### Phase I:
**Leadership Team Research and Data Review**
**Timeframe: 2-4 Weeks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Resources and Data</th>
<th>Monitoring Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Leadership Team</strong>&lt;br&gt; o Conduct Needs Assessment and Root Cause Analysis&lt;br&gt;   ▪ The CNA and Root Cause Analysis must justify the need to implement Teacher Clarity as an intervention&lt;br&gt; o Review Teacher Clarity research and resources&lt;br&gt; o Review <strong>Feasibility Checklist</strong> to determine implementation implications&lt;br&gt; o Review <strong>Levels of Implementation Rubric</strong>&lt;br&gt; o Discuss readiness and need to implement Teacher Clarity</td>
<td>o Book: Clarity for Learning (Almarode &amp; Vandas, 2020)&lt;br&gt; o PowerPoint presentations&lt;br&gt; o Implementation action plan example&lt;br&gt; o Levels of Implementation Rubric&lt;br&gt; o Feasibility checklist</td>
<td>o Review agenda and minutes&lt;br&gt; o Review research reports&lt;br&gt; o Review feasibility checklist</td>
</tr>
<tr>
<td><strong>II. Gather Baseline Data:</strong>&lt;br&gt; Leadership team or designated group observes classroom practices over multiple days.&lt;br&gt; o Pull 2 to 3 students from each classroom and ask the 3 questions.&lt;br&gt;   ▪ What am I learning today?&lt;br&gt;   ▪ Why am I learning it?&lt;br&gt;   ▪ How will I know when I have learned it?&lt;br&gt; o Write student’s responses on reflection cards.&lt;br&gt; o Collect data for leadership team review.</td>
<td>o Baseline data form or electronic format&lt;br&gt; o Baseline Observation Data&lt;br&gt; o Student Interview Data&lt;br&gt; o Teacher Feedback Data</td>
<td>o Ensure the set number of observations and student interviews are conducted by each team member.</td>
</tr>
<tr>
<td><strong>III. Leadership Team</strong>&lt;br&gt; o Review data and responses from student interviews.&lt;br&gt;   ▪ Are the responses what we would like to hear from our students?&lt;br&gt;   ▪ Do we have a clarity issue in the classrooms?</td>
<td>o Book: Clarity for Learning (Almarode &amp; Vandas, 2020)&lt;br&gt; o PowerPoint presentations&lt;br&gt; o Baseline data form&lt;br&gt; o Decision-making protocol&lt;br&gt; o Feasibility Checklist</td>
<td>o</td>
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</table>
### Phase I:
**Leadership Team Research and Data Review**
**Timeframe: 2-4 Weeks**

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<tr>
<td>Make final decision on adopting Teacher clarity as an intervention.</td>
<td>Lesson plan form</td>
<td>Monitor team meetings/schedule</td>
</tr>
<tr>
<td>Discuss how this might change collaborative planning.</td>
<td>Lesson plan form</td>
<td>Review project timeline</td>
</tr>
<tr>
<td>▪ What will be the focus?</td>
<td>Collaborative planning form</td>
<td>Review agendas and minutes</td>
</tr>
<tr>
<td>▪ 3 critical questions?</td>
<td>Chart paper for success criteria</td>
<td>Implementation Action Plan: Review, provide feedback, and approve initial plan</td>
</tr>
<tr>
<td>▪ Lesson plan change?</td>
<td>Success criteria research</td>
<td></td>
</tr>
<tr>
<td>▪ Will teachers need a review on deconstructing standards?</td>
<td>Implementation plan example</td>
<td></td>
</tr>
<tr>
<td>Set goals and success criteria for initial, intermediate, and long-term implementation</td>
<td>Levels of implementation Rubric</td>
<td></td>
</tr>
<tr>
<td>Create <strong>Teacher Clarity Implementation Team</strong></td>
<td>Project Commitment Form</td>
<td></td>
</tr>
<tr>
<td>▪ Include cross-section of teacher and leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Complete <strong>Project Commitment Form</strong></td>
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<td></td>
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<tr>
<td>▪ Assign chair</td>
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<tr>
<td>▪ Develop meeting schedule</td>
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<td></td>
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<tr>
<td>▪ Develop timeline</td>
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</tbody>
</table>

### IV. Teacher Clarity Implementation Team
- Develop meeting schedule
- Develop project timeline
- Research:
  - learning intentions
  - success criteria
  - student accessibility: posted, visible and understood by students
  - communication throughout learning
  - lesson plan format

- Teacher Clarity resources and research
- Action plan template
- Calendar
- Communication plan
- Monitor team meetings/schedule
- Review project timeline
- Review agendas and minutes
- Implementation Action Plan: Review, provide feedback, and approve initial plan
# Teacher Clarity
## Implementation Plan Timeline

### Phase I:
**Leadership Team Research and Data Review**
**Timeframe:** 2-4 Weeks

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</table>
| • collaborative planning expectations  
  • schoolwide instructional framework  
  • formative assessment/opportunities to respond  
  • student self-assessment  
  o Develop schoolwide implementation action plan  
  o Present plan to Leadership Team for approval | Resources:  
  o Book: Clarity for Learning (Almarode & Vandas, 2020)  
  o PowerPoint presentations  
  o Baseline data  
  o Action Plan  
  o Lesson plan format  
  o Collaborative planning process guide  
  o Levels of implementation rubric  
  o Feasibility checklist  
  o Feedback form/process | o Review feedback  
  o Provide FAQ |

### V. Faculty meeting
- o Provide foundational research on Teacher Clarity  
  - o Discuss baseline observation and student response data  
  - o Discuss the “Why” for implementing  
  - o Provide expectations for Teacher Clarity implementation  
  - o Provide and discuss Implementation Action Plan  
  - o Discuss changes to collaborative planning.  
    ▪ Revised focus  
    ▪ 3 critical questions: What, Why, How  
    ▪ Lesson plan revisions  
    ▪ Professional learning needs  
  o Elicit feedback |
## Phase II:
### Implementing Learning Intentions and Success Criteria
#### Timeframe: 1-4 Weeks

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

### Phase II: Implementing Learning Intentions and Success Criteria
#### Timeframe: 1-4 Weeks

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<tbody>
<tr>
<td><strong>V.</strong> Faculty Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Share schoolwide data</td>
<td>o Data report/presentation</td>
<td>o Participate in faculty meeting</td>
</tr>
<tr>
<td>o Communicate updated action plan</td>
<td>o Feedback form/format</td>
<td>o Review agenda and minutes</td>
</tr>
<tr>
<td>o Collect feedback</td>
<td></td>
<td>o Review staff feedback</td>
</tr>
</tbody>
</table>

| **VI.** Teacher Clarity Implementation Team | | |
| o Research strategies for making learning visible | o Professional learning plan | o Participate on professional learning |
| o Develop faculty guidelines | o Communication plan | o Review PL plan |
| o Plan professional learning | | o Review faculty guidelines |

### Phase III: Make the Learning Visible
#### Timeframe: 1-4 Weeks

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<tr>
<th>Task</th>
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<tbody>
<tr>
<td><strong>I.</strong> Professional Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin coaching, practice, and support for effective practices in making the learning visible to the students:</td>
<td>o Professional learning plan</td>
<td>o Attend professional learning</td>
</tr>
<tr>
<td>o Implement use of a schoolwide instructional framework.</td>
<td>o Instructional Framework</td>
<td>o Continue Focus Walks including student interviews</td>
</tr>
<tr>
<td>o Implement use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc.</td>
<td>o Exemplar student support resources</td>
<td>o Monitor use of a schoolwide instructional framework.</td>
</tr>
<tr>
<td>o Assure alignment of standards, learning intention, success criteria, and student support resources</td>
<td>o Standards</td>
<td>o Monitor use of student support resources: anchor charts, examples, non-examples, student work exemplars, rubrics, checklist, etc.</td>
</tr>
<tr>
<td>o Continue coaching and support of Phase II.</td>
<td>o Coaching plan/schedule</td>
<td></td>
</tr>
</tbody>
</table>
### Teacher Clarity
Implementation Plan Timeline

**Phase III:**
Make the Learning Visible
Timeframe: 1-4 Weeks

<table>
<thead>
<tr>
<th>Task</th>
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</tr>
</thead>
</table>
| II.  | Provide small groups and individual coaching, practice, and support based on identified teacher needs (tiered support) | ○ Coaching schedule  
○ Tiered support plan | ○ Review lesson plans  
○ Review observation data  
○ Review tiered teacher plan  
○ Review coaching logs |
| III. | Teacher Clarity Implementation Team  
○ Research co-constructing success criteria  
○ Develop faculty guidelines  
○ Plan professional learning | ○ Professional learning plan  
○ Communication plan | ○ Review PL plan  
○ Review faculty guidelines |
| IV.  | Leadership Team  
○ Review data results from phase II  
○ Discuss next steps and support  
○ Update implementation action plan  
○ Share data with the staff | ○ Focus walk data summary  
○ Action plan  
○ Communication plan | ○ Review agenda and minutes  
○ Review updated action plan |
| IV.  | Faculty Meeting  
○ Share schoolwide data  
○ Communicate updated action plan  
○ Collect feedback | ○ Data report /presentation  
○ Feedback form/format | ○ Participate in faculty meeting  
○ Review agenda and minutes  
○ Review staff feedback |
<table>
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<tr>
<th>Task</th>
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</table>
| I. Professional Learning  
  o Conduct professional learning on co-constructing success criteria  
  o Implement teacher practice on co-constructing success criteria in classrooms with students  
  o | o Research on co-constructing success criteria opportunities to respond, and effective feedback  
  o Monitoring forms  
  o Monitoring calendar  
  o PPT presentations  
  o Feedback form | o Observe and participate in collaborative planning  
  o Continue Focus Walks including student interviews  
  o |
| II. Provide coaching, practice, and support  
  o Tier teachers based on observations and expressed needs | o Coaching schedule  
  o Coaching log  
  o Observation data | o Review lesson plans  
  o Review observation data  
  o Review tiered teacher plan  
  o Review coaching logs  
  o Monitor teacher progress through tiers |
| III. Teacher Clarity Implementation Team  
  o Research opportunities to respond/formative assessment strategies  
  o Develop faculty guidelines  
  o Plan professional learning | o Professional learning plan  
  o Communication plan | o Review PL plan  
  o Review faculty guidelines |
| IV. Leadership Team  
  o Review data results from phase III  
  o Discuss next steps and support  
  o Update implementation action plan  
  o Share data with the staff | o Focus walk data summary  
  o Action plan  
  o Communication plan | o Review agenda and minutes  
  o Review updated action plan |
| V. Faculty Meeting  
  o Share schoolwide data  
  o Communicate updated action plan  
  o Collect feedback | o Data report /presentation  
  o Feedback form/format | o Participate in faculty meeting  
  o Review agenda and minutes  
  o Review staff feedback |
## Phase V:
### Opportunities to Respond/Formative Assessment
**Timeframe: 2-4 Weeks**

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<tbody>
<tr>
<td><strong>I. Professional Learning</strong>&lt;br&gt; o Conduct professional learning on opportunities to respond/formative assessment&lt;br&gt; o Implement teacher practice on opportunities to respond in classrooms</td>
<td></td>
<td>o Participate in professional learning&lt;br&gt; o Continue classroom observations including student interviews</td>
</tr>
<tr>
<td><strong>II. Provide coaching, practice, and support</strong>&lt;br&gt; o Tier teachers based on observations and expressed needs</td>
<td>o Coaching schedule&lt;br&gt; o Coaching log&lt;br&gt; o Observation data</td>
<td>o Review lesson plans&lt;br&gt; o Review observation data&lt;br&gt; o Review tiered teacher plan&lt;br&gt; o Review coaching logs&lt;br&gt; o Monitor teacher progress through tiers of support</td>
</tr>
<tr>
<td><strong>III. Teacher Clarity Implementation Team</strong>&lt;br&gt; o Begin research on Effective Feedback&lt;br&gt; i. Teacher-to-Student&lt;br&gt; ii. Student-to Teacher&lt;br&gt; iii. Peer-to-Peer&lt;br&gt; o Develop faculty guidelines&lt;br&gt; o Plan professional learning</td>
<td>o Professional learning plan&lt;br&gt; o Communication plan</td>
<td>o Review PL plan&lt;br&gt; o Review faculty guidelines</td>
</tr>
<tr>
<td><strong>IV. Leadership Team</strong>&lt;br&gt; o Review data results from phase IV&lt;br&gt; o Discuss next steps and support&lt;br&gt; o Update implementation action plan&lt;br&gt; o Share data with the staff</td>
<td>o Focus walk data summary&lt;br&gt; o Action plan&lt;br&gt; o Communication plan</td>
<td>o Review agenda and minutes&lt;br&gt; o Review updated action plan</td>
</tr>
</tbody>
</table>
# Teacher Clarity Implementation Plan Timeline

**Phase V:**
**Opportunities to Respond/Formative Assessment**
**Timeframe: 2-4 Weeks**

<table>
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</table>
| IV. Faculty Meeting | o Data report/presentation  
  o Feedback form/format | o Participate in faculty meeting  
  o Review agenda and minutes  
  o Review staff feedback |

## Phase VI:
**Effective Feedback**
**Timeframe: 2-4 Weeks**

<table>
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<tr>
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</tr>
</thead>
</table>
| I. Professional Learning | o Coaching schedule  
  o Coaching log  
  o Observation data | o Participate in professional learning  
  o Continue classroom observations including student interviews  
  o |
| II. Provide coaching, practice, and support | o Tier teachers based on observations and expressed needs | o Review lesson plans  
  o Review observation data  
  o Review tiered teacher plan  
  o Review coaching logs  
  o Monitor teacher progress through tiers of support |
| III. Teacher Clarity Implementation Team | o Review implementation plan  
  o Review implementation/focus walk data | o Review implementation plan updates  
  o Review sustainability plan |
### Phase VI:
**Effective Feedback**  
**Timeframe: 2-4 Weeks**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>o Develop sustainability plan</td>
<td>o Intervention effectiveness and evaluation plan research</td>
<td></td>
</tr>
<tr>
<td>o Develop intervention effectiveness and evaluation plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV. Leadership Team** 
- o Review data results from phase V  
- o Discuss next steps and support  
- o Review sustainability plan  
- o Review intervention evaluation plan  
- o Update implementation action plan  
- o Share data with the staff  
- o Focus walk data summary  
- o Action plan  
- o Intervention effectiveness and evaluation plan  
- o Conduct intervention effectiveness and evaluation study annually