contact the Corwin team for guidance before preparing your application.

4. How long do the awards last for?

All award levels are recognised for two years. Awarded schools will need to re-apply at least 6 months before the expiration date if they wish to extend their award period.

5. Are there any fees to apply?

No.

6. Who reviews our school's application?

At levels 1, the Associate School award and level 2, the Partner School award, the awards are conferred by the Australian 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 who will make the final decision on conferring Certified School status.

7. How long will it take for my application to be reviewed?

All applications will be reviewed by the Australian Visible Learning+ team at Corwin with one month of being received, with school's receiving notification of the status of their application at that time. Applications for Certified School awards will be reviewed quarterly by the Global Visible Learning Team.

8. What can we do if we are not successful with our application?

If your application is not successful you will receive a written report outlining suggested next steps for your school to consider before reapplying. There is no limit to the number of times a school can apply for any of the award levels.

9. What benefits do I receive at each award level?

The benefits for schools awarded at each level are listed on page 1 of this Guidelines document. Benefits may be subject to change over time.

Have a question not answered here? Contact professionallearning.au@corwin.com with any queries relating to the Visible Learning+ School Awards.