THE VISIBLE LEARNING PROGRESSION FOR TEACHERS

Intentional Planning - Visible Instruction - Student Ownership - Evidence-Based Action- Better Outcomes

	CLARITY *What are student learning?*	VISIBILITY *How is learning made visible?*	OWNERSHIP/AGENCY *Who owns the learning?*	EVIDENCE *How do we know?*
PILLAR 1: Instructional Planning, Preparation & Internalization	• Internalize grade-level standards and curriculum. • Define learning objectives, student-friendly targets, and success criteria. • Anticipate misconceptions, supports, and extensions.	• Integrate targets and criteria into the learning environment and materials. • Use proficiency scales, progressions, rubrics, or exemplars to show quality. • Make the sequence, pathways, and supports transparent.	• Plan from students' needs, interests, cultures, and backgrounds. • Students explain the learning and what proficiency looks like. • Students identify a starting point and meaningful pathway.	• Standards-aligned plans, tasks, and assessments. • Internalization notes and misconception analysis. • Planned formative checks, tiered supports, and extensions.
PILLAR 2: Instructional Delivery, Student Engagement, & Rigor	• Deliver grade-level learning through modeling, guided practice, and gradual release. • Preserve rigor while planning scaffolds and collaborative structures. • Prepare real-time checks for understanding.	• Reference targets and success criteria throughout the lesson. • Model thinking, quality, and productive struggle. • Make student responses and progress visible in the moment.	• Students do the thinking, talking, collaborating, and applying. • Students make choices and use criteria to monitor quality. • Teachers adjust support while students persist.	• Student discourse, work samples, and behavior cues. • Formative evidence linked to the target and criteria. • In-the-moment adjustments to pacing, grouping, rigor, or scaffolds.
PILLAR 3: Assessment, Feedback, & Reflection Cycle	• Align assessments and feedback to transparent success criteria. • Plan evidence points at whole-group, small-group, and individual levels. • Define triggers for reteaching, intervention, and extension.	• Gather evidence through quick checks, dialogue, work, and performance tasks. • Use proficiency scales and trackers to show growth over time. • Give timely, specific, actionable feedback.	• Students track progress, self-assess, revise, and set goals. • Students identify strengths, needs, and next steps from evidence. • Teachers reflect and adjust instruction.	• Exit tickets, checks for understanding, and student work. • Progress trackers, reflection, and revision artifacts. • Evidence of regrouping, reteaching, intervention, or extension. • CFAs and Benchmarks
PERSONALIZED COMPETENCY-BASED LEARNING (PCBL)	• Align instruction, assessment, and support to clear competencies. • Anticipate readiness levels and plan flexible pathways. • Offer meaningful choices in tasks, tools, products, or pacing.	• Use targets and proficiency scales to show the path to mastery. • Make choices, milestones, and multiple ways to demonstrate learning visible. • Confer about evidence and progress.	• Students make choices, set goals, and track progress. • Students revise and demonstrate mastery in multiple ways. • Teachers personalize support without lowering expectations.	• Proficiency scales, learning progressions, or rubrics. • Student goals, trackers, portfolios, and performance tasks. • Multiple demonstrations of mastery over time.
CORE TIER 1 LITERACY INSTRUCTION	• Map tiered tasks, scaffolds, supports, and extensions before instruction. • Maintain access to grade-level standards for every student. • Match support goals and cadence to demonstrated need.	• Provide responsive adjustments and targeted small-group support. • Make the purpose and success criteria of each support clear. • Monitor whether students respond to support.	• Students access rigorous learning with the support they need. • Students understand the purpose of supports and monitor progress. • Teams share responsibility for every learner.	• Support plans, groupings, and implementation evidence. • Progress-monitoring data and response trends. • Evidence of timely adjustments to tier, intensity, or strategy.
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) & DATA LITERACY	• Select and connect classroom, formative, progress, behavior, and SEL evidence. • Use evidence—not pacing alone—to plan what comes next. • Decide tasks, grouping, scaffolds, pacing, and support from data.	• Gather and interpret real-time evidence during learning. • Communicate data in student-friendly ways. • Bring actionable evidence to PLC and team dialogue.	• Students track data, reflect, set goals, and choose next steps. • Teachers test assumptions and adjust instruction. • Teams use evidence to improve outcomes for individuals and groups.	• Connected data sources and student-friendly trackers. • Instructional decisions documented in plans or PLC artifacts. • Evidence of monitoring, adjustment, and improved learning.

What am I learning? → **Why am I learning it?** → **How am I doing?** → **What will I do next?**