

## VISIBLE LEARNING for Literacy, K–12

3 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<sup>plus</sup> 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.

<div>Module 1</div> 	What Is VISIBLE LEARNING?	3.5 hrs Typical time to complete
	<b>Read A</b> Why Visible Learning?	
	<b>Read B</b> Influences on Student Achievement	
	<b>Watch A</b> Know Thy Impact	
	<b>Watch B</b> Focus on Learning	
	<b>Watch C</b> The Visible Learning School: Shared Language of Learning	
	<b>Reflect and Create</b> Setting S.M.A.R.T.E.R. Goals for Your Visible Learning <sup>plus</sup>	
	<b>Discuss</b> Learning From Visible Learning Research	
	<b>Dialogue</b> Sharing Visible Learning	
	<b>Quiz</b> What About Visible Learning?	Graded
<b>Reflect</b>	Putting Research Into Practice	
<b>Update Your Portfolio</b>	Visible Learning <sup>plus</sup> in Practice	

## Module 2



### What Is VISIBLE LEARNING for Literacy?

- 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.

**3.5 hrs**  
Typical time  
to complete

<b>Read</b>	Laying the Groundwork for Visible Learning <sup>plus</sup> for Literacy	
<b>Watch A</b>	Teacher–Student Relationships That Impact Learning	
<b>Watch B</b>	Making Learning Visible With Teacher Clarity and Expectations	
<b>Watch C</b>	Teacher–Student Relationships That Impact Learning	
<b>Examine</b>	Early Literacy Skills	
<b>Analyze and Reflect</b>	Difficulty and Complexity	
<b>Discuss</b>	Learning From Visible Learning Research	
<b>Dialogue</b>	Sharing Visible Learning <sup>plus</sup> for Literacy	
<b>Quiz</b>	Visible Learning <sup>plus</sup> Concepts	Graded
<b>Reflect</b>	Becoming a Visible Teacher	
<b>Update Your Portfolio</b>	Difficulty and Complexity in Literacy	

## Module 3



### The Importance of Effect Size in Relation to Literacy Learning

- 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).

**3.5 hrs**  
Typical time  
to complete

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

## Module 4



### What Is Surface Learning in Literacy?

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.

**3.5 hrs**

Typical time to complete

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

## Module 5



### 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

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

## Module 6



### 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

<b>Read</b>	Lifelong Learning	
<b>Watch A</b>	Teaching for Transfer	
<b>Watch B</b>	Balancing the Phases of Learning	
<b>Watch C</b>	Expert Versus Experienced Teachers	
<b>Observe and Analyze</b>	Recognizing Transfer	
<b>Discuss</b>	Types of Transfers	
<b>Dialogue</b>	Expert Questioning	

<b>Quiz</b>	What Is Transfer?	Graded
<b>Reflect</b>	Being Intentional	
<b>Update Your Portfolio</b>	Transfer of Literacy Learning	

<b>Module</b> <b>7</b> 	<b>Organization of Concepts and Knowledge</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• analyze aspects of your own teaching that help students to organize learning in order to promote transfer, and</li> <li>• evaluate your own teaching on a continuum from surface to deep to transfer.</li> </ul>		<b>3.5 hrs</b> Typical time to complete
	<b>Read</b>	Knowledge Organization	
	<b>Watch A</b>	Teaching Strategies for Visible Learning	
	<b>Watch B</b>	Collaborative Conversations: Close Reading	
	<b>Examine</b>	What's Next?	
	<b>Reflect and Create</b>	Organizing Knowledge	
	<b>Discuss</b>	Organizing to Support Transfer	
	<b>Explore</b>	Home-School Transfer of Learning	
	<b>Quiz</b>	Transferring Learning	Graded
	<b>Reflect</b>	Moving Toward Transfer	
<b>Update Your Portfolio</b>	Organization of Concepts and Knowledge		

<b>Module</b> <b>8</b> 	<b>Determining Impact and the Connection to RTI</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• evaluate effective screening tools for RTI purposes,</li> <li>• analyze pre- and postdata to determine effect size of literacy practices, and</li> <li>• examine current practices in literacy instruction and determine effectiveness.</li> </ul>		<b>3.5 hrs</b> Typical time to complete
	<b>Focus</b>	Data for Decision Making	
	<b>Read</b>	What Does Your Response Look Like?	
	<b>Watch A</b>	Continual Assessment for Precision Teaching	
	<b>Watch B</b>	Evaluating Your Success Through Success Criteria	
	<b>Analyze</b>	Using Student Work for Planning	
	<b>Discuss</b>	The Impact of RTI	
	<b>Dialogue</b>	RTI Teams	
	<b>Quiz</b>	Using Data	Graded
	<b>Project</b>	Determining Impact	Submit for Grading
	<b>Reflect</b>	How Does Assessment Support Visible Learning in Literacy?	
<b>Update Your Portfolio</b>	Determining Impact on Literacy		

## Module 9



### What Works and What Doesn't

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.

**3.5 hrs**  
Typical time  
to complete

<b>Read</b>	When Strategies Don't Work	
<b>Watch A</b>	Visible Literacy Through Success Criteria	
<b>Watch B</b>	One District's Journey	
<b>Examine</b>	What Do Effective Teachers Do?	
<b>Reflect and Plan</b>	Effective Practices	
<b>Discuss</b>	Teaching Literacy to Visible Learners	
<b>Dialogue</b>	Working Together to Develop Visible Learners	
<b>Quiz</b>	Assessments and Effectiveness	Graded
<b>Reflect</b>	Developing Your Expertise	
<b>Update Your Portfolio</b>	Making Your Learning Visible	

## Module 10



### Planning for Literacy Instruction

After completing this module, you will be able to:

- plan direct instruction that promotes acquisition, consolidation, and transfer of learning through intentional lesson design that uses an explicit approach; and
- create teacher-led and teacher-mediated dialogic approaches to learning in literacy lessons.

**3.5 hrs**  
Typical time  
to complete

<b>Focus</b>	Practicing Visible Learning <sup>plus</sup> in the Literacy Classroom	
<b>Read A</b>	Direct Instruction for Grades K–5	
<b>Read B</b>	Direct Instruction for Grades 6–12	
<b>Read C</b>	Teacher-Led Dialogic Instruction for Grades K–5	
<b>Read D</b>	Teacher-Led Dialogic Instruction for Grades 6–12	
<b>Watch A</b>	Relevance	
<b>Watch B</b>	Modeling	
<b>Watch C</b>	Teacher-Led Questioning	
<b>Evaluate and Create</b>	Structuring Instruction for Visible Teaching and Learning	
<b>Discuss</b>	Teacher-Led Tools for Dialogic Instruction	
<b>Dialogue</b>	Purposeful Teacher Talk	
<b>Quiz</b>	Examples of Instruction	Graded
<b>Reflect</b>	Making Your Instruction More Visible	
<b>Update Your Portfolio</b>	Putting Visible Learning Into Practice	

# Module 11



## Mindframes for VISIBLE LEARNING

- After completing this module, you will be able to
- articulate the key attributes of the 10 mindframes for visible learning, and
  - plan how to implement mindframes in your own professional practice.

**3.5 hrs**  
Typical time  
to complete

<b>Focus</b>	What Is Your Mindset?	
<b>Read</b>	10 Mindframes	
<b>Watch A</b>	Mindframes Are a Frame of Mind	
<b>Watch B</b>	Lesson Planning With Mindframes in Mind	
<b>Watch C</b>	Embedding the Mindframes	
<b>Examine</b>	Giving Feedback and Using Feedback	
<b>Evaluate and Create</b>	Mindframes in Action	
<b>Discuss</b>	Mindframes in Practice	
<b>Dialogue</b>	I Am a Change Agent	
<b>Quiz</b>	When Mindframes Are Visible	Graded
<b>Reflect</b>	Making Mindframes Visible	
<b>Update Your Portfolio</b>	Mindframes and Teaching for Success	
<b>Course Capstone</b>		
<b>Final Project</b>	Visible Learning for Literacy Plan	Submit for Grading
<b>Final Exam</b>	Visible Learning <sup>plus</sup> for Literacy	Graded
<b>Final Reflect</b>	Consider Thy Impact	
<b>Update Your Portfolio</b>	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	1–6, 8–11
Standard 2: Learning Differences	2, 5, 6
Standard 3: Learning Environments	2, 3, 4, 7
Standard 4: Content Knowledge	3, 4, 7, 9, 10
Standard 5: Application of Content	2, 3, 9, 10
Standard 6: Assessment	3, 5, 6, 8
Standard 7: Planning for Instruction	1, 4, 8–11
Standard 8: Instructional Strategies	4–10
Standard 9: Professional Learning and Ethical Practice	1, 2, 3, 8, 11

## 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](mailto:advancesupport@corwin.com).