



# Evidence Gathering Tools Overview



**Leaders and Teachers as  
Evaluators of Their Own Impact**

Visit [au.corwin.com/visiblelearning](https://au.corwin.com/visiblelearning)

**CORWIN**  
A SAGE Publishing Company

# Introduction to Evidence Gathering



**Evidence gathering** is the collection, analysis, and interpretation of data that provides evidence of impact on an intervention. This evidence can be used to show that a practice has been effective or to determine the degree to which a practice is being implemented.

## TABLE OF CONTENTS

<b>Evidence Gathering Tools at a Glance</b> .....	1
<b>School Capability Assessment</b> .....	2
<b>Mindframes Survey</b> .....	4
<b>Classroom Observation Tool</b> .....	6
<b>School Matrix</b> .....	8

The evidence gathering tools embedded in the Visible Learning<sup>plus</sup> School Impact Process provide schools with robust and tangible information about the impact of the process, including what is successful, what areas need be developed further, and what progress is being made over time.

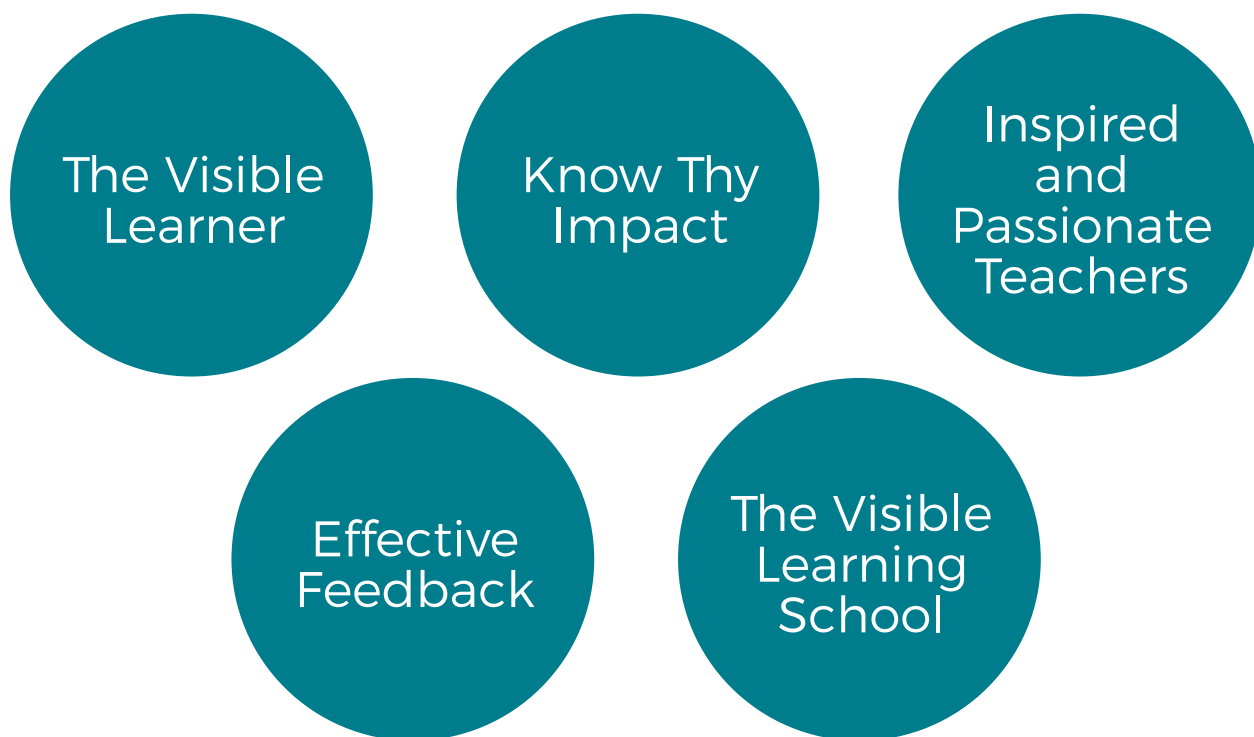
Take a look below for a summary of the evidence gathering tools that are described in detail in the subsequent pages.

Tool	Purpose	What is assessed?	Timing
<b>School Capability Assessment</b> In-school consultant visit	To assess the school's current practices against the Visible Learning strands	School leader and teacher capability and progress over time against each of the Visible Learning strands	Conducted each year to establish baseline data and measure progress
<b>Mindframes Survey</b> Questionnaire for educators	To measure the beliefs of teachers and leaders, in relation to the Visible Learning mindframes	Changes in school leader and teacher beliefs and attitudes over time	Conducted each year to establish baseline data and measure progress
<b>Classroom Observation Tool</b> Peer-review tool	To provide a framework for a teacher to learn about their classroom practices and student learning	Changes or shifts in teacher practice and the quality of that practice against each of the Visible Learning strands	Coaches are trained and schools can implement the tool as often as possible thereafter
<b>School Matrix</b> Self-evaluation questionnaire	To collect school-level information about the processes, beliefs, and practices that are in place across the school in relation to the Visible Learning strands	School leader beliefs around the systems and processes in place to best support learning and progress over time	School leaders complete the School Matrix during the Foundation Series in their first year and then every year thereafter to measure progress

# School Capability Assessment

## What is the School Capability Assessment?

The School Capability Assessment establishes baseline data and progress data each year indicating the extent to which your school exhibits the markers of a Visible Learning School. It is led by a Corwin certified Visible Learning<sup>plus</sup> consultant and measures your school markers in terms of the five Visible Learning Strands:



The findings of the School Capability Assessment are used to build on strengths and identify challenges to be addressed during the Visible Learning<sup>plus</sup> School Impact Process. Schools receive a full report and access to the data collected. The findings also inform the Impact Cycle, during which school leadership teams are asked to create their own professional learning and action plan.

## When is the School Capability Assessment administered?

The School Capability Assessment ideally occurs before your school engages in Visible Learning<sup>plus</sup> professional learning and each year of the School Impact Process.

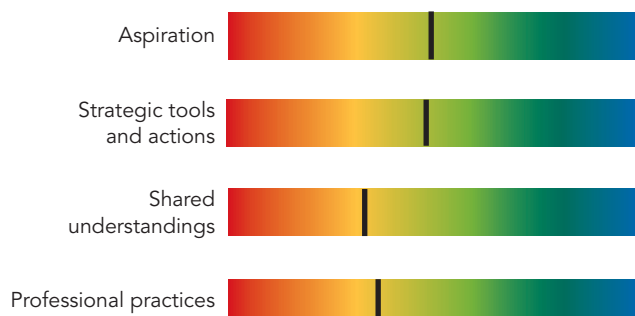
## Sample Questions and Consultant Feedback

<b>Aspiration</b>	<b>Does the school have a clear picture of the type of learners they aspire to have in their school?</b>	<i>The school has a clear picture of the type of learners they aspire to have in their school. This is documented and understood by the school leaders, teachers, and students. The Leadership Team has described a desire to develop students who are assessment-capable learners who are able to talk about what they are learning, why they are learning and their next steps. The Strategic Plan also contains the intended outcome and their next steps. 'All students will be assessment-capable learners who are able to articulate their learning and describe their success.'</i>
<b>Strategic Tools and Actions</b>	<b>Do the school plans focus on developing assessment-capable visible learners?</b>	<i>School documentation indicates that some of the plans for students can be aligned with a focus on developing characteristics of assessment-capable learners. This is evident in some of the key improvement strategies in the Annual Implementation Plan.</i>

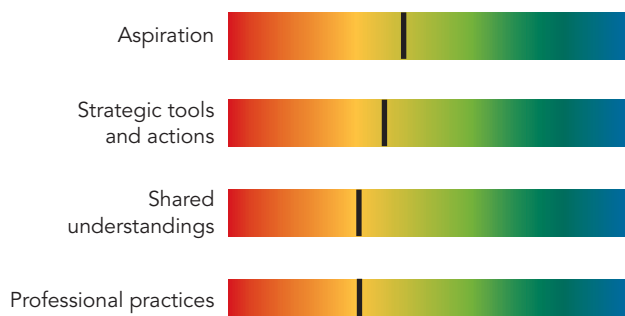
## Sample Results

<b>BLUE</b>	This is commonplace and systematically embedded in the school
<b>GREEN</b>	This exists in the school, but couldn't yet be considered common place or systematic
<b>YELLOW</b>	This exists in the school in very small pockets, an exception to the rule
<b>RED</b>	This is not an established practice in the school

### The Visible Learner



### Know thy Impact

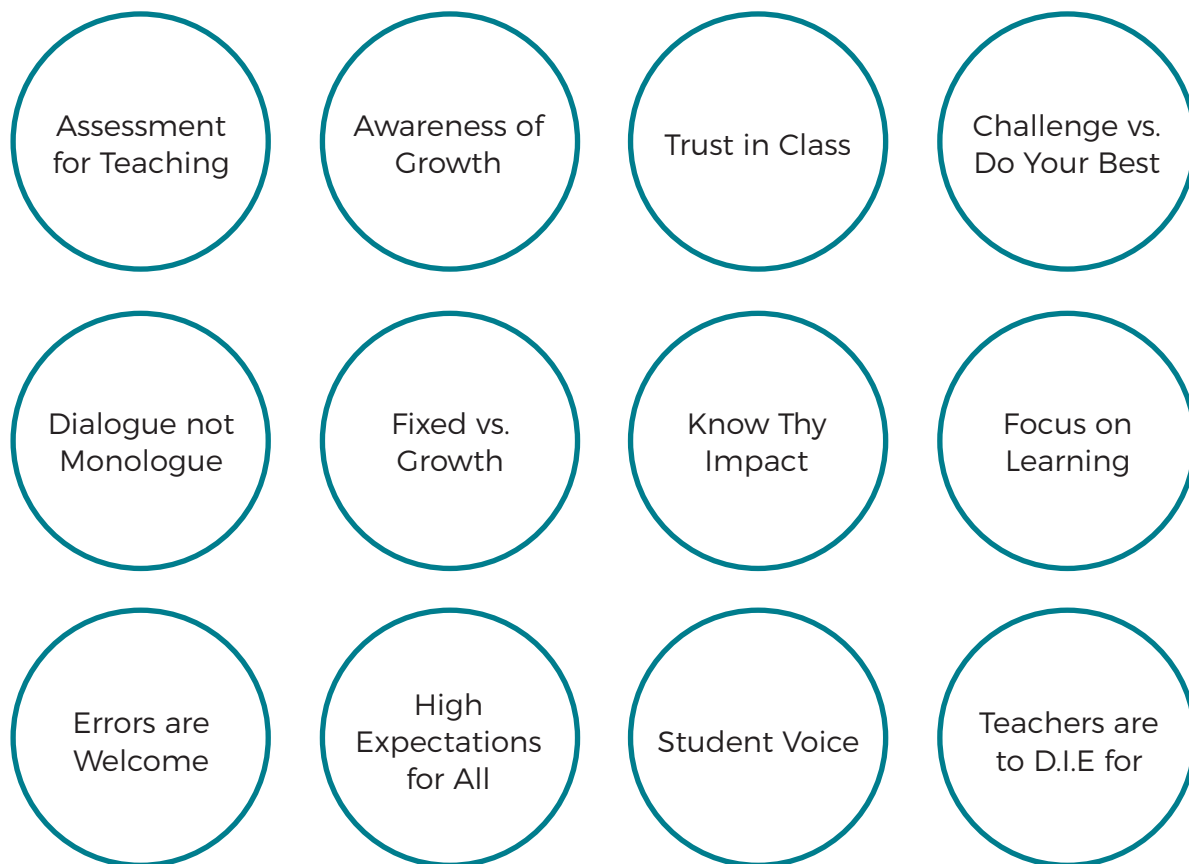


# Mindframes Survey

## What is the Mindframes Survey?

According to John Hattie, educators need to be aware of their mindframes, or ways of thinking, because how we think impacts what we do and what messages we convey. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers and leaders are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge.

The Mindframes Survey measures how teachers and leaders think about learning and their own role against the mindframes articulated by John Hattie:



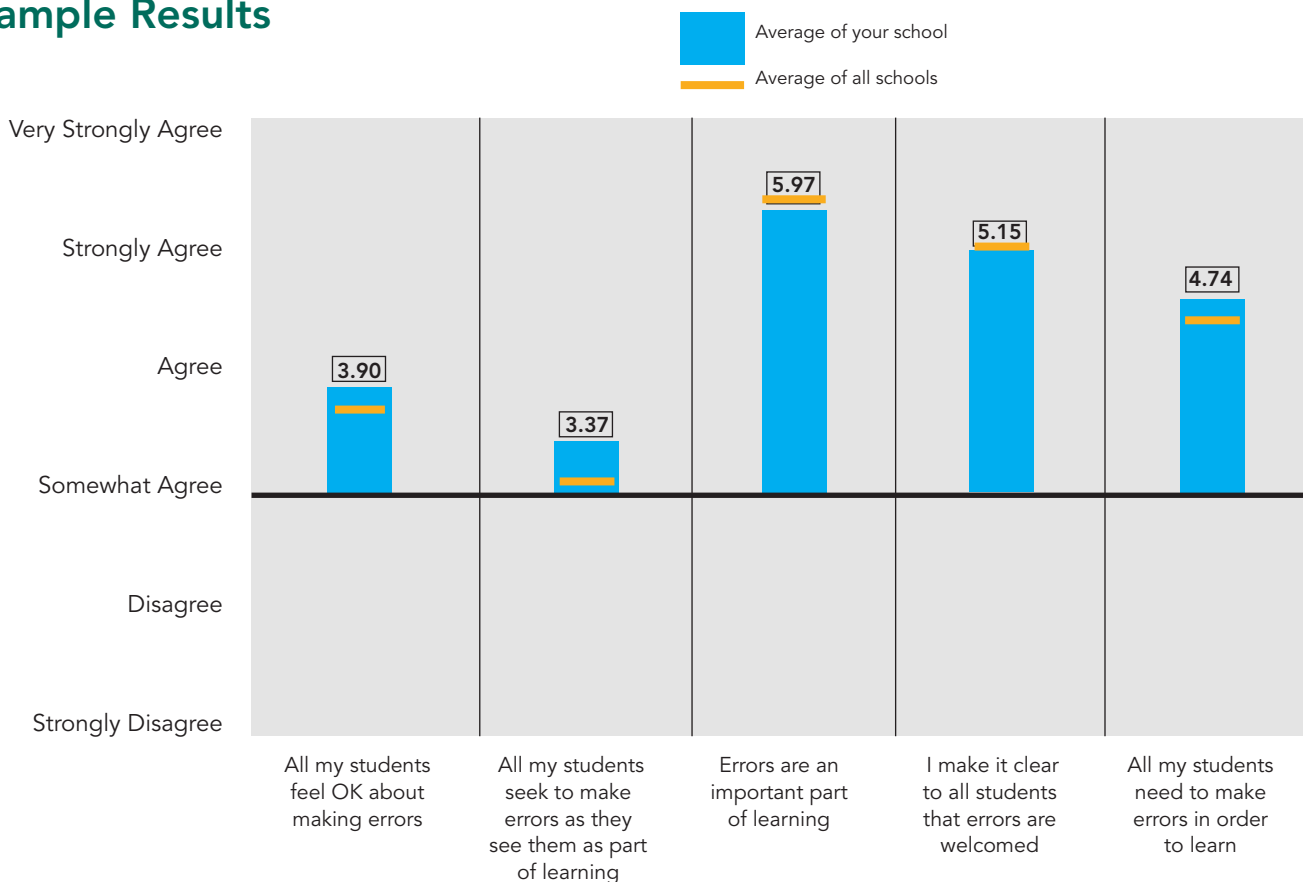
## When is the Mindframes Survey administered?

The Mindframes Survey can be administered online as part of the Foundation Series during your school's first year in the Visible Learning<sup>plus</sup> School Impact Process, then at least once per year thereafter.

## Sample Questionnaire

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Very Strongly Agree
I tell students that errors are an important part of learning						
Each student has a certain amount of ability and you can't alter this natural ability						
I alter my approach in response to student feedback						
My role is to seek evidence about my impact on students						
Listening to students is more important than talking to them						
My colleagues and I talk more about teaching than learning						

## Sample Results





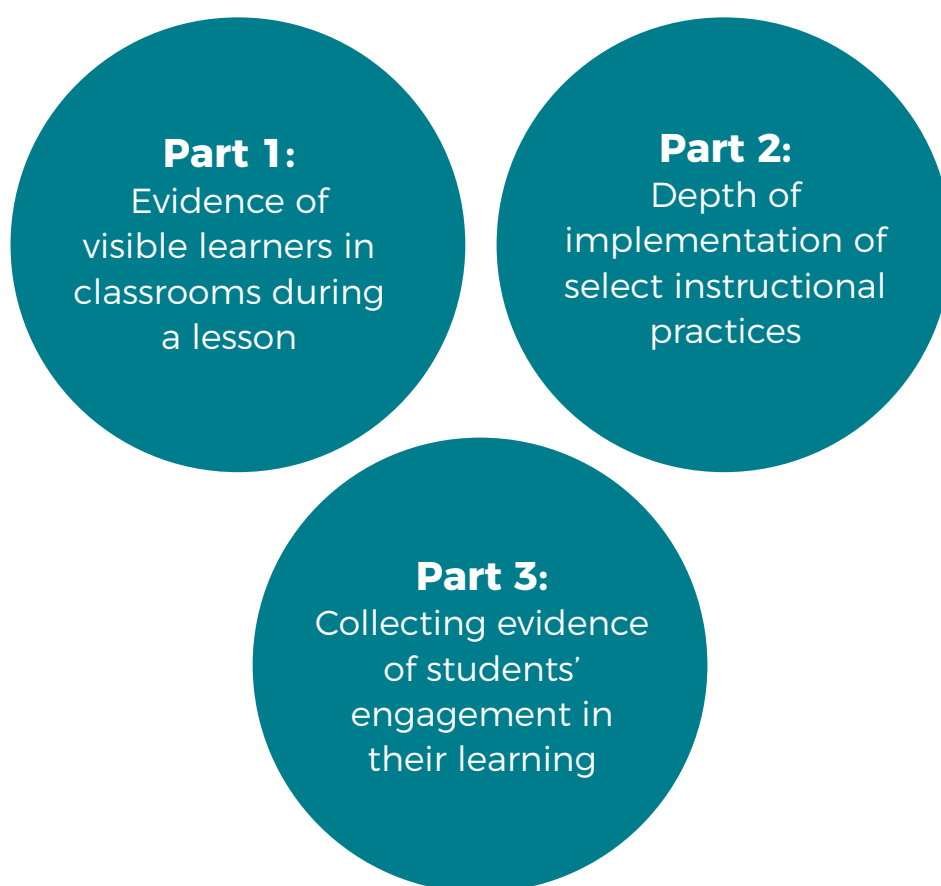
# Classroom Observation Tool

## What is the Classroom Observation Tool?

The Classroom Observation Tool provides a framework for teachers to learn how to scale high-probability practices.

The purpose of the Classroom Observation Tool is to enhance learning for the teacher and engagement, progress, and achievement for students. It provides insight into the changes in teachers' classroom practice over time.

The Classroom Observation Tool consists of three parts:



## When is the Classroom Observation Tool used?

The Classroom Observation Tool is introduced in Year 2 of the School Impact Process. It is used on an ongoing basis during the Visible Learning<sup>plus</sup> School Impact Process to provide teachers with data to inform their practice and schoolwide professional learning.



## Sample Classroom Observation Tool

Teacher code:	Class subject:		
Date:	Time:		
Observer's name:		Please circle the number that represents the evidence observed	
Students are asking questions about their learning of the teacher and of other students.		No evidence present	1
		Slight evidence	2
		Moderate evidence	3
		Substantial evidence	4
Students are talking about what they are learning.		No evidence present	1
		Slight evidence	2
		Moderate evidence	3
		Substantial evidence	4
Students are voicing and demonstrating high expectations.		No evidence present	1
		Slight evidence	2
		Moderate evidence	3
		Substantial evidence	4
Students are supporting their peers' learning.		No evidence present	1
		Slight evidence	2
		Moderate evidence	3
		Substantial evidence	4
Students are seeking feedback from the teacher or from other students about their learning.		No evidence present	1
		Slight evidence	2
		Moderate evidence	3
		Substantial evidence	4

# School Matrix

## What is the School Matrix?

The School Matrix is a self-evaluation questionnaire designed to collect information about your school leadership team's beliefs about the five Visible Learning strands.

The School Matrix will provide an immediate report of results with your school's areas of strengths and areas of focus. Based on these results, school leadership teams will work with Corwin certified Visible Learning<sup>plus</sup> consultants to create action plans for developing visible learners. See a sample of these results on the next page.

## When is the School Matrix administered?

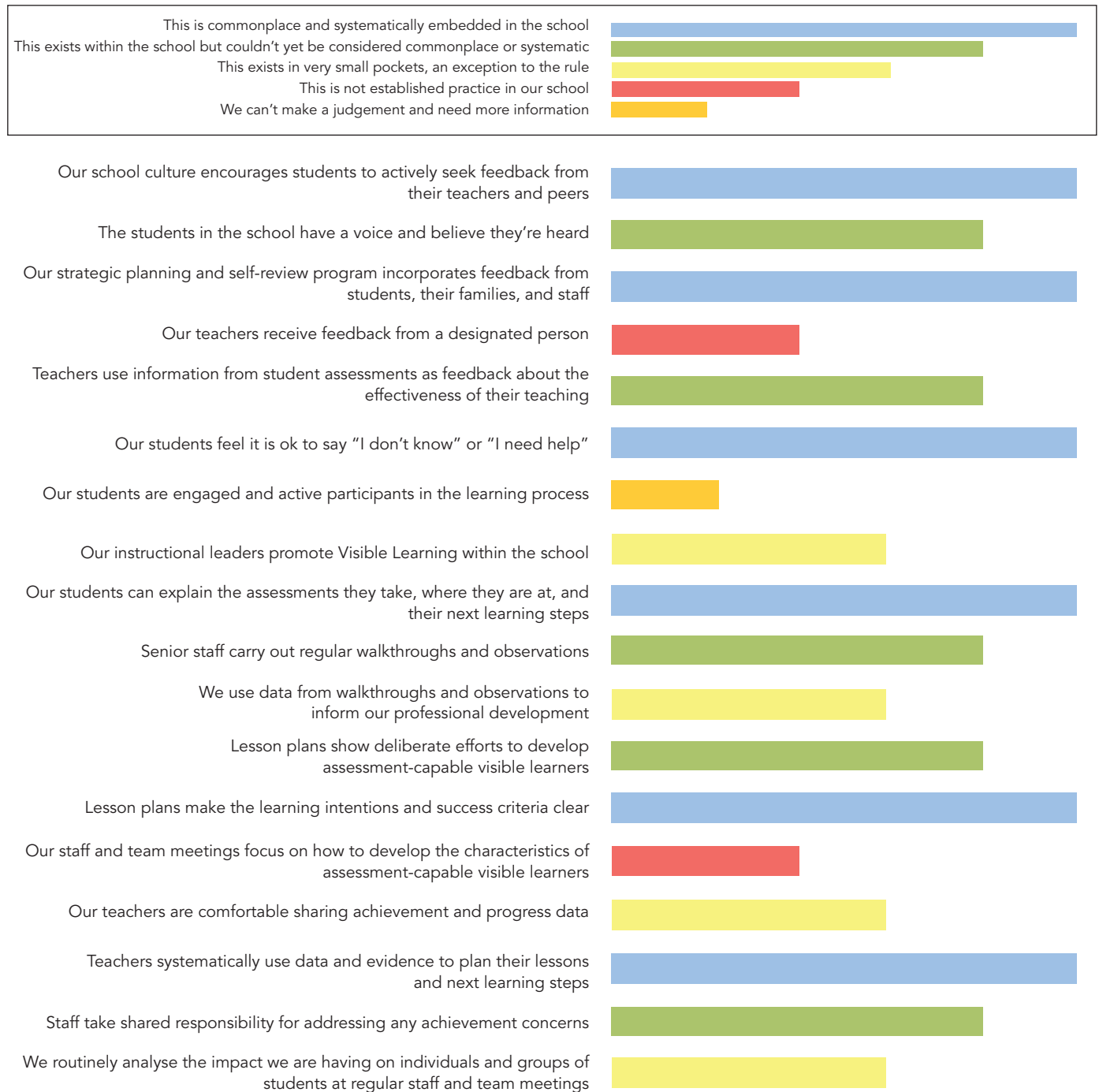
The School Matrix is administered online during to the Visible Learning<sup>plus</sup> Foundation Series and is essential for the completion of the professional learning sessions for leadership teams.

Typically, it will be administered at the same time each year, but schools may opt to take the questionnaire more frequently.

## Sample Tool

	School climate	Strategic planning	Position allocation and responsibilities	Assessment and student management systems	Professional development program
<b>The Visible Learner</b>	Do our students feel it is OK to say "I don't know" or "I need help"?	Does our strategic plan incorporate a focus on developing assessment-capable learners?	Do our instructional leaders promote Visible Learning within the school?	Can our students explain the assessments they take and what they tell them about where they are at?	Does data we have collected about the learning characteristics of our students inform and drive our professional development program?
	Are our students engaged and active participants in the learning process?				
<b>Know Thy Impact</b>	Are teachers comfortable sharing achievement and progress data with one another?	Is the impact we are having and the impact that we aspire to have reflected in strategic planning documents?	Is there a person or a team in our school that has responsibility for ensuring student success?	Does our student management system record useful data to monitor and interpret achievement and progress patterns and compare this to our set targets?	Do we plan our professional development based on the impact we are having at student, class, teacher, and school levels?

## Sample Results



**I am  
an evaluator of  
*my impact***

Visit [au.corwin.com/visiblelearning](http://au.corwin.com/visiblelearning)

**CORWIN**  
A SAGE Publishing Company