VISIBLE LEARNING for Literacy, K–12

2 Semester Hours
of Graduate Credit

About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy: K–12*. Thousand Oaks, CA: Corwin.

Course Description

The purpose of this course is to connect the visible learning research to instructional strategies that accelerate student learning in literacy. You will examine dynamic and high-probability teaching strategies that support surface, deep, and transfer phases of learning and see these strategies in action with video from real classrooms. This course is designed for teachers focused on literacy across all grades K–12. Upon completion of this course, you will be prepared to analyze the impact of your own teaching practices on student progress and achievement and be able to apply your knowledge to guide students to become drivers of their own learning, regardless of the content area.

Course Objectives

By the end of this course, you will be able to
- articulate the key findings from Professor John Hattie's visible learning research;
- demonstrate the importance of well-timed, effective strategies and instructional routines in literacy;
- articulate the concepts of challenge, self-efficacy, and learning intentions with success criteria as they relate to literacy learning;
- employ literacy learning practices as they relate to the three-phase model (surface learning, deep learning, and transfer); and
- plan the implementation of mindframes and Visible Learning^{plus} in literacy instruction.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1	What Is VISIBLE LEARNING for Literacy?		3.5 hrs
	After completing this module, you will be able to • demonstrate the importance of well-timed, effective strategies and instructional routines in literacy; and • articulate the concepts of challenge, self-efficacy, and learning intentions with success criteria as they relate to literacy learning.		Typical time to complete
Read	Laying the Groundwork for Visible Learning^{plus} for Literacy		
Watch A	Teacher–Student Relationships That Impact Learning		
Watch B	Making Learning Visible With Teacher Clarity and Expectations		
Watch C	Teacher–Student Relationships That Impact Learning		
Analyze and Reflect	Difficulty and Complexity		
Discuss	Learning From Visible Learning Research		
Dialogue	Sharing Visible Learning^{plus} for Literacy		
Quiz	Visible Learning^{plus} Concepts	Graded	
Reflect	Becoming a Visible Teacher		
Update Your Portfolio	Difficulty and Complexity in Literacy		

Module 2 — The Importance of Effect Size in Relation to Literacy Learning

3.5 hrs Typical time to complete

After completing this module, you will be able to
- articulate the concepts of meta-analyses and effect sizes as they relate to literacy learning, and
- connect the general literacy learning practices (challenge, self-efficacy, and learning intentions with success criteria) as they relate to the three-phase model (surface learning, deep learning, and transfer)

Focus	Know Thy Impact	
Read	What Makes a Task Challenging	
Watch A	Making Learning Visible: Purpose	
Watch B	Having Successful Collaborative Conversations	
Watch C	Collective Teacher Efficacy	
Reflect and Evaluate	Learning Intentions and Success Criteria in Your Own Classroom	
Discuss	Intentions of Learning Intentions	
Dialogue	Influences on Student Achievement	
Quiz	Key Concepts	Graded
Project	Increasing Student Self-Efficacy Through Feedback	Submit for Grading
Reflect	Implication of Effect Size	
Update Your Portfolio	The Importance of Effect Size in Relation to Literacy Learning	

Module 3 — What Is Surface Learning in Literacy?

3.5 hrs Typical time to complete

After completing this module, you will be able to:
- examine the importance of surface learning for literacy as the foundation for deep learning and transfer of learning, and
- articulate some best practices for surface learning for literacy concepts.

Read	Surface Literacy Learning	
Watch A	Direct Instruction: Punctuating Dialogue	
Watch B	Vocabulary Instruction to Solidify Surface Learning	
Create	Using Discussion During Surface Learning	
Discuss	Why Surface Learning Is Essential	
Dialogue	Talking About Surface Learning	
Quiz	Understanding Surface Learning	Graded
Reflect	Refining Your Definition of Surface Learning	
Update Your Portfolio	Teaching Listening and Speaking	

Module 4 — Deep Learning for Literacy

After completing this module, you will be able to:
- define deep learning and how it occurs in literacy learning, and
- summarize the importance of moving from surface to deep learning with an emphasis on instruction in literacy.

3.5 hrs Typical time to complete

Read	Moving From Surface to Deep Learning	
Watch A	Deeper Learning	
Watch B	Questioning for Surface, Deep, and Transfer Learning	
Observe, Evaluate, and Reflect	Promoting Deep Learning	
Discuss	Planning for Deep Learning	
Explore	Developing a Tool Kit for Deeper Learning	
Quiz	Strategies for Deeper Learning	Graded
Project	Literacy Analysis Framework	Submit for Grading
Reflect	Go Deeper With Your Learning	
Update Your Portfolio	Teaching With Deeper Learning in Mind	

Module 5 — Transfer of Literacy Learning

After completing this module, you will be able to:
- articulate the connection between "teaching with intention" and the transfer of learning, and
- explore the relationship between visible teaching and the ability of students to transfer learning.

3.5 hrs Typical time to complete

Read	Lifelong Learning	
Watch A	Teaching for Transfer	
Watch B	Balancing the Phases of Learning	
Watch C	Expert Versus Experienced Teachers	
Observe and Analyze	Recognizing Transfer	
Discuss	Types of Transfers	
Dialogue	Expert Questioning	
Quiz	What Is Transfer?	Graded
Reflect	Being Intentional	
Update Your Portfolio	Transfer of Literacy Learning	

Module 6	Organization of Concepts and Knowledge	3.5 hrs
	After completing this module, you will be able to: • analyze aspects of your own teaching that help students to organize learning in order to promote transfer, and • evaluate your own teaching on a continuum from surface to deep to transfer.	Typical time to complete

Read	Knowledge Organization	
Watch A	Teaching Strategies for Visible Learning	
Watch B	Collaborative Conversations: Close Reading	
Reflect and Create	Organizing Knowledge	
Discuss	Organizing to Support Transfer	
Explore	Home-School Transfer of Learning	
Quiz	Transferring Learning	Graded
Reflect	Moving Toward Transfer	
Update Your Portfolio	Organization of Concepts and Knowledge	

Module 7	Determining Impact and the Connection to RTI	3.5 hrs
	After completing this module, you will be able to • evaluate effective screening tools for RTI purposes, • analyze pre- and postdata to determine effect size of literacy practices, and • examine current practices in literacy instruction and determine effectiveness.	Typical time to complete

Focus	Data for Decision Making	
Read	What Does Your Response Look Like?	
Watch A	Continual Assessment for Precision Teaching	
Watch B	Evaluating Your Success Through Success Criteria	
Analyze	Using Student Work for Planning	
Discuss	The Impact of RTI	
Dialogue	RTI Teams	
Quiz	Using Data	Graded
Project	Determining Impact	Submit for Grading
Reflect	How Does Assessment Support Visible Learning in Literacy?	
Update Your Portfolio	Determining Impact on Literacy	

Module **8**	**What Works and What Doesn't**	**3.5 hrs**
	After completing this module, you will be able to • evaluate what works and what doesn't in current literacy practices, and • create a plan for implementing effective practices that move students from surface learning to deeper learning and transfer of knowledge.	Typical time to complete
Read	When Strategies Don't Work	
Watch A	Visible Literacy Through Success Criteria	
Watch B	One District's Journey	
Examine	What Do Effective Teachers Do?	
Reflect and Plan	Effective Practices	
Discuss	Teaching Literacy to Visible Learners	
Dialogue	Working Together to Develop Visible Learners	
Quiz	Assessments and Effectiveness	Graded
Reflect	Developing Your Expertise	
Update Your Portfolio	Making Your Learning Visible	

	Course Capstone	
Final Project	Visible Learning for Literacy Plan	Submit for Grading
Final Reflect	Consider Thy Impact	
Update Your Portfolio	Visible Learning for Literacy Plan	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 1: Learner Development	1–5, 7, 8
Standard 2: Learning Differences	1, 4, 5
Standard 3: Learning Environments	1, 2, 3, 6
Standard 4: Content Knowledge	2, 3, 6, 8
Standard 5: Application of Content	1, 2, 8
Standard 6: Assessment	2, 4, 5, 7
Standard 7: Planning for Instruction	3, 7, 8
Standard 8: Instructional Strategies	3–8
Standard 9: Professional Learning and Ethical Practice	1, 2, 7

Grading Policy

Letter Grade	% Grade
A-	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%

*Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.