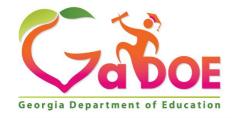


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	Phase I:						
	Leadership Team Research and Data Review						
	Timeframe: 2-4 Weeks						
	Task	Resources and Data Monitoring Plan					
I.	<ul> <li>Leadership Team         <ul> <li>Conduct Needs Assessment and Root Cause Analysis</li> <li>The CNA and Root Cause Analysis must justify the need to implement Teacher Clarity as an intervention</li> <li>Review Teacher Clarity research and resources</li> <li>Review Feasibility Checklist to determine implementation implications</li> <li>Review Levels of Implementation Rubric</li> </ul> </li> </ul>	<ul> <li>Book: Clarity for Learning (Almarode &amp; Vandas, 2020)</li> <li>PowerPoint presentations</li> <li>Implementation action plan example</li> <li>Levels of Implementation Rubric</li> <li>Feasibility checklist</li> <li>Review agenda and minutes</li> <li>Review research reports</li> <li>Review feasibility checklist</li> </ul>					
	<ul> <li>Discuss readiness and need to implement Teacher Clarity</li> </ul>						
11.	Gather Baseline Data: Leadership team or designated group observes classroom practices over multiple days. • Pull 2 to 3 students from each classroom and ask the 3 questions. • 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> <li>Baseline data form or electronic format</li> <li>Baseline Observation Data</li> <li>Student Interview Data</li> <li>Teacher Feedback Data</li> </ul>					
111.	<ul> <li>Leadership Team</li> <li>Review data and responses from student interviews.</li> <li>Are the responses what we would like to hear from our students?</li> <li>Do we have a clarity issue in the classrooms?</li> </ul>	<ul> <li>Book: Clarity for Learning (Almarode &amp; Vandas, 2020)</li> <li>PowerPoint presentations</li> <li>Baseline data form</li> <li>Decision-making protocol</li> <li>Feasibility Checklist</li> </ul>					

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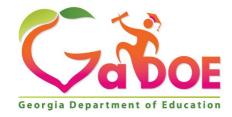
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		Phase I:	
	Leadership Team	n Research and Data Review	v
	Timef	rame: 2-4 Weeks	
	Task	Resources and Data	Monitoring Plan
<ul> <li>intervention.</li> <li>Discuss how t</li> <li>What</li> <li>3 critic</li> <li>Lesso</li> <li>Will te stands</li> <li>Set goals and long-term imp</li> <li>Create <i>Teach</i></li> <li>Include</li> <li>Comp</li> <li>Assig</li> <li>Devel</li> </ul>	I success criteria for initial, intermediate, and	<ul> <li>Lesson plan form</li> <li>Collaborative planning form</li> <li>Chart paper for success criteria</li> <li>Success criteria research</li> <li>Implementation plan example</li> <li>Levels of implementation Rubric</li> <li>Project Commitment Form</li> </ul>	
<ul> <li>succe</li> <li>stude</li> <li>under</li> <li>comm</li> </ul>	ting schedule	<ul> <li>Teacher Clarity resources and research</li> <li>Action plan template</li> <li>Calendar</li> <li>Communication plan</li> </ul>	<ul> <li>Monitor team meetings/schedule</li> <li>Review project timeline</li> <li>Review agendas and minutes</li> <li>Implementation Action Plan: Review, provide feedback, and approve initial plan</li> </ul>

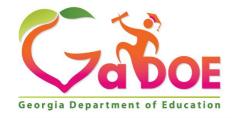
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Phase I: Leadership Team Research and Data Review Timeframe: 2-4 Weeks				
Task	Resources and Data	Monitoring Plan		
<ul> <li>collaborative planning expectations</li> <li>schoolwide instructional framework</li> <li>formative assessment/opportunities to respond</li> <li>student self-assessment</li> <li>Develop schoolwide implementation action plan</li> <li>Present plan to Leadership Team for approval</li> </ul>				
<ul> <li>V. Faculty meeting</li> <li>Provide foundational research on Teacher Clarity</li> <li>Discuss baseline observation and student response data</li> <li>Discuss the "Why" for implementing</li> <li>Provide expectations for Teacher Clarity implementation</li> <li>Provide and discuss Implementation Action Plan</li> <li>Discuss changes to collaborative planning.</li> <li>Revised focus</li> <li>3 critical questions: What, Why, How</li> <li>Lesson plan revisions</li> <li>Professional learning needs</li> <li>Elicit feedback</li> </ul>	Resources:       •       Book: Clarity for Learning (Almarode & Vandas, 2020)       •         •       PowerPoint presentations       •         •       PowerPoint presentations       •         •       Baseline data       •         •       Action Plan       •         •       Lesson plan format       •         •       Collaborative planning process guide       •         •       Levels of implementation rubric       •         •       Feasibility checklist       •         •       Feedback form/process       •	<ul> <li>Review feedback</li> <li>Provide FAQ</li> </ul>		

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Phase II: Implementing Learning Intentions and Success Criteria					
Timeframe: 1-4 Weeks					
Task	Resources	Monitoring Plan			
<ul> <li>I. Professional learning and implementation of critical components:         <ul> <li>learning intentions</li> <li>success criteria</li> <li>student accessibility (posting)</li> <li>communication</li> <li>lesson plan format</li> <li>collaborative planning expectations</li> <li>schoolwide instructional framework</li> </ul> </li> </ul>	<ul> <li>Tips for Learning Intentions and Success Criteria</li> <li>Feedback cards</li> <li>Review ppt. on ways to make learning visible.</li> <li>monitoring forms</li> </ul>	<ul> <li>Observe and participate in professional learning</li> </ul>			
<ul> <li>II. Provide small groups and individual coaching, practice, and support based on identified teacher needs (tiered support)</li> </ul>	<ul> <li>Coaching schedule</li> <li>Tiered support plan</li> </ul>	<ul> <li>Review lesson plans</li> <li>Review observation data</li> <li>Review tiered teacher plan</li> <li>Review coaching logs</li> </ul>			
<ul> <li>III. Conduct Focus Walks/Classroom Observations         <ul> <li>Set expectations for number of walks to be completed by team</li> <li>Conduct student interviews using the 3 critical questions: What, Why, How</li> <li>Gather and analyze data</li> <li>Provide teachers with observation feedback</li> </ul> </li> </ul>	<ul> <li>Focus walk form</li> <li>Focus Walk Schedule</li> <li>Data Analysis protocol</li> <li>Communication plan</li> </ul>	<ul> <li>Review schedule for focus walks</li> <li>Participate in focus walks</li> <li>Review teacher observation feedback data</li> <li>Review student interview data</li> </ul>			
<ul> <li>IV. Leadership Team Meeting         <ul> <li>Discuss implementation progress and</li> <li>Review focus walk data</li> <li>Determine next steps for implementation</li> <li>Update action plan</li> </ul> </li> </ul>	<ul> <li>Focus walk data summary</li> <li>Action plan</li> </ul>	<ul> <li>Review agenda and minutes</li> <li>Review updated action plan</li> </ul>			



Phase II: Implementing Learning Intentions and Success Criteria Timeframe: 1-4 Weeks				
Task	Resources	Monitoring Plan		
<ul> <li>V. Faculty Meeting         <ul> <li>Share schoolwide data</li> <li>Communicate updated action plan</li> <li>Collect feedback</li> </ul> </li> </ul>		<ul> <li>Participate in faculty meeting</li> <li>Review agenda and minutes</li> <li>Review staff feedback</li> </ul>		
<ul> <li>VI. Teacher Clarity Implementation Team         <ul> <li>Research strategies for making learning visible</li> <li>Develop faculty guidelines</li> <li>Plan professional learning</li> </ul> </li> </ul>		<ul> <li>Participate on professional learning</li> <li>Review PL plan</li> <li>Review faculty guidelines</li> </ul>		

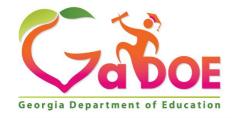
Phase III: Make the Learning Visible Timeframe: 1-4 Weeks					
Task	Resources	Monitoring Plan			
<ul> <li>I. Professional Learning Begin coaching, practice, and support for effective practices in making the learning visible to the students: <ul> <li>Implement use of a schoolwide instructional framework.</li> <li>Implement use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc.</li> <li>Assure alignment of standards, learning intention, success criteria, and student support resources</li> <li>Continue coaching and support of Phase II.</li> <li>Move teachers through phases based on classroom data and teacher needs</li> </ul> </li> </ul>	<ul> <li>Professional learning plan</li> <li>Instructional Framework</li> <li>Exemplar student support resources</li> <li>Standards</li> <li>Coaching plan/schedule</li> </ul>	<ul> <li>Attend professional learning</li> <li>Continue Focus Walks including student interviews</li> <li>Monitor use of a schoolwide instructional framework.</li> <li>Monitor use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc.</li> </ul>			



	Phase III: Make the Learning Visible Timeframe: 1-4 Weeks				
	Task	Resources Monitoring Plan			
II.	Provide small groups and individual coaching, practice, and support based on identified teacher needs (tiered support)	<ul> <li>Coaching schedule</li> <li>Tiered support plan</li> <li>Review lesson plans</li> <li>Review observation data</li> <li>Review tiered teacher plan</li> <li>Review coaching logs</li> </ul>			
III.	<ul> <li>Teacher Clarity Implementation Team</li> <li>Research co-constructing success criteria</li> <li>Develop faculty guidelines</li> <li>Plan professional learning</li> </ul>	<ul> <li>Professional learning plan</li> <li>Communication plan</li> <li>Review PL plan</li> <li>Review faculty guidelines</li> </ul>			
IV.	Leadership Team <ul> <li>Review data results from phase II</li> <li>Discuss next steps and support</li> <li>Update implementation action plan</li> <li>Share data with the staff</li> </ul>	<ul> <li>Focus walk data summary</li> <li>Action plan</li> <li>Communication plan</li> <li>Review updated action plan</li> </ul>			
IV.	Faculty Meeting         •       Share schoolwide data         •       Communicate updated action plan         •       Collect feedback	<ul> <li>Data report /presentation</li> <li>Feedback form/format</li> <li>Review agenda and minutes</li> <li>Review staff feedback</li> </ul>			



	Phase IV:					
	Co-Constructing Success Criteria					
	Timeframe: 3-4 Weeks					
	Task	Resources	Monitoring Plan			
Ι.	<ul> <li>Professional Learning         <ul> <li>Conduct professional learning on co-constructing success criteria</li> <li>Implement teacher practice on co-constructing success criteria in classrooms with students</li> </ul> </li> </ul>	<ul> <li>Research on co-constructing success criteria opportunities to respond, and effective feedback</li> <li>Monitoring forms</li> <li>Monitoring calendar</li> <li>PPT presentations</li> <li>Feedback form</li> </ul>	<ul> <li>Observe and participate in collaborative planning</li> <li>Continue Focus Walks including student interviews</li> </ul>			
11.	<ul> <li>Provide coaching, practice, and support</li> <li>Tier teachers based on observations and expressed needs</li> </ul>	<ul> <li>Coaching schedule</li> <li>Coaching log</li> <li>Observation data</li> </ul>	<ul> <li>Review lesson plans</li> <li>Review observation data</li> <li>Review tiered teacher plan</li> <li>Review coaching logs</li> <li>Monitor teacher progress through tiers</li> </ul>			
111.	<ul> <li>Teacher Clarity Implementation Team</li> <li>Research opportunities to respond/formative assessment strategies</li> <li>Develop faculty guidelines</li> <li>Plan professional learning</li> </ul>	<ul> <li>Professional learning plan</li> <li>Communication plan</li> </ul>	<ul> <li>Review PL plan</li> <li>Review faculty guidelines</li> </ul>			
IV.	Leadership Team <ul> <li>Review data results from phase III</li> <li>Discuss next steps and support</li> <li>Update implementation action plan</li> <li>Share data with the staff</li> </ul>	<ul> <li>Focus walk data summary</li> <li>Action plan</li> <li>Communication plan</li> </ul>	<ul> <li>Review agenda and minutes</li> <li>Review updated action plan</li> </ul>			
V.	Faculty Meeting <ul> <li>Share schoolwide data</li> <li>Communicate updated action plan</li> <li>Collect feedback</li> </ul>	<ul> <li>Data report /presentation</li> <li>Feedback form/format</li> </ul>	<ul> <li>Participate in faculty meeting</li> <li>Review agenda and minutes</li> <li>Review staff feedback</li> </ul>			



	Phase V:					
	Opportunities to Respond/Formative Assessment					
	Task	imeframe: 2-4 Weeks Resources	Monitoring Plan			
Ι.	<ul> <li>Professional Learning         <ul> <li>Conduct professional learning on opportunities to respond/formative assessment and student self-assessment</li> <li>Implement teacher practice on opportunities to respond in classrooms</li> </ul> </li> </ul>		<ul> <li>Participate in professional learning</li> <li>Continue classroom observations including student interviews</li> </ul>			
11.	<ul> <li>Provide coaching, practice, and support</li> <li>Tier teachers based on observations and expressed needs</li> </ul>	<ul> <li>Coaching schedule</li> <li>Coaching log</li> <li>Observation data</li> </ul>	<ul> <li>Review lesson plans</li> <li>Review observation data</li> <li>Review tiered teacher plan</li> <li>Review coaching logs</li> <li>Monitor teacher progress through tiers of support</li> </ul>			
111.	<ul> <li>Teacher Clarity Implementation Team</li> <li>Begin research on Effective Feedback</li> <li>i. Teacher-to-Student</li> <li>ii. Student-to Teacher</li> <li>iii. Peer-to-Peer</li> <li>Develop faculty guidelines</li> <li>Plan professional learning</li> </ul>	<ul> <li>Professional learning plan</li> <li>Communication plan</li> </ul>	<ul> <li>Review PL plan</li> <li>Review faculty guidelines</li> </ul>			
IV.	Leadership Team <ul> <li>Review data results from phase IV</li> <li>Discuss next steps and support</li> <li>Update implementation action plan</li> <li>Share data with the staff</li> </ul>	<ul> <li>Focus walk data summary</li> <li>Action plan</li> <li>Communication plan</li> </ul>	<ul> <li>Review agenda and minutes</li> <li>Review updated action plan</li> </ul>			



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Phase V: Opportunities to Respond/Formative Assessment Timeframe: 2-4 Weeks				
Task	Resources	Monitoring Plan		
IV. Faculty Meeting	<ul> <li>Data report /presentation</li> </ul>	<ul> <li>Participate in faculty meeting</li> </ul>		
<ul> <li>Share schoolwide data</li> </ul>	<ul> <li>Feedback form/format</li> </ul>	<ul> <li>Review agenda and minutes</li> </ul>		
<ul> <li>Communicate updated action plan</li> <li>Collect feedback</li> </ul>		• Review staff feedback		

		Phase VI: Effective Feedback meframe: 2-4 Weeks	
	Task	Resources	Monitoring Plan
I.	<ul> <li>Professional Learning         <ul> <li>Conduct professional learning on effective feedback</li> <li>Teacher-to-Student</li> <li>Student-to Teacher</li> <li>Student-to-Peer</li> </ul> </li> <li>Implement teacher practice on effective feedback</li> <li>Provide support and feedback</li> </ul>		<ul> <li>Participate in professional learning</li> <li>Continue classroom observations including student interviews</li> </ul>
11.	<ul> <li>Provide coaching, practice, and support</li> <li>Tier teachers based on observations and expressed needs</li> </ul>	<ul> <li>Coaching schedule</li> <li>Coaching log</li> <li>Observation data</li> </ul>	<ul> <li>Review lesson plans</li> <li>Review observation data</li> <li>Review tiered teacher plan</li> <li>Review coaching logs</li> <li>Monitor teacher progress through tiers of support</li> </ul>
III.	<ul> <li>Teacher Clarity Implementation Team</li> <li>Review implementation plan</li> <li>Review implementation/focus walk data</li> </ul>	<ul> <li>Professional learning plan</li> <li>Communication plan</li> </ul>	<ul> <li>Review implementation plan updates</li> <li>Review sustainability plan</li> </ul>

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	Phase VI: Effective Feedback Timeframe: 2-4 Weeks					
		Task		Resources		Monitoring Plan
	0	Develop sustainability plan	0	Intervention effectiveness		
	0	Develop intervention effectiveness and evaluation plan		and evaluation plan research		
IV.	Lead	ership Team	0	Focus walk data summary	0	Conduct intervention effectiveness and
	0	Review data results from phase V	0	Action plan		evaluation study annually
	0	Discuss next steps and support	0	Intervention effectiveness		
	0	Review sustainability plan		and evaluation plan		
	0	Review intervention evaluation plan				
	0	Update implementation action plan				
	0	Share data with the staff				

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