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Checklist for 'visible learning inside'

Photocopying of this appendix is permitted.

It is valuable for personnel in the school to use this checklist at the start, and during, their journey towards 'visible learning inside' to plot their own progress. The meaning of each part of the checklist is elaborated in each of the chapters, and needs to be understood by reading the appropriate sections.

Be sure that all understand the meaning of each checklist, and then independently rate each and review the results as a school by circling the number that best represents your feelings about the statement.

STRONGLY DISAGREE	GENERALLY DISAGREE	PARTLY DISAGREE	PARTLY AGREE	GENERALLY AGREE	STRONGLY AGREE
1	2	3	4	5	6

Inspired and passionate teaching

1. **All adults in this school recognize that:**
 - a. there is variation among teachers in their impact on student learning and achievement; 1 2 3 4 5 6
 - b. all (school leaders, teachers, parents, students) place high value on having major positive effects on all students; and 1 2 3 4 5 6
 - c. all are vigilant about building expertise to create positive effects on achievement for all students. 1 2 3 4 5 6
2. **This school has convincing evidence that all of its teachers are passionate and inspired – and this should be the major promotion attribute of this school.** 1 2 3 4 5 6



- 3. This school has a professional development program that:**
- a. enhances teachers' deeper understandings of their subject(s); 1 2 3 4 5 6
 - b. supports learning through analyses of the teachers' classroom interactions with students; 1 2 3 4 5 6
 - c. helps teachers to know how to provide effective feedback; 1 2 3 4 5 6
 - d. attends to students' affective attributes; and 1 2 3 4 5 6
 - e. develops the teacher's ability to influence students' surface and deep learning. 1 2 3 4 5 6
- 4. This school's professional development also aims to help teachers to seek pathways towards:**
- a. solving instructional problems; 1 2 3 4 5 6
 - b. interpreting events in progress; 1 2 3 4 5 6
 - c. being sensitive to context; 1 2 3 4 5 6
 - d. monitoring learning; 1 2 3 4 5 6
 - e. testing hypotheses; 1 2 3 4 5 6
 - f. demonstrating respect for all in the school; 1 2 3 4 5 6
 - g. showing passion for teaching and learning; and 1 2 3 4 5 6
 - h. helping students to understand complexity. 1 2 3 4 5 6
- 5. Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve 'visible learning inside'.** 1 2 3 4 5 6

Planning

- 6. The school has, and teachers use, defensible methods for:**
- a. monitoring, recording, and making available on a 'just-in-time' basis, interpretations about prior, present, and targeted student achievement; 1 2 3 4 5 6
 - b. monitoring the progress of students regularly throughout and across years, and this information is used in planning and evaluating lessons; 1 2 3 4 5 6
 - c. creating targets relating to the effects that teachers are expected to have on all students' learning. 1 2 3 4 5 6
- 7. Teachers understand the attitudes and dispositions that students bring to the lesson, and aim to enhance these so that they are a positive part of learning.** 1 2 3 4 5 6



- 8. Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications.** 1 2 3 4 5 6
- 9. There is evidence that these planned lessons:**
- a. invoke appropriate challenges that engage the students' commitment to invest in learning; 1 2 3 4 5 6
 - b. capitalize on and build students' confidence to attain the learning intentions; 1 2 3 4 5 6
 - c. are based on appropriately high expectations of outcomes for students; 1 2 3 4 5 6
 - d. lead to students having goals to master and wishing to reinvest in their learning; and 1 2 3 4 5 6
 - e. have learning intentions and success criteria that are explicitly known by the student. 1 2 3 4 5 6
- 10. All teachers are thoroughly familiar with the curriculum – in terms of content, levels of difficulty, expected progressions – and share common interpretations about these with each other.** 1 2 3 4 5 6
- 11. Teachers talk with each other about the impact of their teaching, based on evidence of student progress, and about how to maximize their impact with all students.** 1 2 3 4 5 6

Starting the lesson

- 12. The climate of the class, evaluated from the student's perspective, is seen as fair: students feel that it is okay to say 'I do not know' or 'I need help'; there is a high level of trust and students believe that they are listened to; and students know that the purpose of the class is to learn and make progress.** 1 2 3 4 5 6
- 13. The staffroom has a high level of relational trust (respect for each person's role in learning, respect for expertise, personal regard for others, and high levels of integrity) when making policy and teaching decisions.** 1 2 3 4 5 6
- 14. The staffrooms and classrooms are dominated more by dialogue than by monologue about learning.** 1 2 3 4 5 6
- 15. The classrooms are dominated more by student than teacher questions.** 1 2 3 4 5 6
- 16. There is a balance between teachers talking, listening, and doing; there is a similar balance between students talking, listening, and doing.** 1 2 3 4 5 6



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| 17. Teachers and students are aware of the balance of surface, deep, and conceptual understanding involved in the lesson intentions. | 1 2 3 4 5 6 |
| 18. Teachers and students use the power of peers positively to progress learning. | 1 2 3 4 5 6 |
| 19. In each class and across the school, labelling of students is rare. | 1 2 3 4 5 6 |
| 20. Teachers have high expectations for all students, and constantly seek evidence to check and enhance these expectations. The aim of the school is to help all students to exceed their potential. | 1 2 3 4 5 6 |
| 21. Students have high expectations relative to their current learning for themselves. | 1 2 3 4 5 6 |
| 22. Teachers choose the teaching methods as a final step in the lesson planning process and evaluate this choice in terms of their impact on students. | 1 2 3 4 5 6 |
| 23. Teachers see their fundamental role as evaluators and activators of learning. | 1 2 3 4 5 6 |

During the lesson: learning

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|--|-------------|
| 24. Teachers have rich understandings about how learning involves moving forward through various levels of capabilities, capacities, catalysts, and competencies. | 1 2 3 4 5 6 |
| 25. Teachers understand how learning is based on students needing multiple learning strategies to achieve surface and deep understanding. | 1 2 3 4 5 6 |
| 26. Teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all students gaining the intentions of the lesson(s). | 1 2 3 4 5 6 |
| 27. Teachers are adaptive learning experts who know where students are on the continuum from novice to capable to proficient, when students are and are not learning, and where to go next, and who can create a classroom climate to attain these learning goals. | 1 2 3 4 5 6 |
| 28. Teachers are able to teach multiple ways of knowing and multiple ways of interacting, and provide multiple opportunities for practice. | 1 2 3 4 5 6 |
| 29. Teachers and students have multiple strategies for learning. | 1 2 3 4 5 6 |



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|---|-------------|
| 30. Teachers use principles from 'backward design' – moving from the outcomes (success criteria) back to the learning intentions, then to the activities and resources needed to attain the success criteria. | 1 2 3 4 5 6 |
| 31. All students are taught how to practise deliberately and how to concentrate. | 1 2 3 4 5 6 |
| 32. Processes are in place for teachers to see learning through the eyes of students. | 1 2 3 4 5 6 |

During the lesson: feedback

- | | |
|--|-------------|
| 33. Teachers are aware of, and aim to provide feedback relative to, the three important feedback questions: 'Where am I going?'; 'How am I going there?'; and 'Where to next?' | 1 2 3 4 5 6 |
| 34. Teachers are aware of, and aim to provide feedback relative to, the three important levels of feedback: task; process; and self-regulation. | 1 2 3 4 5 6 |
| 35. Teachers are aware of the importance of praise, but do not mix praise with feedback information. | 1 2 3 4 5 6 |
| 36. Teachers provide feedback appropriate to the point at which students are in their learning, and seek evidence that this feedback is appropriately received. | 1 2 3 4 5 6 |
| 37. Teachers use multiple assessment methods to provide rapid formative interpretations to students and to make adjustments to their teaching to maximize learning. | 1 2 3 4 5 6 |
| 38. Teachers: | |
| a. are more concerned with how students receive and interpret feedback; | 1 2 3 4 5 6 |
| b. know that students prefer to have more progress than corrective feedback; | 1 2 3 4 5 6 |
| c. know that when students have more challenging targets, this leads to greater receptivity of feedback; | 1 2 3 4 5 6 |
| d. deliberately teach students how to ask for, understand, and use the feedback provided; and | 1 2 3 4 5 6 |
| e. recognize the value of peer feedback, and deliberately teach peers to give other students appropriate feedback. | 1 2 3 4 5 6 |



The end of the lesson

- 39. Teachers provide evidence that all students feel as though they have been invited into their class to learn effectively. This invitation involves feelings of respect, trust, optimism, and intention to learn. 1 2 3 4 5 6
- 40. Teachers collect evidence of the student experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students. 1 2 3 4 5 6
- 41. Together, teachers critique the learning intentions and success criteria, and have evidence that:
 - a. students can articulate the learning intentions and success criteria in a way that shows that they understand them; 1 2 3 4 5 6
 - b. students attain the success criteria; 1 2 3 4 5 6
 - c. students see the success criteria as appropriately challenging; and 1 2 3 4 5 6
 - d. teachers use this information when planning their next set of lessons/learning. 1 2 3 4 5 6
- 42. Teachers create opportunities for both formative and summative interpretations of student learning, and use these interpretations to inform future decisions about their teaching. 1 2 3 4 5 6

Mind frames

- 43. In this school, the teachers and school leaders:
 - a. believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement; 1 2 3 4 5 6
 - b. believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do . . . We are change agents! 1 2 3 4 5 6
 - c. want to talk more about the learning than the teaching; 1 2 3 4 5 6
 - d. see assessment as feedback about their impact; 1 2 3 4 5 6
 - e. engage in dialogue not monologue; 1 2 3 4 5 6
 - f. enjoy the challenge and never retreat to 'doing their best'; 1 2 3 4 5 6
 - g. believe that it is their role to develop positive relationships in classrooms/staffrooms; and 1 2 3 4 5 6
 - h. inform all about the language of learning. 1 2 3 4 5 6



BARKER

APPENDIX

B

The 900+ meta-analyses

NOTE: Meta-analyses added since *Visible Learning* (2009) are shaded.

NO.	DOMAIN	AUTHOR	YEAR	NO. STUDIES	TOTAL NO.	NO. EFFECTS	MEAN	SE	VARIABLE
1	Student	Boulanger	1981	34	62	62	1.09	0.039	Ability related to science learning
2	Student	Hattie & Hansford	1983	72	503	503	1.19		Intelligence and achievement
3	Student	Samson, Graue, Weinstein & Walberg	1983	35	209	209	0.31		Academic and occupational performance
4	Student	Kavale & Nye	1985	1077	268	268	0.68		Ability component in predicting special ed students
5	Student	Cohen	1985	108	108	108	0.37	0.015	College grades and adult achievement