

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
FINANCIAL SERVICES
1960 LANDINGS BOULEVARD, SARASOTA, FL 34231
PHONE (941) 927-9000 FAX (941) 927-4017

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS
(See page 2 for important information and required acknowledgements)

Instructions: This contract must be signed and approved by all parties before the services may commence. If the independent contractor is to receive payment for travel, the payment cannot exceed the travel allowances permitted under Florida Statute 112.061. This contract must be approved by the School Board of Sarasota County, if it is in the amount of \$50,000 or greater and by the Superintendent's Cabinet if the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year. The dividing of contracts in order to circumvent any dollar value threshold will result in notification to the School Board.

Independent Contractor Name (Print) Corwin Press, Inc., a SAGE Publications, Inc. company

Address 2455 Teller Rd,

City Thousand Oaks State CA Zip 91320

Last 4 Digits of SSN XXX-XX-_____ and/or Federal Identification No. 77-0260369

Contact Person Bill Maurer, Regional Director Contact Phone 805-358-8630

DESCRIPTION

SERVICES RENDERED The School Board of Sarasota County, Florida, hereinafter called the School Board, and the above-named Independent Contractor, agree as follows:

The School Board shall pay the Independent Contractor for the following services The Visible Learning Professional Learning and Change Program Professional development series for school-based teams to study and implement high effect instructional practices to impact student achievement.

Contract covers Phase I resources/materials, consultation services and 3-day training session for school-based teams for all schools.

To be performed during the following time period July 1 - October 30, 2017 (pre-planning through de-brief)

Payment shall be made (with submission of an approved invoice to the District) as follows Total contract \$66,625.48 in 3 payments: \$21,625.48 work session materials/books; \$30,000 for July 27 Foundation sessions (200 participants) & July 31 Action Day 1 (160 participants); \$15,000 for October 16 Action Day 2 (160 participants)

FINGERPRINTING

Do the duties associated with this contract involve direct contact with students, access to school grounds when students are present, or access to District funds? Yes No If Yes, you must report to the School Safety and Security office for fingerprinting at your expense.

I have read the second page of this document and initialed the required acknowledgements. I certify that I am not an employee of the School Board of Sarasota County, Florida, and that I will perform the duties as indicated above. I shall provide evidence of the services performed to the requesting cost center head. I agree to release and hold the School Board of Sarasota County, Florida, and/or its employees, agents and volunteers harmless from and against all claims, judgments, costs, or other expenses arising out of bodily injuries or property damage resulting from my performance of the services specified in this contract. The State of Florida and its political subdivisions are governed by Florida Statute 768.28. **This contract may be terminated without cause by either party on twenty (20) days written notice with neither party owing the other any further payment or performance.**

DocuSigned by:
Jan Richterhof

5/26/2017

Independent Contractor Signature of Acceptance

Date

Jawakingsley

Laura Kingsley, Assist. Supt., Chief Academic Officer
Cost Center Head Name (Print)

Cost Center Head Signature of Acceptance

Date

5-26-17

An IRS Form 1099 will be issued for all transactions covered by Federal regulation.

ADDITIONAL APPROVALS

If the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year indicate:

Executive Director Name _____ Cabinet Approval Date _____

If total amount of this contract is \$50,000 or over, indicate:

School Board Approval Date _____ Agenda Item No. _____

Distribution: Original – Independent Contractor Electronic Copy Attached to Contract in Financial System

RET: Master, 5FY aft completion/termination, GS1-SL 65
Dupl., OSA

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS

DEFINITION OF INDEPENDENT CONTRACTOR

An individual who is not subject to the control and direction of the employer for whom work is being performed, with respect not only to what shall be done but to how it shall be done. If the employer has the right to exert such control, an employee-employer relationship exists and the person is an employee and not an independent contractor. The following factors are guidelines to aid in determining whether an individual is an employee or an independent contractor.

An independent contractor hires, supervises, and pays assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result.

An independent contractor is the master of his/her own time and works on his/her own schedule. An independent contractor can work when and for whom he/she chooses.

An independent contractor is paid periodically (usually a percent of the total payment) by the job or on a straight commission. An independent contractor usually provides his/her own tools, materials, etc.

An independent contractor has a significant investment in the facilities he/she uses in performing services for someone else.

An independent contractor can make a profit or suffer loss. Profit or loss implies the use of capital by the individual in an independent business of his/her own.

An independent contractor provides his/her services to two or more unrelated persons or firms at the same time.

An independent contractor makes his/her services available to the general public. This can be done in a number of ways. Having his/her own office and assistants, hanging out a "shingle", holding business licenses, having listings in business directories and telephone directories, and advertising in newspapers, trade journals, etc.

An independent contractor cannot be terminated so long as he/she produces a result that meets the specifications of the contract. An independent contractor can be terminated but usually he/she will be entitled to damages or expenses incurred, lost profit, etc.

An independent contractor usually agrees to a complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good upon failure to complete it.

I have read the above and certify that I meet the definition of an independent contractor.

JL

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SPECIAL PROVISIONS OF FLORIDA STATUTE 119.0701

Independent Contractor shall comply with Florida's Public Records Law including:

Keeping and maintaining public records required by the School Board to perform the service;

Forwarding all requests for public records relating to the contract for services directly to the School Board, and upon request, providing the School Board with a copy of the requested records or allowing the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided for in Chapter 119, Florida Statutes or as otherwise provided in law;

Ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract and

Meeting all requirements for retaining public records and transfer, at no cost, to the School Board all public records in possession of the Independent Contractor upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt for public records disclosure requirements. All records stored electronically must be provided to the School Board in a format that is compatible with the information technology systems of the School Board.

For questions regarding the independent contractor's duty to provide public records relating to this contract or the application of Chapter 119 Florida Statutes contact The School Board of Sarasota County, Florida at (941) 927-4009; publicrecordrequest@sarasotacountyschools.net; or 1960 Landings Blvd., Sarasota, FL 34231.

I have read the above and agree to comply with the special provisions of Florida Statute 119.0701.

JL

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SPECIAL PROVISIONS FOR FEDERAL GRANT AGREEMENTS

The vendor and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in federally funded transactions.

The sub recipient is knowledgeable of and operating in accord with applicable laws and regulations of both the Federal and State governments. Appropriate audits (meeting the requirements of the single audit act) will be undertaken by the sub recipient at their cost and copies provided for the district and the auditor general of the State of Florida.

Any irregularities reported or uncovered by this review process will be corrected in such a way as to hold the district harmless and maintain the appropriate financial integrity of the district.

All contracts in excess of \$10,000 can be terminated for cause and convenience by the district.

Retention by the sub recipient of all records relative to the services rendered by the sub recipient, and access to such records by the district or its designee for a period of three years after final payments and all other pending matters are closed.

I have read the above and agree to comply with the special provisions for federal grant agreements.

JL

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Sarasota County Schools

Corwin Visible Learning Proposal

PART I: Introduction

An education magazine once said of Professor John Hattie: “He’s not the new messiah, but for many policymakers he comes close.” Hattie’s book, *Visible Learning* (2008), turned the education field on its head and went on to become one of the most influential and best-selling education books of all time. Through Cognition Education, a New Zealand-based consulting organization, his ideas have been implemented in school systems around the world, from Sweden to Shanghai.

Reflecting upon the many new challenges facing schools today, and the need for research-based best practices that are proven to yield more than a year’s growth over a year’s time, there is an inherent urgency to focus on what works BEST. Schools around the world have adopted the Visible Learning model and the results have been prodigious in both student achievement and teacher effectiveness. The change required in Sarasota County Schools at a system level can happen through the John Hattie’s framework of Visible Learning.

Corwin, one of the nation’s leading publishers and providers of professional learning resources for K-12 educators, has signed an exclusive 3-year partnership agreement with Cognition Education to bring Hattie’s Visible Learning Plus program to the United States and Canada.

John Hattie’s work has fundamentally changed what we know about what works in education. Now, through Corwin’s partnership with Cognition Education, we are able to make the Visible Learning Plus program available to help schools focus on the practices that matter most in improving student achievement.

Visible Learning is based on a meta-analysis of 1,079 research reviews and counting, comprising more than 50,000 individual studies—the largest meta-analysis ever conducted in the field of education. Hattie identified the major factors and practices that influenced student achievement, from family background to teacher training to specific instructional practices. He then went a step further and calculated *how much of an effect* each factor had on students. He ranked the effect sizes, and from those rankings he determined the educational practices that result in the biggest gains in student achievement—as well as the practices that have no discernible impact, or sometimes even a negative impact.

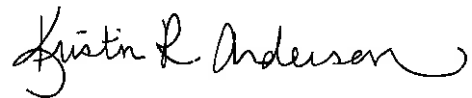
“What Hattie found was that the single most effective method for improving student achievement was giving students 100% visibility into what they are learning and why,” says Deb Masters, Director of Visible Learning Plus for Cognition Education. “When students are in a Visible Learning school, they are able to articulate what they are learning, their progress toward their learning goals, what the next step is, and how they are going to get there—to the extent that they can accurately predict how well they will perform on tests, because they know what they know and also what they *don’t* know and still need to learn.”

The Visible Learning Plus program includes a three-part foundational series of seminars in which participants learn about Hattie's work and the Visible Learning approach, gather data to assess their school's progress toward becoming a Visible Learning school, and devise a plan for moving forward.

"I am delighted to be part of the Visible Learning plus partnership with Corwin as I see great synergies between the works of our two organizations," says John Hattie. "With a focus on strategies for system improvement as well as the wealth of publications and authors that Corwin publishes, the foundation is set for a long association and long-term impact on schools across North America."

Corwin is prepared to stand beside your organization in developing interactive, student-centered schools with high academic and cultural expectations for all students.

Sincerely,

A handwritten signature in cursive script that reads "Kristin R. Anderson". The signature is written in black ink and has a fluid, connected style.

Kristin Anderson

Director of Professional Learning

Corwin

PART II: CONSULTANT’S CAPABILITY

Corwin, a SAGE company, was established in 1990 to provide solutions for PreK–12 educators. Corwin offers books, digital professional development products, institutes, and on-site consulting services for a diverse set of professionals — state officials, district representatives, principals, administrators, specialists, teachers, counselors, consultants, teacher educators, and collegiate-level students.

Currently there are over 130 consultants who deliver professional development and offer services on Corwin’s behalf around the world. Twenty of these 130 consultants are certified to provide Visible Learning workshops and implementation support to state departments, educational service agencies, districts, and school sites in the United States. Only the best of the best have been selected for this elite team.

PART III: SERVICES

Scientifically Based Research

Corwin’s consultant will introduce and incorporate the most extensive, unparalleled collection of research (1,079 meta-analyses and counting) that speaks to what will influence and ultimately increase achievement levels in students grade K-12. Utilizing the ground-breaking research collected over 15 years by John Hattie, our consultants will work with Sarasota County Schools to pinpoint areas of need in its lowest performing districts and schools, and offer change that will increase achievement levels for all students, across all content areas.

Instructional Audit

Between Evidence into Action days one and two, practitioners will be given the opportunity to conduct a self-audit of their building’s/district’s progress.

Professional Development

Visible Learning Plus is an in-depth school change model of professional learning and development. This professional development series has been designed for school-based teams to systematically examine effective instructional practices in order to determine the “impact” on student achievement and learning. By considering the effects of the practices of teachers and leaders, schools will be able to make substantial gains in student achievement.

The success of any student relies largely on how well he or she is engaged with his or her own learning. Our consultant will take district and school leaders through a proven, data-reliant assessment— school by school, teacher by teacher— to design a customized program of instruction that will result in measurable results within 3 months, across all curriculum.

School change begins with leadership at the state, district, and school level. Through Visible Learning^{plus}, our consultant will identify the mind frames leaders need to have in order to impact student achievement and instruction, and coach teachers toward adoption and implementation of the principles.

The following is an expansive inventory of the professional development and services Corwin will offer Sarasota County Schools:

The Visible Learning^{plus} Professional Learning and Change Program

“Collective capacity is when groups get better – school cultures, district cultures and government cultures. The big collective capacity and the one that ultimately counts is when they get better conjointly– collective, collaborative capacity. Collective capacity generates emotional commitment and the technical expertise that no amount of individual capacity working alone can come close to matching ... The speed of effective change increases exponentially.”

*-- Sir Michael Fullan,
All Systems Go: The Change Imperative for Whole System Improvement*

PHASE I: Leadership Team Strand

a. Foundation Day Seminar

All leaders and teachers should attend the Foundation Day to understand the baseline research and the practices of Visible Learning. As a result of attending this one day seminar, participants will identify and discuss the most important messages from the Visible Learning research, learn about the five strands of Visible Learning, and know the difference between the influences that ‘do’ and ‘do not’ make a significant difference to student achievement. The seminar provides practical activities and take-away tools.

Foundation Day Learning Intentions:

During this seminar participants will learn:

- The key philosophy of Visible Learning and the major factors that influence student learning and achievement
- The importance of effect sizes as a useful way to measure progress
- The key characteristics of assessment capable learners (students who can answer: Where am I going? How am I going? Where to next?)
- The mind frames leaders need to have in order to impact student achievement and instruction
- The role of feedback
- The importance of learning intentions and success criteria

Overview of the Foundation Day

Session 1: Visible Learning Research- Participants will review a summary of the Visible Learning research and will know which things do and do not make a significant difference on student achievement.

Session 2: Visible Learners-Participants will understand the characteristics of an assessment-capable learner and how to develop learners with these characteristics in schools.

Session 3: Know thy Impact: Participants will learn how to calculate an effect size and consider what data in the school is available to calculate effect sizes.

Session 4: Feedback: Participants will review the role of feedback and its potential impact on student learning and achievement. Additionally, participants will consider the role of assessment in providing feedback to teachers about their teaching.

Session 5: Mindframes: Participants will understand the mindframes required to have Visible Learning truly working within a school and classroom.

b. Evidence into Action for Administrators, Day One

During the Evidence into Action seminars school leader teams will learn what evidence they should collect in their schools and districts to determine if they are a Visible Learning school, and focus on the educational practices that are proven to increase student achievement. This evidence will provide a base-line audit of the core areas of strength that currently exist in each setting along with the essential areas of need.

Evidence into Action for Administrators, Day One Learning Intentions:

The first day of the Evidence into Action series introduces the types of evidence that can be used to prioritize the direction of the learning environment, and attendees will receive the tools available that support this.

During this seminar participants will learn the:

- Leadership actions which have the greatest impact on student outcomes
- Importance of leaders as evaluators.
- Types of evidence that can be used and the tools available to support this.

Overview of Evidence into Action for Administrators, Day One:

Session 1: *Leaders as Evaluators*- Participants will reflect on the extent to which their leadership team prioritizes the practices that make the greatest difference in student learning.

Session 2: *The Visible Learner*-Participants will reflect upon the key characteristics of students who are Visible Learners and will explore tools for data collection at their respective school site.

Session 3: *Know thy Impact*-Participants will learn to use and calculate effect sizes as a means of assessing instructional quality and student growth.

Session 4: *Inspired and Passionate Teachers*- Participants will reflect upon the extent to which teachers in their school match the profile of an inspired and passionate teacher.

Session 5: *Feedback*: Participants will review the role of feedback and its potential impact on student learning and achievement. Additionally, participants will consider the role of assessment in providing feedback to teachers about their teaching.

Session 6: *The Visible Learning School*: Participants will learn how to utilize the Visible school matrix in preparation for Day 2 of the Evidence into Action for Administrators training.

c. Evidence into Action for Administrators, Day Two

During the second day of Evidence into Action leaders will see where their evidence has shown them they are on the path to becoming a Visible Learning school, and focus on the educational practices that are proven to increase student achievement. With their custom matrices made from their evidence, they will start goal setting and planning how they can share the data and evidence with their school and teachers, and begin to focus of the core areas of strength that currently exist in each setting along with the essential areas of need.

Evidence into Action for Administrators, Day Two Learning Intentions:

On the second day of the Evidence into Action series, participants return with their laptop to analyze data, calculate effect sizes, and plan the next steps for managing change back at their schools.

During this seminar participants will:

- Have a clear idea of where they are at now, where they are going, and where to go next with Visible Learning in their schools.
- Have a clear understanding of the change management strategies which will assist the implementation of Visible Learning at their schools.

Overview of Evidence into Action for Administrators, Day Two:

Session 1: Participants will use evidence from their Visible Learning school matrix to focus on how their teachers and existing school systems are currently impacting learners in their respective schools.

Session 2: Participants will be introduced to change management and case studies and will define their aspirations for Visible Learning in their schools. Following this, participants will define focus areas for achieving their aspirations.

Session 3: Participants will identify required knowledge, practices, and SMART targets for achieving their Visible Learning aspirations. Following this, participants will engage in an action planning process and will define how they will monitor progress toward achieving their goals.

PART IV: INVESTMENT

Corwin recommends that Sarasota County Schools provides its leaders and teachers with a solid foundation in Visible Learning through deeply and thoroughly implementing the Visible Learning^{plus} work outlined in this proposal.

Phase I (Summer/Fall 2017):

Foundation Series – Leadership Team Strand	
Foundation Day—July 27, 2017 (2 Consultants)	\$15,000.00
Evidence Into Action Day1—July 31, 2017 (2 Consultants)	\$15,000.00
Evidence into Action Day2- October 16, 2017 (2 Consultants)	\$15,000.00
Necessary Resources	
Foundation Day Workbook \$25 x 200	\$5,000.00
Evidence Into Action – Day 1 Workbook \$25 x 160	\$4,000.00
Evidence Into Action – Day 2 Workbook \$25 x 160	\$4,000.00
<i>Visible Learning for Teachers \$46.95- 20% discount = \$37.56 x 200</i>	\$7,512.00
Estimated S&H via UPS Ground	\$1113.48
PHASE I TOTAL	\$66,625.48

Investment is inclusive of comprehensive off-site support and planning for differentiation of seminar content, three days of professional learning, all training materials, and all travel expenses.

Contact Information

Bill Maurer, Regional Director, PD Solutions
Bill.Maurer@Corwin.com
Phone: 805-358-8630

APPENDIX A: Additional Seminars and Services Available through Visible Learning

We know that after the three days of foundational work with Visible Learning, North Canton City Schools will have implemented this new lens into what works best for its students and will identify new needs for on-going professional development and support. Corwin is prepared to fulfill those needs through the follow services, including (but not limited to) our Collaborative Impact Program and Inside Series seminars.

Note: There are many ways that districts can engage in the *Visible Learning* work. Outlined below is one recommended structure for Rockdale County School District.

Phase One

Recommended Actions:
District/School administrators and Guiding Coalition members participate in the *Foundation Series* trainings including:

- *Foundation Day*
- *Evidence into Action I*
- *Evidence into Action II*

Following *Evidence into Action II*, district/school leaders will construct school-wide goals and an action plan.

Phase Two

Recommended Actions:
District/School teachers participate in the *Foundation Series* trainings including:

- *Foundation Day*
- *Visible Learning for Teachers I*
- *Visible Learning for Teachers II*

Following *Visible Learning for Teachers II*, teachers will work with school leaders to identify *Inside Series* workshops that can help them best address their school-wide action plans.

Phase Three

Recommended Actions:
District/school teachers and leaders attend selected *Inside Series Workshops* potentially including:


- *Developing Assessment-Capable Learners*
- *Feedback that Makes Learning Visible*
- *Using Data to Know Your Impact*
- *Creating Effective Assessments for Teaching and Learning*

Following the *Inside Series* workshops, district stakeholders will work with Visible Learning consultants to identify future, targeted areas of support to further support the implementation of their action plans.

ONGOING

As a component of the *Collaborative Impact Program*, the Visible Learning Consultant Team will conduct an annual *School Capability Analysis* that will provide comprehensive data regarding progress made toward significantly improving the school culture and enhancing school learning outcomes.

Additionally, the Visible Learning^{plus} Consultant Team will support the district's Guiding Coalition through ongoing coaching and mentoring.



Collaborative Impact Program

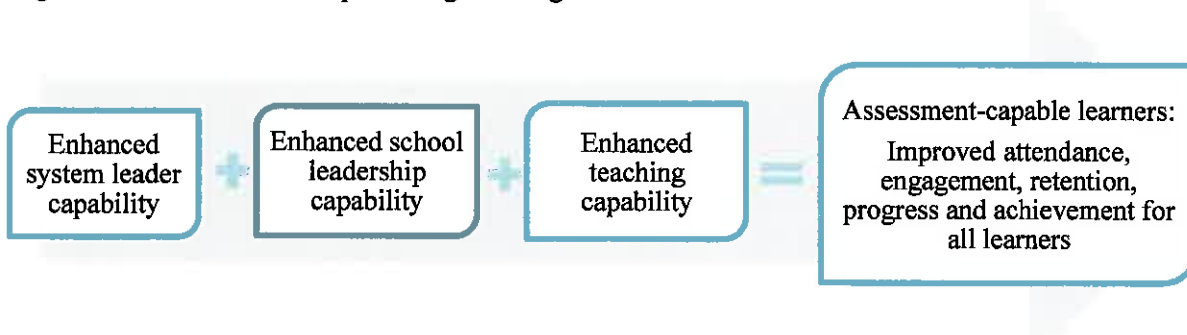
Education systems are complex networks that vary in size and shape. At their heart, there is an inner system of interactions between teachers, students and content. Elmore (1996) calls this the ‘instructional core’. The fundamental purpose of any program of educational improvement is to make change here. The ‘instructional core’ sits within a wider ecosystem that may include a cluster of schools and involve one or more governing authorities operating at different levels (for example, a national department or ministry of education; a local, regional, or district authority; or a religious authority). What happens at the instructional core is influenced by interactions with others in different parts of the system. That influence may be positive or negative, direct or indirect, purposeful or inadvertent. System-wide educational improvement is deliberate. It uses evidence from research and from practice to build the capability required for each part of the system to function well, both as individual components and in their interactions with each other.

The Collaborative impact Program is designed to support education systems to become more effective in implementing the messages from John Hattie’s Visible Learning research. The key feature of the Collaborative impact Program is that it is designed as a system response. This means building alignment between every level of the system: students, teachers, school and system leaders and practitioners. The program deliberately includes key roles, practices and tools that are intended to support the development of reciprocal learning connections between each of these groups.

The program can be applied to different system contexts, from those where there are significant concerns about student achievement and where system-wide capability is perceived to be relatively low through to systems that are performing well, capability is perceived to be high and where the system is looking to go from ‘good’ to ‘excellent’ or from ‘excellent’ to ‘outstanding’.

Figure 1 sets out the Collaborative Impact Program visual representation, or logic, related to global research findings of the key impact on significantly improved learner achievement – enhanced system leader capability, school leadership capability, teacher capability and learner capability and interdependence. The Collaborative Impact Program’s strategic aim is that all learners are assessment capable and that this lead to improvements in their attendance, engagement, retention, progress and achievement.

Figure 1: Collaborative Impact Program Logic



a. Guiding Coalition

The Visible Learning^{plus} approach to the governance, management and leadership of a Collaborative impact Program is that no one person, no matter how competent and experienced, can lead the program. The research literature on system-wide improvement, combined with our deep understanding of the Visible Learning^{plus} professional learning and change program, make it clear that a Collaborative impact Program requires sustained participation and a growing capability from each of the groupings making up the education system where sustainable improvement in school and classroom performance is sought.

The key prerequisites of a guiding coalition are that the group will:

- value all relevant points of view from policy to practice, including the community, ensuring all relevant groups are represented on the guiding coalition and that all representatives are heard and their views thoughtfully considered
- establish roles, responsibilities and operations in agreed terms of reference
- develop a shared vision and ownership of their program's aspirations, goals and targets
- focus on action rather than endless planning for action
- recognize the importance of internal and external communications about the program, including its aspirations, goals, targets, actions, outcomes and impact
- maximize the use of existing resources while ensuring adequate funding and resourcing for the program and minimizing any key obstacles.

Corwin's consultants will sit on the guiding Coalition as impact coaches, and will be accountable to the guiding coalition and to the schools for building the system capability necessary to achieve the agreed aspirations. They will provide all the necessary framework, organization and conditions of successful implementation throughout the duration of the Guiding Coalition.

b. System Capability Assessment

Following agreement on the system aspirations, the first step of the collaborative impact cycle for the guiding coalition is to work collaboratively with the Visible Learning^{plus} impact team to plan for, undertake and report on an initial capability assessment of all or a sample of the system's schools.

Our capability assessment is designed to accommodate the collection, collation and analysis of detailed baseline capability data against each of the five strands of the Visible Learning^{plus} professional development program.

The findings of the capability assessment are then used to identify strengths to build on and challenges to be addressed in the establishment of a system-wide Visible Learning^{plus} program of professional learning and change. The findings can also inform Step 2 of the impact cycle during which school leadership teams are asked to gather evidence to inform their own Visible Learning professional learning and change action plan. The evaluation methods used to collect both quantitative and qualitative data should include information sourced from a range of stakeholders. Depending upon the data collection tools appropriate to the specific evaluation, the data can provide either time-specific evidence or measure changes over time relating to:

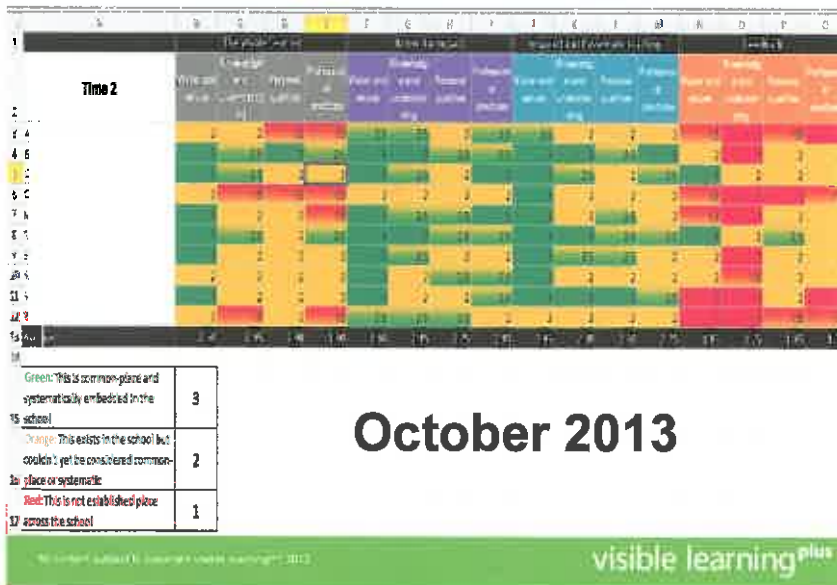
- school leader and teacher attitudes and levels of understanding
- student/learner attitudes about ability to learn

- school leader and teacher practices
- school practices
- student achievement
- factors contributing to or inhibiting success.

Figure 2a: Sample Data Matrix from school System Capability Assessment, time one



Figure 2b: Sample Data Matrix from a school System Capability Assessment, time two



Inside Series

a. Evidence into Action for Administrators, Day Two

During the second day of Evidence into Action leaders will see where their evidence has shown them they are on the path to becoming a Visible Learning school, and focus on the educational practices that are proven to increase student achievement. With their custom matrices made from their evidence, they will start goal setting and planning how they can share the data and evidence with their school and teachers, and begin to focus on the core areas of strength that currently exist in each setting along with the essential areas of need.

Evidence into Action for Administrators, Day Two Learning Intentions:

On the second day of the Evidence into Action series, participants return with their laptop to analyze data, calculate effect sizes, and plan the next steps for managing change back at their schools.

During this seminar participants will:

- Have a clear idea of where they are at now, where they are going, and where to go next with Visible Learning in their schools.
- Have a clear understanding of the change management strategies which will assist the implementation of Visible Learning at their schools.

Overview of Evidence into Action for Administrators, Day Two:

Session 1: Participants will use evidence from their Visible Learning school matrix to focus on how their teachers and existing school systems are currently impacting learners in their respective schools.

Session 2: Participants will be introduced to change management and case studies and will define their aspirations for Visible Learning in their schools. Following this, participants will define focus areas for achieving their aspirations.

Session 3: Participants will identify required knowledge, practices, and SMART targets for achieving their Visible Learning aspirations. Following this, participants will engage in an action planning process and will define how they will monitor progress toward achieving their goals.

b. Visible Learning into Action for Teachers, Day One

95% of everything we do in classrooms works. But what works best? What is it worth spending our time, energy and resources on? In this workshop teachers will learn what makes the greatest difference. Evidence will be gathered from teacher's classes to understand the impact that they are having on learners and to determine what they can do to work smarter rather than harder.

Visible Learning into Action for Teachers, Day One focuses on helping teachers develop assessment-capable learners. Teachers will be introduced to a range of tools and strategies to help develop assessment capable learners, including effect sizes. Teachers will leave this session with a Visible Learning impact cycle in which they will implement in their school.

Visible Learning into Action for Teachers, Day One Learning Intentions:

By the end of the day teachers will:

- Understand the concept of “teacher as evaluator”
- Understand the core concepts of two of the Visible Learning strands: *Visible Learning* and *Knowing thy Impact*

- Analyze the types of evidence that can be used to understand the needs of your students
- Know how to plan and carry out a Visible Learning impact cycle

Overview of Visible Learning into Action for Teachers, Day One:

Session 1: *Teachers as Evaluators*- Teachers will reflect upon their ability to evaluate the impact of their instructional practices on student learning.

Session 2: *Visible Learners*-Teachers will reflect upon the key characteristics of students who are Visible Learners

Session 3: *Know thy Impact*-Teachers will learn to use and calculate effect sizes as a means of assessing instructional quality and student growth.

Session 4: *Visible Learning Impact Cycle*- Teachers will learn how to plan and construct a Visible Learning Impact Cycle in preparation for Day 2 of the Visible Learning into Action for Teachers training.

c. Visible Learning into Action for Teachers, Day Two

This session will build off the work of Visible Learning into Action for Teachers Day One. Key questions that teachers will reflect upon include: To what extent am I an inspired, passionate and impactful teacher? Do I have a Visible Learning classroom? Teachers will be introduced to a new set of tools, strategies and resources, and they will have time to plan their next impact cycle which will focus on further developing their teaching and their Visible Learning classroom.

Visible Learning into Action for Teachers, Day Two Learning Intentions:

By the end of the day teachers will:

- Have gained insights into how others have implemented Visible Learning into their school/district context.
- Understand the core concepts of two of the Visible Learning strands: *Visible Learning* and *Know thy Impact*
- Analyze the types of evidence that can be used to understand the needs of your students
- Know how to plan and carry out a Visible Learning impact cycle

Overview of Visible Learning into Action for Teachers, Day Two:

Session 1: *Sharing Impact Cycles*: Teachers will engage in a collaborative sharing discussion regarding the impact cycle that they created following *Visible Learning for Teachers Day 1*.

Session 2: *Mindframes*: Teachers will reflect upon key “ways of thinking” that are most likely to have major impacts on student learning.

Session 3: *Inspired and Passionate Teacher*: Teachers will review key resources and gather data to identify their ability to engage in inspired and passionate teaching.

d. Inside Series: Using Data to Evaluate your Impact

What assessments do you use in your school? How do you use this information to measure progress? How does your data inform your future direction?

In the Inside Series days, schools can bring back a Visible Learning consultant to conduct a workshop maps on to where their school may need more guidance. In *Using Data to Evaluate your Impact*, attendees will look at the theories behind using standardized testing for measuring progress in reading, writing and mathematics. There will be a balance of both research and theory, with hands on data dicing! You will learn how to calculate effect sizes and how to interpret data to show impact. This course is suitable for elementary and high school curriculum leaders, senior managers and principals. Please bring your laptops ready to work in Excel.

Learning Intentions:

By the end of the day teachers will:

- Have deeper knowledge of the Visible Learning research and the role of effect sizes
- Develop the mindframe of an evaluator
- Know how effect sizes can be used in your school setting

Overview of Using Data to Evaluate your Impact:

Session 1: *The Visible Learning Research and the Role of Effect Sizes*- This section focuses on developing your ability to be an evaluator and understanding effect sizes as a tool to measure growth.

Session 2: *Gathering Data*- Teachers will talk about the type of data in their schools already, and what makes data valid and reliable.

Session 3: *Calculating Effect Sizes and Analyzing the Data to Show Impact*- Teachers will analyze sample data and learn to calculate the effect size.

Session 4: *Reflecting on your Own School Data and Determining the "Where to next?"*- While focusing on the "I am an Evaluator" mindframe, teachers will reflect on their own practices and understand their own impact.

e. Inside Series: Feedback that makes learning visible

For so long in education, we seem to have been on the hunt for 'the next best thing'. The Visible Learning research makes us stop and think about the vast amount we already know about what really does make a difference to student learning.

In this seminar, we will look closely at what effective feedback is and how you can get the greatest impact from the feedback that you give. We will also consider the feedback that you receive from the program and how you can use this to make a positive difference to the outcomes for students in your school.

Learning Intentions:

By the end of the day teachers will:

- understand the role of effective feedback in the learning process

- understand how learning intentions and success criteria are the basis for giving effective feedback
- know how to use the three instructional feedback levels
- know the difference between praise and effective feedback
- understand the role of feedback from your students.

Overview of Feedback that Makes Learning Visible:

Session 1: *Learning from Others*- This session asks participants to reflect on what feedback is, and how they use it currently.

Session 2: *The Visible Learning Research and the Role of Feedback*- Now that teachers know what feedback has been to them in the past, they'll look at what it could be and what makes it effective.

Session 3: *Getting the Basics Right- The Role of Learning Intentions and Success Criteria*- Teachers will understand how learning intentions and success criteria are the basis for giving effective feedback.

Session 4: *The Instruction Feedback Model*- In this session, teachers will know how to use the three instructional feedback levels and learn strategies for building trust in the classroom.

Session 5: *The Role of Praise*- While it is important to use praise, teachers should not confuse praise with effective feedback. This session will help teachers understand the differences.

Session 6: *Feedback to You*- Teachers will learn how they can grow their practices when they understand how to receive feedback from the students.

f. Inside Series: Creating Effective Assessments for Teaching and Learning Using the SOLO Taxonomy

There are many ways to collect information about what students know and can do in their learning. One of the ways is by using tests. If you are planning to use effect sizes to track student growth, then you need to develop reliable tests.

This one-day seminar will help you to create effective pre-and post-tests using the SOLO taxonomy as the framework for effective and reliable design. This course is suitable for elementary and secondary teachers and curriculum leaders.

Learning Intentions:

By the end of the day teachers will:

- How to create effective classroom assessments using the SOLO taxonomy.
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Overview of *Creating Effective Assessments for Teaching and Learning Using the SOLO Taxonomy*:

Session 1: *Key Messages from Visible Learning*- Teachers will learn and enact three of the Visible Learning mindframes: 'I am an evaluator.' 'I see assessment as feedback to me' and 'I use the language of learning.'

Session 2: *Introducing the SOLO Taxonomy*- This session teaches the structure of the SOLO taxonomy

Session 3: *Using SOLO in the Classroom*-Teachers will learn to use and calculate effect sizes as a means of assessing instructional quality and student growth.

Session 4: *Principles of Assessment*- Teachers will learn how to plan and construct a Visible Learning Impact Cycle in preparation for Day 2 of the Visible Learning into Action for Teachers training.

Session 5: Creating SOLO-based Assessments