

Figure 1.2 The Relationship Between Visible Teaching and Visible Learning

Highly effective teachers . . .	Such that students . . .
Communicate clear learning intentions	Understand the learning intentions
Have challenging success criteria	Are challenged by the success criteria
Teach a range of learning strategies	Develop a range of learning strategies
Know when students are not progressing	Know when they are not progressing
Provide feedback	Seek feedback
Visibly learn themselves	Visibly teach themselves

Retrieved from the companion website for *Teaching Literacy in the Visible Learning Classroom, Grades 6–12* by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.