

Teacher Clarity Monitoring Implementation Part 3

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Today's Learning Intention

Learning Intention: I can implement the monitoring components of Teacher Clarity

Why? It will help my teachers become more effective and increase student learning

Today's Success Criteria

Success Criteria:

I can...

- articulate the six phases for creating a structured plan and progression of implementing teacher clarity
- introduce leadership and staff to the concept of teacher clarity
- create a tiered professional learning plan for teachers to implement teacher clarity
- create a monitoring plan to effectively gauge the progress of teacher clarity implementation at your school

Six Phases of Implementation

- **Phase I:** Leadership Team Research and Data Review
- **Phase II:** Implementing Learning Intentions and Success Criteria
- **Phase III:** Make the Learning Visible
- **Phase IV:** Co-Constructing Success Criteria
- **Phase V:** Opportunities to Respond/Formative Assessment
- **Phase VI:** Effective Feedback

Teacher Clarity: Phase I

Phase I: Leadership Team Research and Data Review Timeframe: 2-4 Weeks		
Task	Resources and Data	Monitoring Plan
I. Leadership Team <ul style="list-style-type: none"> Conduct Needs Assessment and Root Cause Analysis <ul style="list-style-type: none"> The CNA and Root Cause Analysis must justify the need to implement Teacher Clarity as an intervention Review Teacher Clarity research and resources Review Feasibility Checklist to determine implementation implications Review Levels of Implementation Rubric Discuss readiness and need to implement Teacher Clarity 	<ul style="list-style-type: none"> Book: Clarity for Learning (Almarode & Vandas, 2020) PowerPoint presentations Implementation action plan example Levels of Implementation Rubric Feasibility checklist 	<ul style="list-style-type: none"> Review agenda and minutes Review research reports Review feasibility checklist
II. Gather Baseline Data: Leadership team or designated group observes classroom practices over multiple days. <ul style="list-style-type: none"> Pull 2 to 3 students from each classroom and ask the 3 questions. <ul style="list-style-type: none"> What am I learning today? Why am I learning it? How will I know when I have learned it? Write student's responses on reflection cards. Collect data for leadership team review. 	<ul style="list-style-type: none"> Baseline data form or electronic format Baseline Observation Data Student Interview Data Teacher Feedback Data 	<ul style="list-style-type: none"> Ensure the set number of observations and student interviews are conducted by each team member.
III. Leadership Team <ul style="list-style-type: none"> Review data and responses from student interviews. <ul style="list-style-type: none"> Are the responses what we would like to hear from our students? Do we have a clarity issue in the classrooms? 	<ul style="list-style-type: none"> Book: Clarity for Learning (Almarode & Vandas, 2020) PowerPoint presentations Baseline data form Decision-making protocol Feasibility Checklist 	<ul style="list-style-type: none">

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Leadership Team Research and Data Review Phase I

Is this an initiative the school desires to move forward with?

Factors to Consider:

1. Research: The “*Why*”
2. Feasibility review
3. Collaborative planning review
4. Review the Levels of Implementation Rubric (success criteria)
5. Review the PowerPoint presentations (Teacher Clarity presentations 1 and 2)
6. Gather initial data and identify additional data points
7. Create a Teacher Clarity Team
8. Communication to staff

Leadership Team Research and Data Review

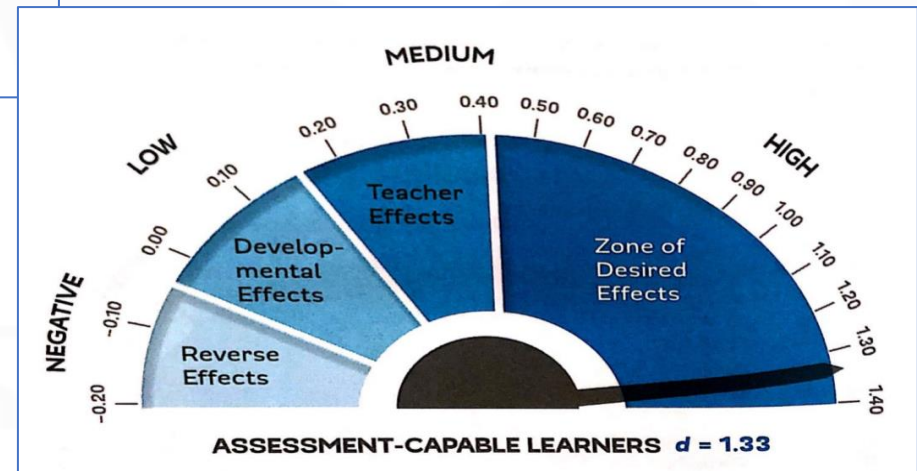
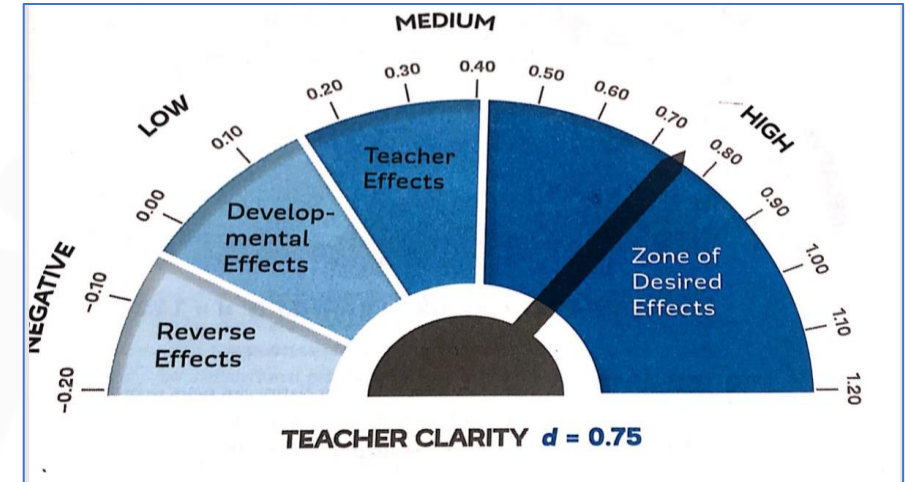
PHASE I

“Why”

John Hattie's research:

A learning effect size of 0.40 equates to a year's growth in learning. Implementing teacher clarity correctly results in an effect size of 0.75. This results in almost twice the effect size on one year of formal schooling.

If implementing all components with fidelity an effective size of 1.33 or **triple the rate of learning!**



Leadership Team Research and Data Review

PHASE I

“Why”



TAPS 2: Instructional Planning

TAPS 4: *Differentiated* Instruction

TAPS 5: Assessment Strategies

TAPS 6: Assessment Uses

TAPS 8: Academically Challenging Environment

- Impact on collaborative planning & organizing instruction
- Formative assessment/opportunities to respond
- Feedback between student and teachers, student and teacher, peer to peer
- Students self-monitoring and assessing. Own their learning!

Leadership Team and Data Review

Phase I

“Why”

The importance of the leadership-Which one impacts the most?

Transformational Leaders focus more on teachers. They set a vision, inspiring goals for the school, energize staff, protect teachers from external demands and give them high levels of autonomy in the classroom.

OR

The focus for **Instructional Leaders** is not the teachers but the students. They factor in much more on the teachers' and school's impact on student learning and instructional issues. Instructional Leaders spend much more of their time conducting classroom observations, building the collective professional trust to enable teachers to conduct peer observations, ensuring that teachers receive professional development opportunities that enhance student learning, and that all aspects of the school environment are conducive to learning.

Leadership Team and Data Review

Phase I

“Why”

The average effect size from transformational leadership was .11, whereas the impact of instructional leadership was .42

[John Hattie Article:](#)

Does school and college leadership really matter?

Leadership Team and Data Review Phase I Feasibility Checklist

<i>Questions</i>	<i>Yes/No</i>
Does the culture of the school support the expected behaviors the project supports?	
Is sponsorship for the project and its related initiatives assured in the long term?	
Is there oversight or governance of the planned project in place beyond the immediate launch or refocus?	
Is there evidence that you can get adequate funding over the time required for the project to be effective? (For example, if a grant is available to start the work, what funding source will keep the work going after the grant expires?)	
Are expected new behaviors integrated in jobs, performance measures, and evaluations? (For example, if the new behaviors are seen as “outside of the regular work,” it will be difficult to sustain them.)	
Are resources committed in the long term to support the adoption of new behaviors? (For example, will resources for retraining or coaching be available after the start-up?)	

Leadership Team and Data Review Phase I Collaborative Planning

What are the expectations for collaborative planning?

- Is there a structure in place?
- Do you have a focus during collaborative planning by having teachers answer the 3 critical questions?
- Do you have a lesson plan format that includes an instructional framework?
- Does your lesson plan format address the 3 critical questions?

Note: Aligns well with the 4 questions from a PLC

Lesson Plan

Standard:

What am I learning for the day? (learning intention)

Why am I learning it?

How will I know when I have learned it? (success criteria for the day)

Leadership Team and Data Review Phase 1

Levels of Implementation Rubric

Indicator: Learning Intentions (LI) and Success Criteria (SC)		
When learning intention and success criteria are used in tandem and implemented with fidelity, research has shown a significant increase in student achievement. Clear learning intentions should help students focus not just on the task or activity taking place, but on what they are learning. Learning intentions are brief statements that explicitly describe what students should know, understand and be able to do as a result of the learning and teaching. Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. Quality success criteria makes the learning explicit and transparent for the students and the teacher.		
Level 1	Level 2	Level 3
<input type="checkbox"/> Learning Intentions are posted, but not accessible to students (visually or conceptually). <input type="checkbox"/> Success Criteria are posted, but not accessible to students (visually or conceptually). <input type="checkbox"/> Learning intention and success criteria are communicated at the beginning of the lesson by the teacher. <input type="checkbox"/> Students are able to answer the 3 critical questions with less than 50% proficiency. <ul style="list-style-type: none"> • What am I Learning today? • Why am I learning it? • How will I know I have learned it? <input type="checkbox"/> Student will refer to the board where the learning intention and success criteria are located and read or repeat verbatim. <input type="checkbox"/> There is little evidence of an instructional framework. The primary instructional delivery method is teacher-centered/lecture.	<input type="checkbox"/> Learning Intentions are posted and accessible to students. Learning intentions are written in student-friendly language. They may or may not be aligned to the standard. <input type="checkbox"/> Success Criteria are posted and accessible to students. They may or may not be aligned to the learning intention. <input type="checkbox"/> Learning intention and success criteria are communicated and referenced throughout the learning, mainly by the teacher. <input type="checkbox"/> Students are able to answer the 3 critical questions with at least 50%-80% proficiency. <input type="checkbox"/> Students are able to paraphrase the learning intention and the purpose for the learning but cannot explain how they will show success. <input type="checkbox"/> There is some evidence of an instructional framework with active engagement.	<input type="checkbox"/> Learning Intentions are posted and accessible to students throughout the learning. Learning intentions are written in student-friendly language in a way that actively engages students in the learning process. Learning intentions state what the students will learn in relation to the standard rather than what they will do . <input type="checkbox"/> Success Criteria are posted, accessible to students, and aligned to the learning intention and rigor of the standard. <input type="checkbox"/> Students and teacher co-construct learning intention and success criteria through a variety of methods and are routinely reference throughout the learning by teacher and students. <input type="checkbox"/> Students are able to answer the 3 critical questions with at least 80%-100% proficiency. <input type="checkbox"/> Students are able to summarize the learning intention, the purpose for the learning, and how they will demonstrate achievement of the success criteria. <input type="checkbox"/> There is evidence of effective instructional framework that includes student-centered learning experiences aligned to learning intention and success criteria for the day.

Leadership Team and Data Review Phase I

PowerPoint Review Sessions 1&2

Ga-DOE Teacher Clarity Presentations 1 & 2:
www.gadoe.org/SDEvents

The leadership team develops a plan for leveraging resources:

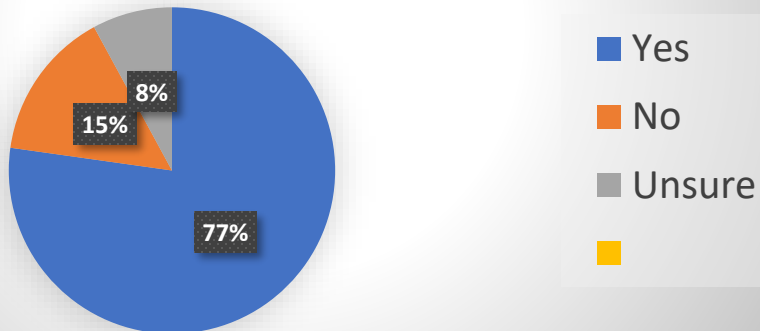
- PL sessions
- Book/research studies
- External/internal support

Leadership Team and Data Review

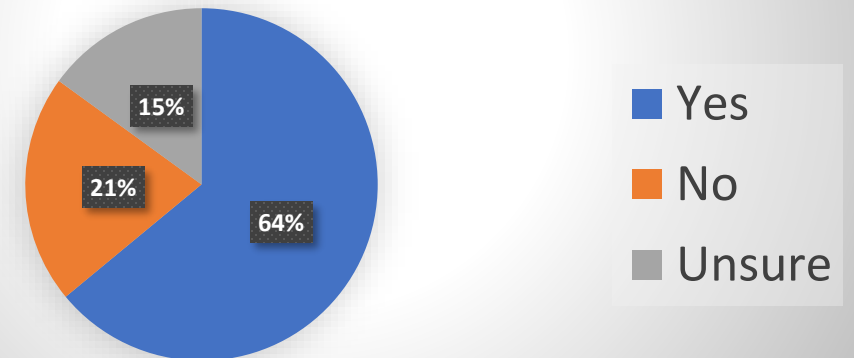
Phase I

Poll Review

There is an expectation at my school to post learning intentions and success criteria that are visible and accessible to students .



My schools understand the purpose of learning intentions and success criteria.

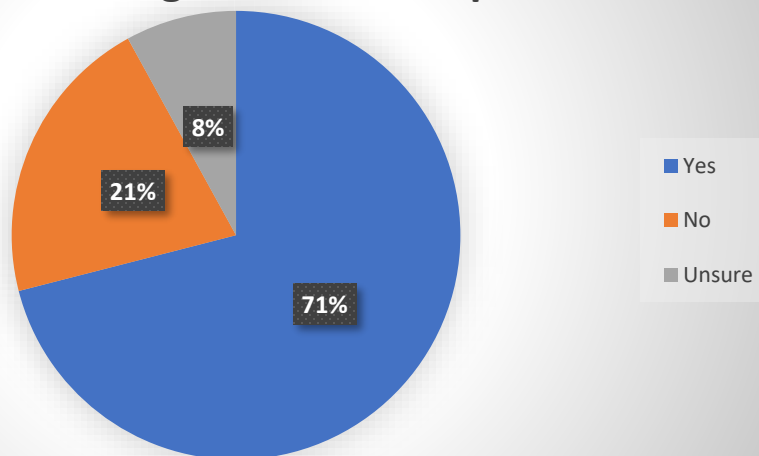


Leadership Team and Data Review

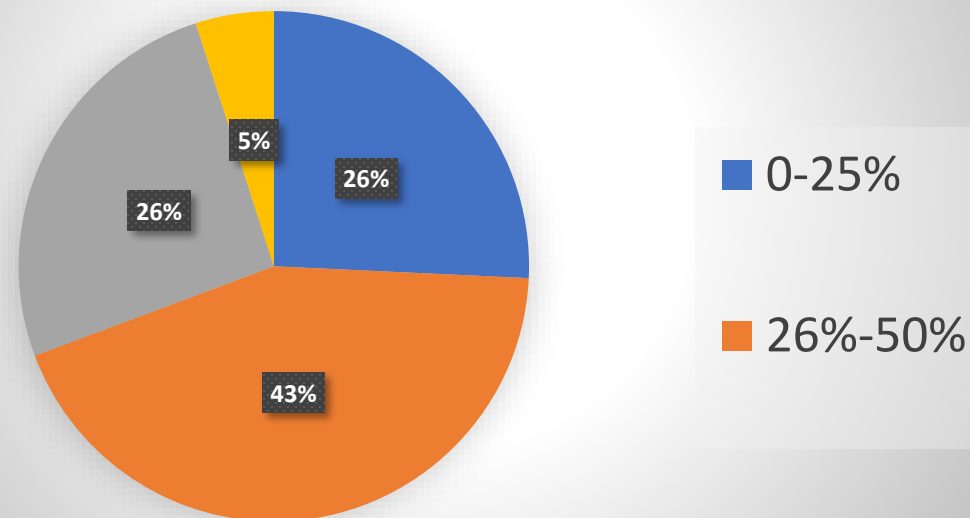
Phase 1

Poll Review

There is an expectation at my school to communicate learning targets and success criteria throughout the class period



Students can articulate WHAT they are learning for the day.

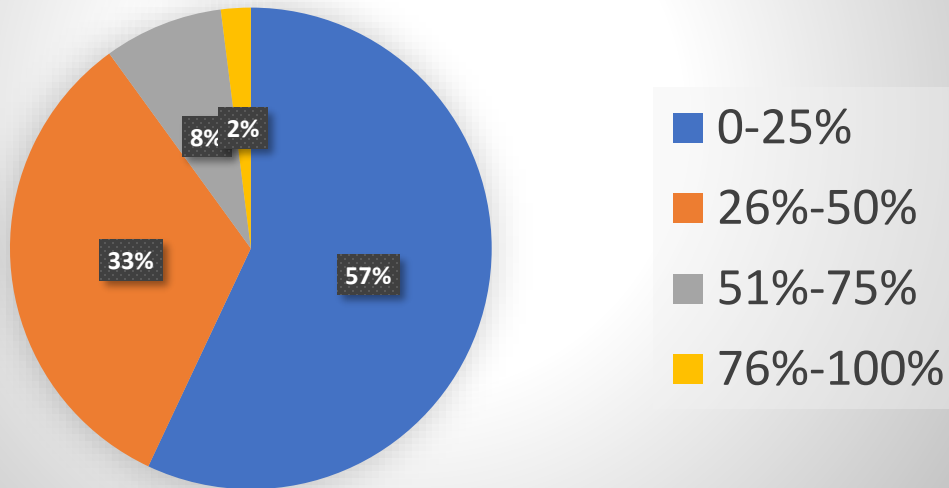


Leadership Team and Data Review

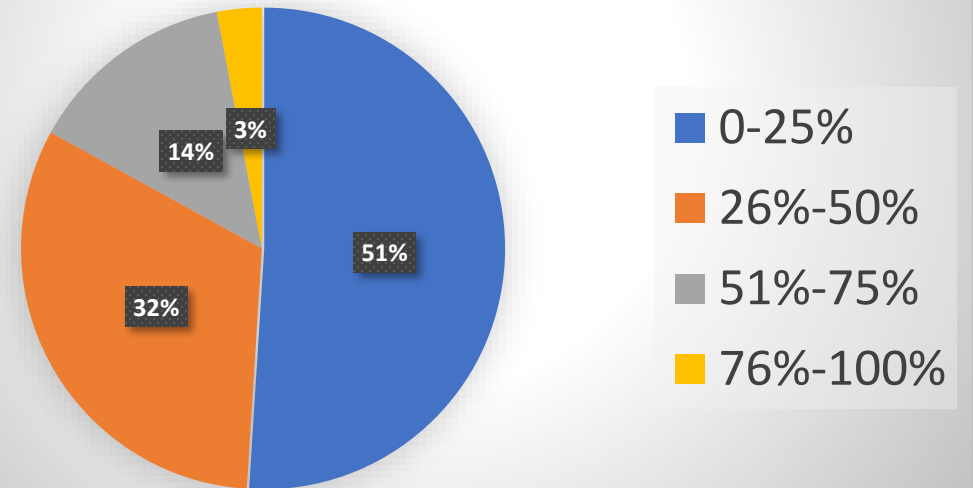
Phase I

Poll Review

Students can articulate WHY they are learning the day's content.



Students can articulate HOW they will demonstrate proficiency for the day.



Leadership Team and Data Review

Phase I

Gather Data Points

Do you have a clarity and alignment issue in the classroom?

Conduct classroom observations and ask students these questions:

- What are you learning today?
- Why are you learning it?
- How will you know when you have learned it? or
How will you know you are successful?

Leadership Team and Data Review

Phase I

Posting Data Points

Learning Intentions and Success Criteria

What are the students saying?

Focus walk

Learning Intentions:

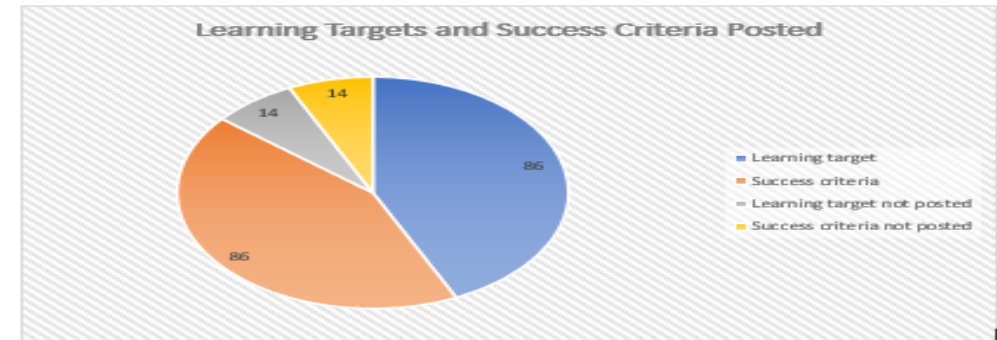
1. Student does not know what they are learning.
2. Student can communicate what they are doing, but it does not match the learning intention.
3. Student is able to communicate a basic understanding of the learning intention.
4. Student is able to communicate a detailed understanding of the learning intention.

Success Criteria:

1. Student does not have an answer.
2. Student can communicate some expectations, but it does not match the success criteria.
3. Student is able to communicate a basic understanding of the success criteria.
4. Student is able to communicate a detailed understanding of the success criteria.

Source: Clarity for learning (Almarode and Vandas, 2019)

Union Elementary
Learning Targets and Success Criteria
Grades 3-5
March 3, 2020



Observed a total of 7 teachers. Great that we are having these posted and are visible to the students! Remember, the first step towards clarity in the classroom is students knowing where they are going in their learning.



Leadership Team and Data Review Phase I

Other data points to consider

- % of teachers posting learning intentions and success criteria that are visible and accessible to the students.
- % of lesson plans showing learning intentions and success criteria that move learning towards the rigor and intent of the standard (progressions).
- % of classrooms with visual displays to assist students (including worked examples, anchor charts, rubrics, etc.).
- Level of rigor and types of opportunities to respond/formative assessments conducted in the classrooms
- Most common type of Feedback during the class period. (teacher-to-student, student-to-teacher, peer-to-peer)
- Types of data to check for student achievement growth
- % of students responding to higher order questions

Leadership Team and Data Review Phase I

Teacher Clarity Implementation Team

- Identify leaders and teachers from across subject and grade levels that are supportive of the initiative to develop the initial plan.
- Identify teachers that are doing this work well to serve as models for their peers and provide professional learning to staff.

Implementation of Learning Intentions and Success Criteria Phase I

Teacher Clarity Implementation Team

Five possible professional learning opportunities to assist teachers with implementation:

1. Learning intentions and success criteria - the foundation
2. Making the learning visible - a look at the tools to make learning visible in the classroom
3. Co-constructing success criteria
4. Providing formative assessment/opportunities to respond
5. Effective feedback in the classroom

Leadership Team and Data Review Phase I

Communication of Teacher Clarity to Staff

Consider:

- Establish the “*Why*” - provide the staff with the research and data gathered
- Provide baseline data
- Discuss implementation expectations
- Elicit feedback



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Six Phases of Implementation

- Phase I: Leadership Team Research and Data Review
- **Phase II: Implementing Learning Intentions and Success Criteria**
- Phase III: Make the Learning Visible
- Phase IV: Co-Constructing Success Criteria
- Phase V: Opportunities to Respond/Formative Assessment

Teacher Clarity: Phase II


Phase II: Implementing Learning Intentions and Success Criteria Timeframe: 1-4 Weeks		
Task	Resources	Monitoring Plan
I. Professional learning and implementation of critical components: <ul style="list-style-type: none"> o learning intentions o success criteria o student accessibility (posting) o communication o lesson plan format o collaborative planning expectations o schoolwide instructional framework 	<ul style="list-style-type: none"> o Tips for Learning Intentions and Success Criteria o Feedback cards o Review ppt. on ways to make learning visible. o monitoring forms 	<ul style="list-style-type: none"> o Observe and participate in professional learning
II. Provide small groups and individual coaching, practice, and support based on identified teacher needs (tiered support)	<ul style="list-style-type: none"> o Coaching schedule o Tiered support plan 	<ul style="list-style-type: none"> o Review lesson plans o Review observation data o Review tiered teacher plan o Review coaching logs
III. Conduct Focus Walks/Classroom Observations <ul style="list-style-type: none"> o Set expectations for number of walks to be completed by team o Conduct student interviews using the 3 critical questions: What, Why, How o Gather and analyze data o Provide teachers with observation feedback 	<ul style="list-style-type: none"> o Focus walk form o Focus Walk Schedule o Data Analysis protocol o Communication plan 	<ul style="list-style-type: none"> o Review schedule for focus walks o Participate in focus walks o Review teacher observation feedback data o Review student interview data
IV. Leadership Team Meeting <ul style="list-style-type: none"> o Discuss implementation progress and o Review focus walk data o Determine next steps for implementation o Update action plan 	<ul style="list-style-type: none"> o Focus walk data summary o Action plan 	<ul style="list-style-type: none"> o Review agenda and minutes o Review updated action plan

Implementation of Teacher Clarity: Learning Intentions and Success Criteria Phase II

The Critical Foundation Component Look-fors:

- Learning intentions and success criteria
- The 3 critical questions: What, Why, How
- Student accessibility (understand)
- Student visibility (see it)
- Communication
- Lesson plan format
- Collaborative planning expectations
- Schoolwide instructional framework (Gradual Release)

Examples of Monitoring Forms



Educating Georgia's Future

Learning Intention and Success Criteria Focus Walk Form 2

The teacher used the following communication modes to share the learning intentions and criteria for success/elements of quality:

<input type="checkbox"/> Oral	<input type="checkbox"/> Written	<input type="checkbox"/> Displayed	<input type="checkbox"/> Demonstration/ Modeling
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When did the teacher communicate the learning intentions and the criteria for success?


<input type="checkbox"/> Before instruction	<input type="checkbox"/> During instruction/ongoing	<input type="checkbox"/> At the conclusion of instruction	<input type="checkbox"/> Not communicated
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How did the teacher help the students to understand the learning intentions and the success criteria?

<input type="checkbox"/> Conducted discussions and review	<input type="checkbox"/> Discussed criteria, rubrics, checklists	<input type="checkbox"/> Showed student work, modeled responses, think-aloud examined exemplars or anchors of quality
<input type="checkbox"/> Helped students apply the success criteria to their own work	<input type="checkbox"/> Involved students in co-constructing success criteria	<input type="checkbox"/> Provided feedback to students that focused on the learning intention and the success criteria

In what ways did the teacher engage in making the thinking and learning visible?

<input type="checkbox"/> Teacher provided formative assessment/ opportunities to respond that made student learning and thinking visible. (tied to success criteria)	<input type="checkbox"/> Helped students compare their work to exemplars, student work, checklists, rubrics, or anchors	<input type="checkbox"/> Teacher provided opportunities to respond that allowed students to actively engage and participate in the lesson.	<input type="checkbox"/> Provided effective feedback: Used strategic questioning. Feedback to teacher and students answers 3 questions: <ul style="list-style-type: none"> • Where am I going? • How am I going? • Where do I go next?
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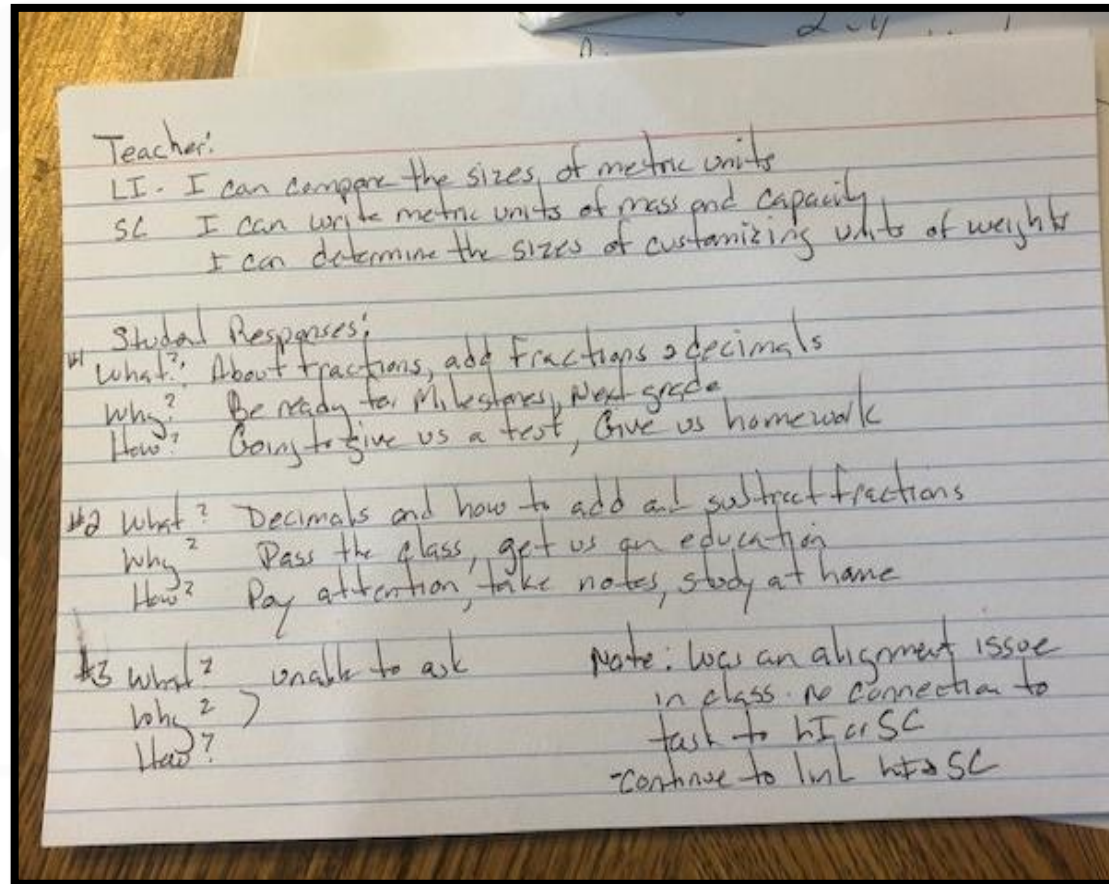
Educating Georgia's Future

Learning Intention and Success Criteria Focus Walk

- Grade/Content Area**

<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Sixth	<input type="checkbox"/> HS Science
<input type="checkbox"/> First	<input type="checkbox"/> Seventh	<input type="checkbox"/> HS Fine Arts
<input type="checkbox"/> Second	<input type="checkbox"/> Eighth	<input type="checkbox"/> HS CTAE
<input type="checkbox"/> Third	<input type="checkbox"/> HS ELA	<input type="checkbox"/> HS Other:
<input type="checkbox"/> Fourth	<input type="checkbox"/> HS Mathematics	
<input type="checkbox"/> Fifth	<input type="checkbox"/> HS Social Studies	
- The teacher used the following ways of communicating learning intentions and success criteria:**
 - ☐ Oral
 - ☐ Written
 - ☐ Displays
 - ☐ Demonstration/modeling
 - ☐ Not observed
 - ☐ Learning intention only
 - ☐ Success criteria only
- The teacher used the following formats to share the learning intentions and success criteria**
 - ☐ Rubric
 - ☐ Checklist of expectations and requirements
 - ☐ Anchor papers, models, or other exemplars of quality
 - ☐ Not observed
 - ☐ Learning intentions only
 - ☐ Success criteria only
- When did the teacher communicate the learning intentions and success criteria?**

Examples of Monitoring Forms




Indicator: Learning Intentions (LI) and Success Criteria (SC)

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Level 1	Level 2	Level 3
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Examples of Monitoring Forms


Educating Georgia's Future

**Teacher Clarity
Faculty Feedback Questionnaire**

Have there been any changes with your teaching since incorporating learning intentions and success criteria? Provide examples.	Have you noticed any changes in student learning since incorporating learning intentions and success criteria? Provide examples.
What formative assessments have you used to determine if students are making progress in their learning?	What are tools have you used to make learning more visible to the students? Provide examples.
How have you created more opportunities for students to respond in your classroom? Provide examples.	Have there been any changes with the amount and type of feedback in your classroom? Provide examples.

Have these areas improved in your classroom since implementing learning intentions and success criteria?	Agree	Disagree	Unable to determine at this time
Students know where they are going with their learning because of learning intentions and success criteria			
I am able to monitor my students learning better because of the learning intentions and success criteria			
Students are better able to monitor their growth in learning for the day because of the learning intentions and success criteria			
My feedback to students has become more focused due to my use of learning intentions and success criteria			
I am using more student-to-teacher feedback within my classroom			
My lessons have become more focused after implementing learning intentions and success criteria			
Using learning intentions and success criteria creates a focus on what the standard is asking of students and has aided in increasing the rigor in my classroom			

Have these areas improved in your classroom, since implementing learning intentions and success criteria?	Agree	Disagree	Unable to determine at this time
Students know where they are going with their learning because of LI and SC			
I am able to monitor my students learning better because of the LI and SC			
Students are better able to monitor their growth in learning for the day because of the LI and SC			
My feedback to students has become more focused due to my use of LI and SC			
I am using more student-teacher feedback within my classroom			
My lessons have become more focused since implementing LI and SC			
Using LI and SC make me focus more on what the standard is asking of students and helps increase my rigor in my lessons			
I have seen my students learning increase on STAR and believe the use of LT and SC have contributed to that student learning			
I will continue to use LT and SC in the future			

Examples of Monitoring Forms

Feedback Sessions with Teacher

3rd

Have you noticed any changes in student learning since incorporating LT+SC? What have you seen?

- Sts are using the technical language - language of the standards
- Becoming more of a "self-advocate"
Student Self-Efficacy
- Students are talking to each other expressing support for one another
- Next step - Teaching students to seek support and help from a peer before asking a teacher
- Even if students answer incorrectly, students self-correct and correct their peers.
- Next Step - Teach the process/procedure to interact.

3rd

What strategies have you used to determine if students have been successful in learning?
How do you know they are successful...

Strategies...

- Exit tickets
- 3 Boxes - Students place work in the app box (Work in Prog, Expert, Need help)
- Math - Look for student ^{responses} problems that were done incorrectly... Work student through the misconception.
- Talk to your neighbor - How did you solve the problem
- Number Talks - Whole Process.

3rd

What are the next steps...?

- Trial and Error - I have to sometimes go back and reteach.
- It's new. Messy
- Collegial Conversations to discuss the LT ahead of teaching the PS.
- Integrate movement
- Write problems on the desk
- Relationships w/ kids
- Groups - Everyone has a role/job
- Jig-Saw

→ Goes along with Personalized learning Assistance: Like the feedback

Implementation of Teacher Clarity Learning Intentions and Success Criteria Phase II

Conduct focus walks/classroom observations:

Items to plan for:

- Number of walks to be completed
 - Structure of focus walks
 - Who will participate?
 - What format will you use?
 - How will you incorporate student interviews that include the three critical questions?
- Data to be gathered and analyzed
- Format for providing teacher observation feedback
- Calendar of walks – observer, day, time, etc.

Six Phases of Implementation

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- Phase II: Implementing Learning Intentions and Success Criteria
- **Phase III: Make the Learning Visible**
- Phase IV: Co-Constructing Success Criteria
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- Phase VI: Effective Feedback

Teacher Clarity: Phase III

Phase III: Make the Learning Visible Timeframe: 1-4 Weeks		
Task	Resources	Monitoring Plan
I. Professional Learning Begin coaching, practice, and support for effective practices in making the learning visible to the students: <ul style="list-style-type: none"> ○ Implement use of a schoolwide instructional framework. ○ Implement use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc. ○ Assure alignment of standards, learning intention, success criteria, and student support resources ○ Continue coaching and support of Phase II. ○ Move teachers through phases based on classroom data and teacher needs 	<ul style="list-style-type: none"> ○ Professional learning plan ○ Instructional Framework ○ Exemplar student support resources ○ Standards ○ Coaching plan/schedule 	<ul style="list-style-type: none"> ○ Attend professional learning ○ Continue Focus Walks including student interviews ○ Monitor use of a schoolwide instructional framework. ○ Monitor use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc.
II. Provide small groups and individual coaching, practice, and support based on identified teacher needs (tiered support)	<ul style="list-style-type: none"> ○ Coaching schedule ○ Tiered support plan 	<ul style="list-style-type: none"> ○ Review lesson plans ○ Review observation data ○ Review tiered teacher plan ○ Review coaching logs
III. Teacher Clarity Implementation Team <ul style="list-style-type: none"> ○ Research co-constructing success criteria ○ Develop faculty guidelines ○ Plan professional learning 	<ul style="list-style-type: none"> ○ Professional learning plan ○ Communication plan 	<ul style="list-style-type: none"> ○ Review PL plan ○ Review faculty guidelines
IV. Leadership Team <ul style="list-style-type: none"> ○ Review data results from phase II ○ Discuss next steps and support ○ Update implementation action plan ○ Share data with the staff 	<ul style="list-style-type: none"> ○ Focus walk data summary ○ Action plan ○ Communication plan 	<ul style="list-style-type: none"> ○ Review agenda and minutes ○ Review updated action plan
IV. Faculty Meeting <ul style="list-style-type: none"> ○ Share schoolwide data ○ Communicate updated action plan ○ Collect feedback 	<ul style="list-style-type: none"> ○ Data report /presentation ○ Feedback form/format 	<ul style="list-style-type: none"> ○ Participate in faculty meeting ○ Review agenda and minutes ○ Review staff feedback

Implementation of Teacher Clarity

Making the Learning Visible

Phase III

Making the learning visible in the classrooms.

Effective practices look-fors:

- Modeling & demonstrations
- Anchor charts
- Work examples & Non examples
- Rubrics
- Checklists
- Strong student work
- Other practices

Six Phases of Implementation

- Phase I: Leadership Team Research and Data Review
- Phase II: Implementing Learning Intentions and Success Criteria
- Phase III: Make the Learning Visible
- **Phase IV: Co-Constructing Success Criteria**
- Phase V: Opportunities to Respond/Formative Assessment
- Phase VI: Effective Feedback

Teacher Clarity: Phase IV

Phase IV: Co-Constructing Success Criteria Timeframe: 3-4 Weeks		
Task	Resources	Monitoring Plan
I. Professional Learning <ul style="list-style-type: none"> Conduct professional learning on co-constructing success criteria Implement teacher practice on co-constructing success criteria in classrooms with students 	<ul style="list-style-type: none"> Research on co-constructing success criteria opportunities to respond, and effective feedback Monitoring forms Monitoring calendar PPT presentations Feedback form 	<ul style="list-style-type: none"> Observe and participate in collaborative planning Continue Focus Walks including student interviews
II. Provide coaching, practice, and support <ul style="list-style-type: none"> Tier teachers based on observations and expressed needs 	<ul style="list-style-type: none"> Coaching schedule Coaching log Observation data 	<ul style="list-style-type: none"> Review lesson plans Review observation data Review tiered teacher plan Review coaching logs Monitor teacher progress through tiers
III. Teacher Clarity Implementation Team <ul style="list-style-type: none"> Research opportunities to respond/formative assessment strategies Develop faculty guidelines Plan professional learning 	<ul style="list-style-type: none"> Professional learning plan Communication plan 	<ul style="list-style-type: none"> Review PL plan Review faculty guidelines
IV. Leadership Team <ul style="list-style-type: none"> Review data results from phase III Discuss next steps and support Update implementation action plan Share data with the staff 	<ul style="list-style-type: none"> Focus walk data summary Action plan Communication plan 	<ul style="list-style-type: none"> Review agenda and minutes Review updated action plan
V. Faculty Meeting <ul style="list-style-type: none"> Share schoolwide data Communicate updated action plan Collect feedback 	<ul style="list-style-type: none"> Data report /presentation Feedback form/format 	<ul style="list-style-type: none"> Participate in faculty meeting Review agenda and minutes Review staff feedback

Implementation of Teacher Clarity: Co-Constructing Success Criteria Phase IV

Teacher and students co-constructing the success criteria.

- Co-constructing success criteria with students increases...
 - their willingness to engage in the task and see the importance and purpose
 - their confidence, decreases anxiety, connects to their prior knowledge
 - the probability that they will reinvest in subsequent learning opportunities
 - Student's self-efficacy as learners
- Identify ways to co-construct success criteria

Note: Co-constructing does not need to occur on every standard.

Almarode and Vandas, 2019

Implementation of Teacher Clarity

Co-construct the Success Criteria

Phase IV

Looks-fors:

- Have students view different types of proficient student work of the same skill and asking, “What features can you identify in these examples?”
- Have students look at the standard and brainstorm with the teacher asking, “What do you think we would have to do to show if we understood this standard?”
- Demonstrate good and low-quality examples of work and determine which is better and why.
- Doing it wrong. The teacher will demonstrate how NOT to do the task.
- Gather examples of work, exemplars, models and have the students and teacher review and determining what characteristics of quality work are present.

As success criteria is generated, the teacher and student create a way to chart the criteria. Teachers and students might create a rubric, a checklist, or other way of representing the criteria.

Six Phases of Implementation

- Phase I: Leadership Team Research and Data Review
- Phase II: Implementing Learning Intentions and Success Criteria
- Phase III: Make the Learning Visible
- Phase IV: Co-Constructing Success Criteria
- **Phase V: Opportunities to Respond/
Formative Assessment**
- Phase VI: Effective feedback

Teacher Clarity: Phase V

Phase V: Opportunities to Respond/Formative Assessment Timeframe: 2-4 Weeks		
Task	Resources	Monitoring Plan
I. Professional Learning <ul style="list-style-type: none"> Conduct professional learning on opportunities to respond/formative assessment and student self-assessment Implement teacher practice on opportunities to respond in classrooms 		<ul style="list-style-type: none"> Participate in professional learning Continue classroom observations including student interviews
II. Provide coaching, practice, and support <ul style="list-style-type: none"> Tier teachers based on observations and expressed needs 	<ul style="list-style-type: none"> Coaching schedule Coaching log Observation data 	<ul style="list-style-type: none"> Review lesson plans Review observation data Review tiered teacher plan Review coaching logs Monitor teacher progress through tiers of support
III. Teacher Clarity Implementation Team <ul style="list-style-type: none"> Begin research on Effective Feedback <ul style="list-style-type: none"> Teacher-to-Student Student-to Teacher Peer-to-Peer Develop faculty guidelines Plan professional learning 	<ul style="list-style-type: none"> Professional learning plan Communication plan 	<ul style="list-style-type: none"> Review PL plan Review faculty guidelines
IV. Leadership Team <ul style="list-style-type: none"> Review data results from phase IV Discuss next steps and support Update implementation action plan Share data with the staff 	<ul style="list-style-type: none"> Focus walk data summary Action plan Communication plan 	<ul style="list-style-type: none"> Review agenda and minutes Review updated action plan

Implementation of Teacher Clarity

Opportunities to Respond/Formative Assessment

Phase V

Opportunities to respond include any strategies or tasks that make student thinking visible and allow both the teacher and learner to observe learning progress. (Almarode & Vandas, 2019)

Look-fors:

- Engaging and rigorous tasks
- Formative assessment opportunities that allows the student and teacher to determine if learning is progressing

Which Teacher Provides More Opportunity to Respond?

Task: A two-step word problem that involves multiplication and subtraction

Teacher 1: Michael buys two bags of dog food that each cost \$18.99 with a coupon. He hands the checkout person \$50.00. How much change does he get back?

(The teacher provides four multiple-choice distractors.)

Teacher 2: Create a two-step word problem that involves adding, subtracting, and/or multiplying money and solve it. Write an explanation of how you solved the problem.

Which teacher makes the learning more visible?

(Almarode and Vandas, 2019)

Which Teacher Provides More Opportunity to Respond?

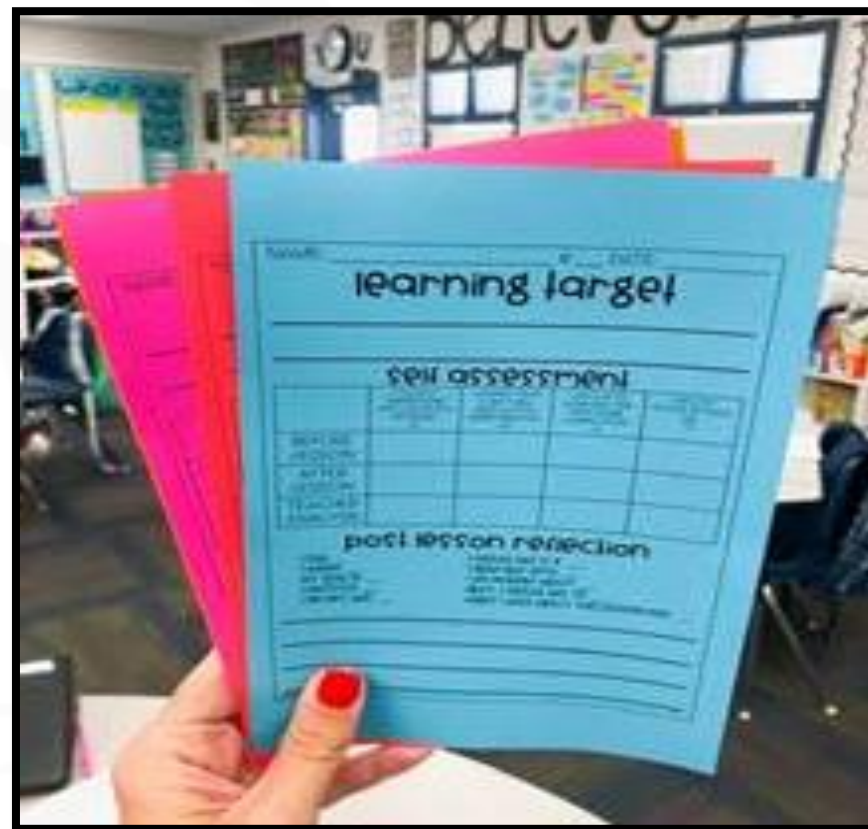
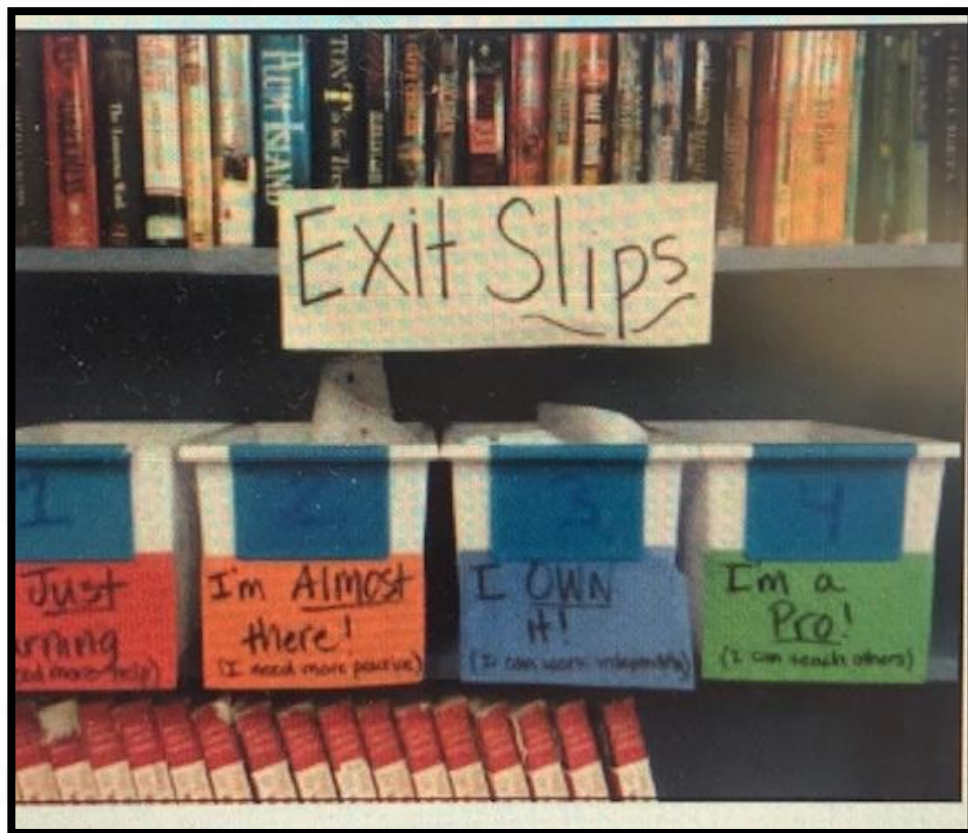
Task: Teacher has just explained and provided an example of the interaction of supply and demand and wants to check for understanding

Teacher 1: “Give me a thumbs up” if you understand how supply and demand interact with each other?

Teacher 2: A major gas pipeline has exploded in the Gulf of Mexico and it's the major supply of oil for the United States. Turn to your talk neighbor and explain how supply and demand are affected.

Which teacher makes the learning more visible?

Formative Assessment/ Opportunities to Respond



Six Phases of Implementation

- Phase I: Leadership Team Research and Data Review
- Phase II: Implementing Learning Intentions and Success Criteria
- Phase III: Make the Learning Visible
- Phase IV: Co-Constructing Success Criteria
- Phase V: Opportunities to Respond/Formative Assessment
- **Phase VI: Effective feedback**

Teacher Clarity: Phase VI

Phase VI: Effective Feedback Timeframe: 2-4 Weeks		
Task	Resources	Monitoring Plan
I. Professional Learning <ul style="list-style-type: none"> ○ Conduct professional learning on effective feedback <ul style="list-style-type: none"> i. Teacher-to-Student ii. Student-to Teacher iii. Peer-to-Peer ○ Implement teacher practice on effective feedback ○ Provide support and feedback 		<ul style="list-style-type: none"> ○ Participate in professional learning ○ Continue classroom observations including student interviews ○
II. Provide coaching, practice, and support <ul style="list-style-type: none"> ○ Tier teachers based on observations and expressed needs 	<ul style="list-style-type: none"> ○ Coaching schedule ○ Coaching log ○ Observation data 	<ul style="list-style-type: none"> ○ Review lesson plans ○ Review observation data ○ Review tiered teacher plan ○ Review coaching logs ○ Monitor teacher progress through tiers of support
III. Teacher Clarity Implementation Team <ul style="list-style-type: none"> ○ Review implementation plan ○ Review implementation/focus walk data 	<ul style="list-style-type: none"> ○ Professional learning plan ○ Communication plan 	<ul style="list-style-type: none"> ○ Review implementation plan updates ○ Review sustainability plan
<ul style="list-style-type: none"> ○ Develop sustainability plan ○ Develop intervention effectiveness and evaluation plan 	<ul style="list-style-type: none"> ○ Intervention effectiveness and evaluation plan research 	
IV. Leadership Team <ul style="list-style-type: none"> ○ Review data results from phase V ○ Discuss next steps and support ○ Review sustainability plan ○ Review intervention evaluation plan ○ Update implementation action plan ○ Share data with the staff 	<ul style="list-style-type: none"> ○ Focus walk data summary ○ Action plan ○ Intervention effectiveness and evaluation plan 	<ul style="list-style-type: none"> ○ Conduct intervention effectiveness and evaluation study annually

Implementation of Teacher Clarity

Opportunities to Respond/Formative Assessment

Phase VI

Effective Feedback Look-fors:

- More student-to-teacher feedback
- Strategic questioning by the teacher (rigor and DOK)
- Does the feedback answer the questions:
 - Where am I going?
 - How am I going?
 - Where am I going next

(Hattie 2012)

Feedback

Examples of Student-to-Teacher Probing Questions

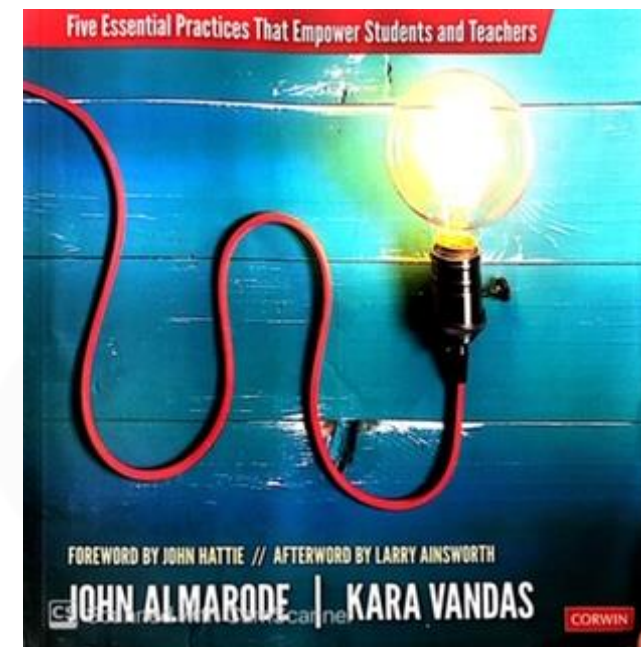
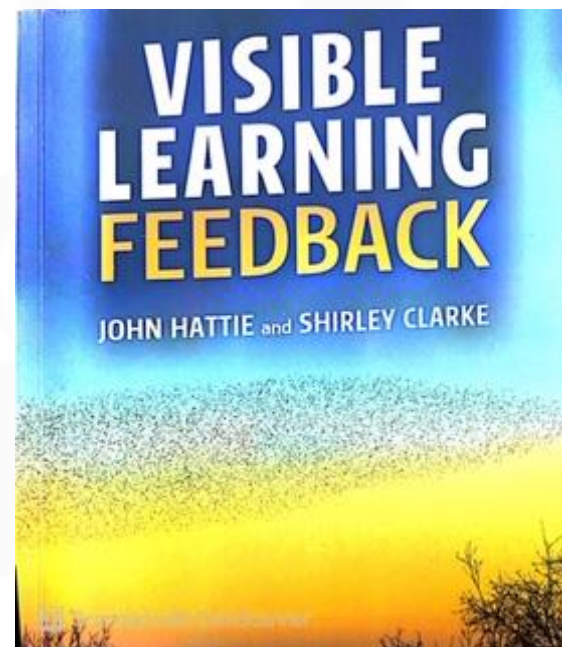
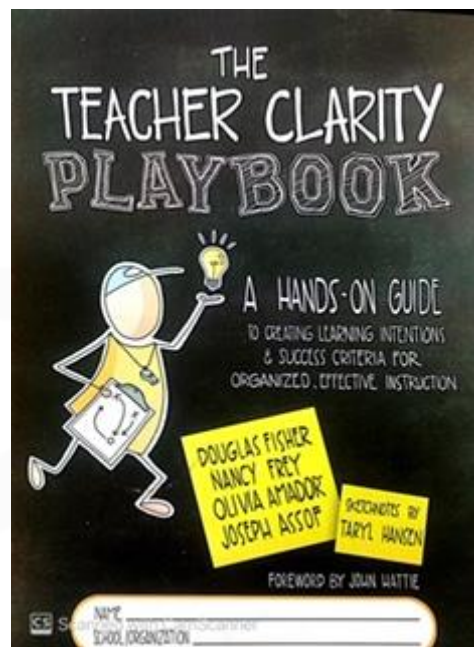
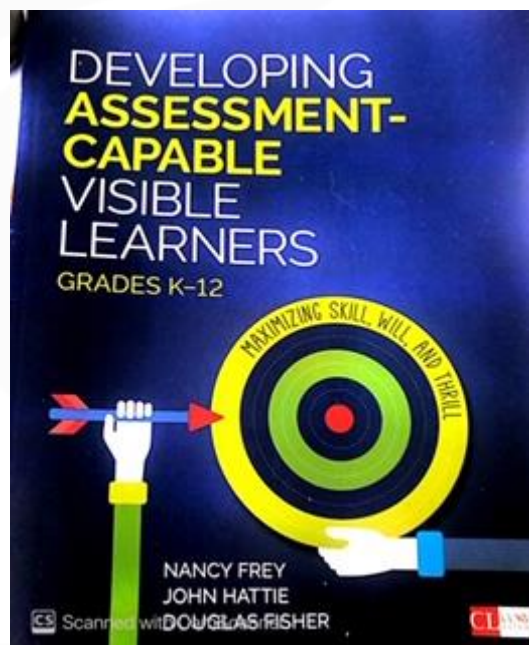
- How could you change this to make it clearer?
- Can you tell me or show me what you have learned so far?
- Can you tell me what you're going to do first?
- What do you mean by...? (Just because a teacher “taught” it doesn’t mean the student understood it in the intended way.)
- Why do you think...?
- **Can you give me an example of what you mean?**
(Key question to determine misconceptions)
- Can you develop that thought? Tell me more...

(Hattie and Clark, 2019)

Questions



Resources for Teacher Clarity Learning Intentions and Success Criteria





**Offering a holistic education to
each and every child
in our state.**

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