



Teacher Clarity Implementation Plan Timeline

Educating Georgia's Future

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"> ▪ <i>What am I learning today?</i> ▪ <i>Why am I learning it?</i> ▪ <i>How will I know when I have learned it?</i> ○ 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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<ul style="list-style-type: none"> ○ Make final decision on adopting Teacher clarity as an intervention. ○ Discuss how this might change collaborative planning. <ul style="list-style-type: none"> ▪ What will be the focus? ▪ 3 critical questions? ▪ Lesson plan change? ▪ Will teachers need a review on deconstructing standards? ○ Set goals and success criteria for initial, intermediate, and long-term implementation ○ Create Teacher Clarity Implementation Team <ul style="list-style-type: none"> ▪ Include cross-section of teacher and leaders ▪ Complete <i>Project Commitment Form</i> ▪ Assign chair ▪ Develop meeting schedule ▪ Develop timeline 	<ul style="list-style-type: none"> ○ Lesson plan form ○ Collaborative planning form ○ Chart paper for success criteria ○ Success criteria research ○ Implementation plan example ○ Levels of implementation Rubric ○ Project Commitment Form 	
<p>IV. Teacher Clarity Implementation Team</p> <ul style="list-style-type: none"> ○ Develop meeting schedule ○ Develop project timeline ○ Research: <ul style="list-style-type: none"> ▪ learning intentions ▪ success criteria ▪ student accessibility: posted, visible and understood by students ▪ communication throughout learning ▪ lesson plan format 	<ul style="list-style-type: none"> ○ Teacher Clarity resources and research ○ Action plan template ○ Calendar ○ Communication plan 	<ul style="list-style-type: none"> ○ Monitor team meetings/schedule ○ Review project timeline ○ Review agendas and minutes ○ Implementation Action Plan: Review, provide feedback, and approve initial plan

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Task	Resources and Data	Monitoring Plan
<ul style="list-style-type: none"> ▪ collaborative planning expectations ▪ schoolwide instructional framework ▪ formative assessment/opportunities to respond ▪ student self-assessment ○ Develop schoolwide implementation action plan ○ Present plan to Leadership Team for approval 		
<p>V. Faculty meeting</p> <ul style="list-style-type: none"> ○ Provide foundational research on Teacher Clarity ○ Discuss baseline observation and student response data ○ Discuss the “<i>Why</i>” for implementing ○ Provide expectations for Teacher Clarity implementation ○ Provide and discuss Implementation Action Plan ○ Discuss changes to collaborative planning. <ul style="list-style-type: none"> ▪ Revised focus ▪ 3 critical questions: What, Why, How ▪ Lesson plan revisions ▪ Professional learning needs ○ Elicit feedback 	<p>Resources:</p> <ul style="list-style-type: none"> ○ Book: Clarity for Learning (Almarode & Vandas, 2020) ○ PowerPoint presentations ○ Baseline data ○ Action Plan ○ Lesson plan format ○ Collaborative planning process guide ○ Levels of implementation rubric ○ Feasibility checklist ○ Feedback form/process 	<ul style="list-style-type: none"> ○ Review feedback ○ Provide FAQ

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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"> ○ learning intentions ○ success criteria ○ student accessibility (posting) ○ communication ○ lesson plan format ○ collaborative planning expectations ○ schoolwide instructional framework 	<ul style="list-style-type: none"> ○ Tips for Learning Intentions and Success Criteria ○ Feedback cards ○ Review ppt. on ways to make learning visible. ○ monitoring forms 	<ul style="list-style-type: none"> ○ 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"> ○ 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. Conduct Focus Walks/Classroom Observations <ul style="list-style-type: none"> ○ Set expectations for number of walks to be completed by team ○ Conduct student interviews using the 3 critical questions: What, Why, How ○ Gather and analyze data ○ Provide teachers with observation feedback 	<ul style="list-style-type: none"> ○ Focus walk form ○ Focus Walk Schedule ○ Data Analysis protocol ○ Communication plan 	<ul style="list-style-type: none"> ○ Review schedule for focus walks ○ Participate in focus walks ○ Review teacher observation feedback data ○ Review student interview data
IV. Leadership Team Meeting <ul style="list-style-type: none"> ○ Discuss implementation progress and ○ Review focus walk data ○ Determine next steps for implementation ○ Update action plan 	<ul style="list-style-type: none"> ○ Focus walk data summary ○ Action plan 	<ul style="list-style-type: none"> ○ Review agenda and minutes ○ Review updated action plan



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Phase II: Implementing Learning Intentions and Success Criteria Timeframe: 1-4 Weeks		
Task	Resources	Monitoring 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
VI. Teacher Clarity Implementation Team <ul style="list-style-type: none"> ○ Research strategies for making learning visible ○ Develop faculty guidelines ○ Plan professional learning 	<ul style="list-style-type: none"> ○ Professional learning plan ○ Communication plan 	<ul style="list-style-type: none"> ○ Participate on professional learning ○ Review PL plan ○ Review faculty guidelines

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.



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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 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



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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



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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"> i. Teacher-to-Student ii. Student-to Teacher iii. 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



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Phase V: Opportunities to Respond/Formative Assessment Timeframe: 2-4 Weeks		
Task	Resources	Monitoring 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

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

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Phase VI: Effective Feedback Timeframe: 2-4 Weeks		
Task	Resources	Monitoring 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 	
<p>IV. Leadership Team</p> <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