

# Teacher Clarity: Transparency for Learning Part 1

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# Have we created in our schools....

## Initiative Fatigue

Researchers caution against adopting too many initiatives that detract from the improvement focus on the building and result in “initiative fatigue.”



Elmore, 2006; Fullan, 2010; Reeves, 2006

# And yet....





# We still take care of our students and make them successful!



# Today's Learning Intention (Target)

## **Learning Intention:**

I can understand the importance and the need for teacher clarity and the use of learning intentions and success criteria.

**Why? It will have an impact on student learning!**

# Today's Success Criteria

## I can...

1. describe what is meant by teacher clarity to my peers.
2. describe what a learning intention and success criteria are and are not.
3. list the three critical questions for learning intentions and success criteria.

# Today's Success Criteria

## I can...

4. explain how learning intentions and success criteria build for more formative assessment/opportunities to respond and better feedback.
5. explain to my peers the reasons why teacher clarity should be considered as an initiative at my school or district.

# Let's Gather Some Data





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



# POLL

My school understands the **purpose** and impact of learning intentions and success criteria.

# Learning Targets...

## Haven't we done this before?

We have **teachers** doing the following:

- ✓ Putting the standard on the board
- ✓ Having the students/teachers break down the nouns and verbs
- ✓ Writing the essential questions on the board
- ✓ Writing the learning targets on the board
- ✓ Stating the learning targets and standard

As **leaders**, we are doing the following:

- ✓ Conducting focus walks to see if they are posted

# Have We Seen the Results?



# Time for a Chat

1. How do you as a teacher or leader know students are successful at learning what you want students to learn?
2. How do students know whether they are successful?
3. How can students know if they have achieved the intended learning or whether they are making progress toward doing so?

**In the question box: Type how you would respond**



# Get ready - Grab a sheet of paper and a pen or pencil!



# Time to Draw a Butterfly

**Learning intention (target):** I can draw a butterfly.

## **Directions:**

1. Take out a piece of paper and draw a butterfly.

# Time to Evaluate your Butterfly

- If your butterfly has wings, give yourself 3 points
- If your butterfly has antennae, give yourself 5 points
- If your butterfly has elongated wings, give yourself 5 points
- If your butterfly doesn't have a small bud drawn at the end of each antenna, take off 6 points
- If your butterfly does not have circles or dots on the outside of the wings, take off 5 points
- If your butterfly does not have wings darkly shaded around the edges, take off 8 points
- If your butterfly abdomen is not shaded, take off 3 points

# This is what your butterfly should look like. How did you score?



# How did it make you feel after you were assessed on the drawing?

Type one word in the question box to describe your feeling.



# Answers from the Field



# Questions for the Field

If this were a lesson and/or an assessment,  
what would you change?

**Type your answer in the question box**

# Answers from the Field

Could have modeled. Why not show us a picture first?

Need a rubric

Should have been more clear

What about a checklist?



# Reflection

Was there clarity in your learning?



# Answers from the Field





# Reflection

Do we do this with our students?

# Answers from the Field



# Do Our Students Feel Like This...



If you could do one thing that could have a significant impact on student learning in your classroom, but also build a foundation for other significant influences, what would it be?

**TEACHER CLARITY!**

# What is Teacher Clarity?

Communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning (Hattie, 2009)

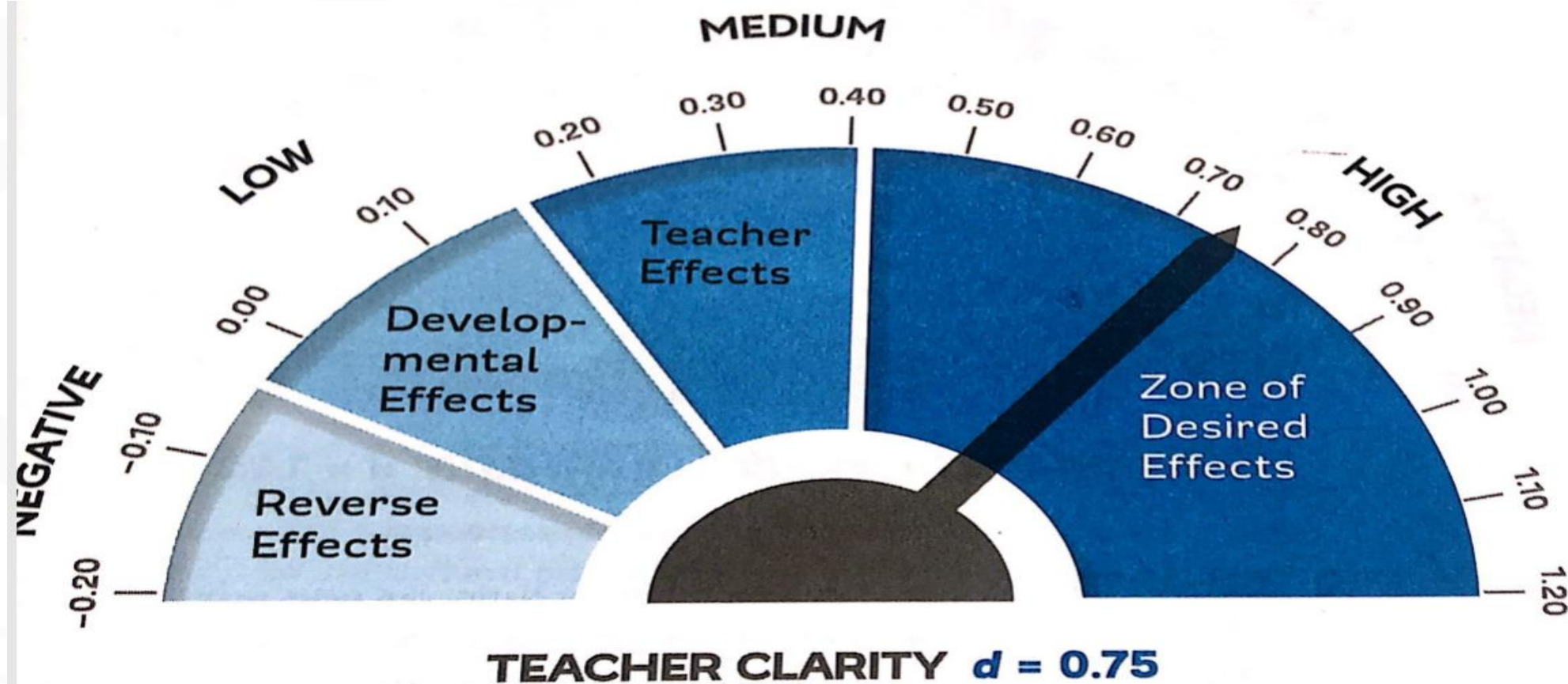


# What Does the Research Say?

## 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.

# Teacher Clarity

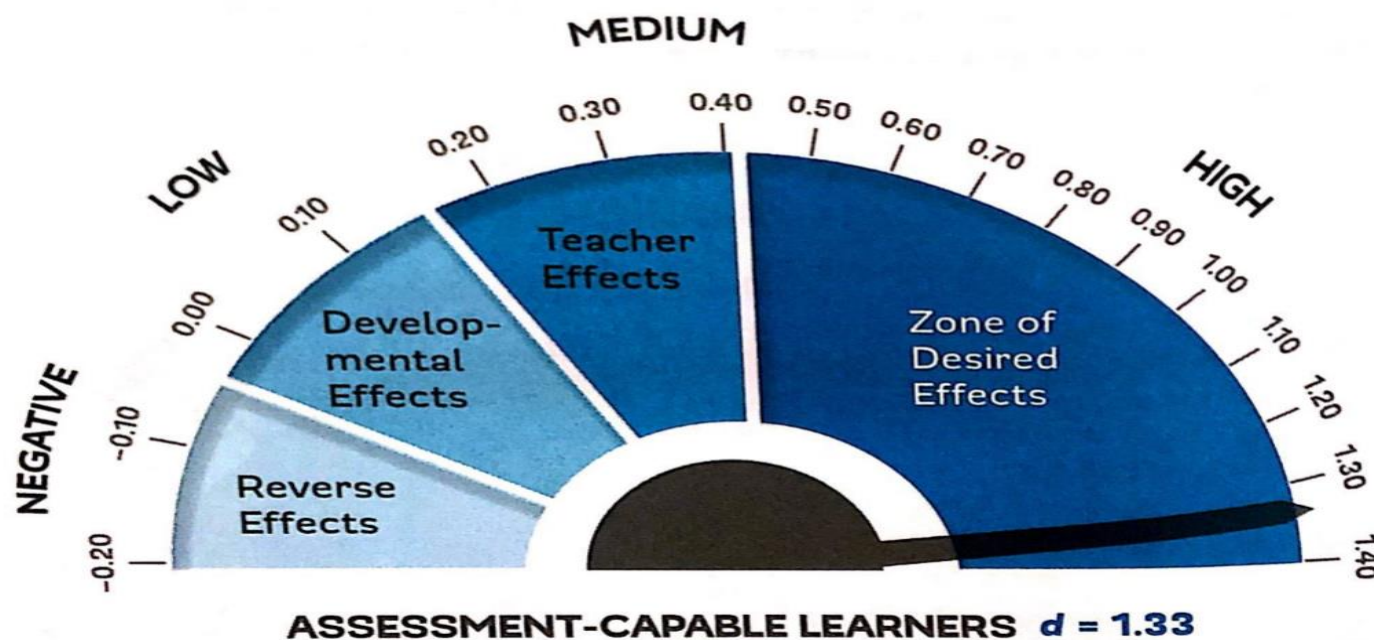


# Other Significant Influences Impacted by Implementation of Teacher Clarity

- 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!

# When Teacher Clarity is Achieved, The Results are Impressive

John Hattie refers this as assessment-capable learners and this as an effective size of 1.33 or **triple the rate of learning!**



# Impact on the Continuous Improvement Cycle

## Coherent Instruction:

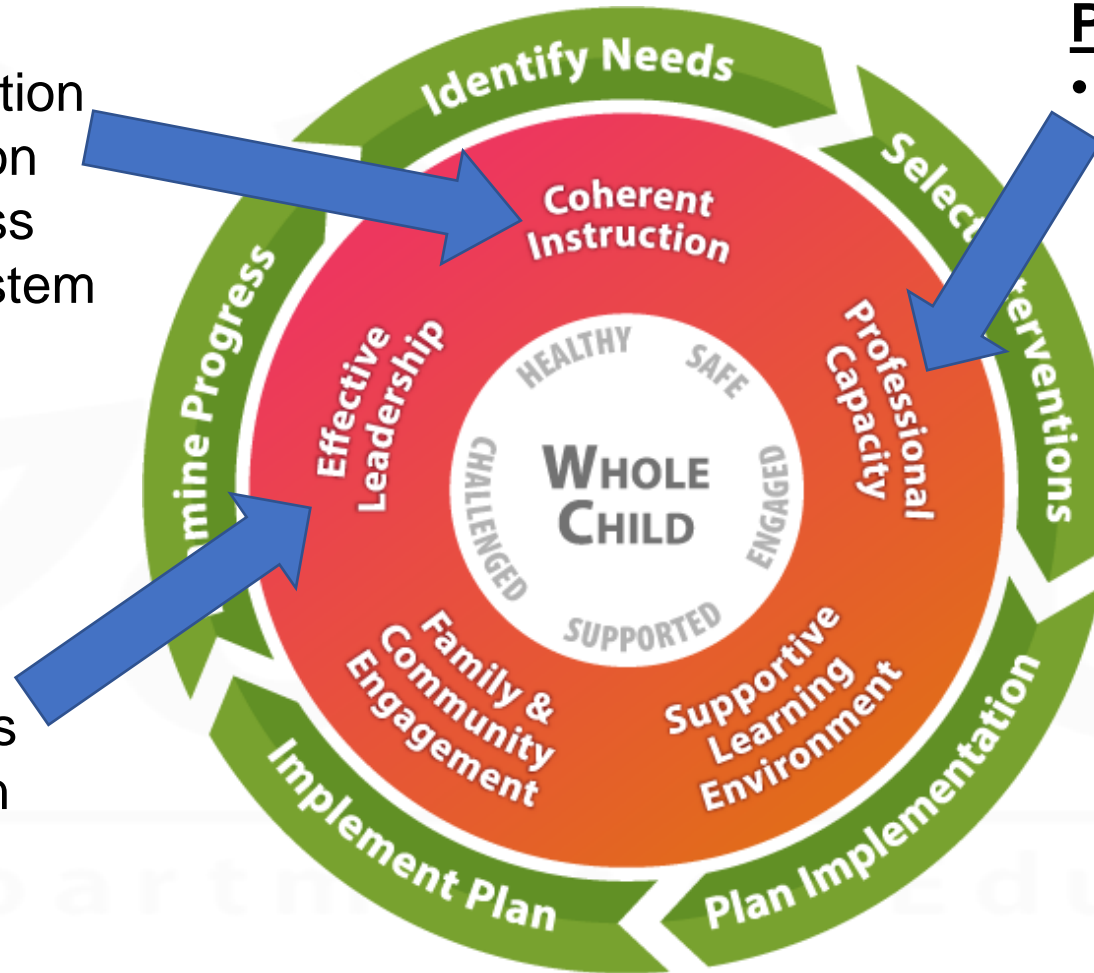
- Planning for Quality Instruction
- Delivering Quality Instruction
- Monitoring Student Progress
- Refining the Instruction System

## Effective Leadership:

- Ensuring High Quality Instruction in All Classrooms
- Ensuring Staff Collaboration

## Professional Capacity

- Develop Staff
- Ensuring Staff Collaboration

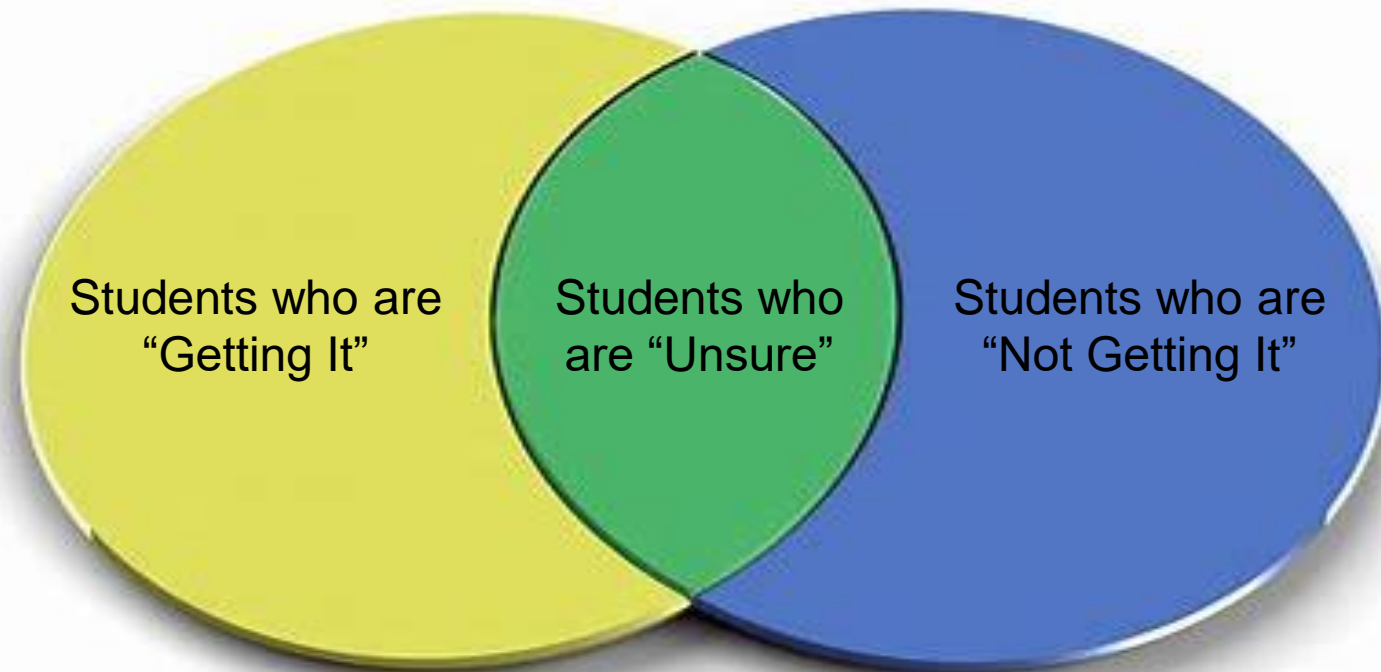




# Impact of Clarity on Teachers:

- Select better learning experiences for their students (deeper look at the rigor and intention of the standard)
- Showing students what success looks like and design opportunities for student to be involved in their own thinking and learning
- More of a focus and alignment to the instructional framework.
- Provide timely feedback... teacher to student, student to teacher, peer to peer
- Gather evidence (formative assessments) to determine where the next steps will be for students

# Gathering Evidence to Determine, “What’s Next?”



Sharratt, 2019

# Impact on the Teacher Assessment on Performance Standards

- **TAPS 2:** Instructional Planning
- **TAPS 4:** Differentiated Instruction
- **TAPS 5:** Assessment Strategies
- **TAPS 6:** Assessment Uses
- **TAPS 8:** Academically Challenging Environment

# Impact of Clarity On Students

**Doesn't hide the learning!** Let the students know right up front... this is what they are learning for the day and how they will be successful! The learning becomes visible.

## GROWTH IN LEARNING!

THIS LOOK

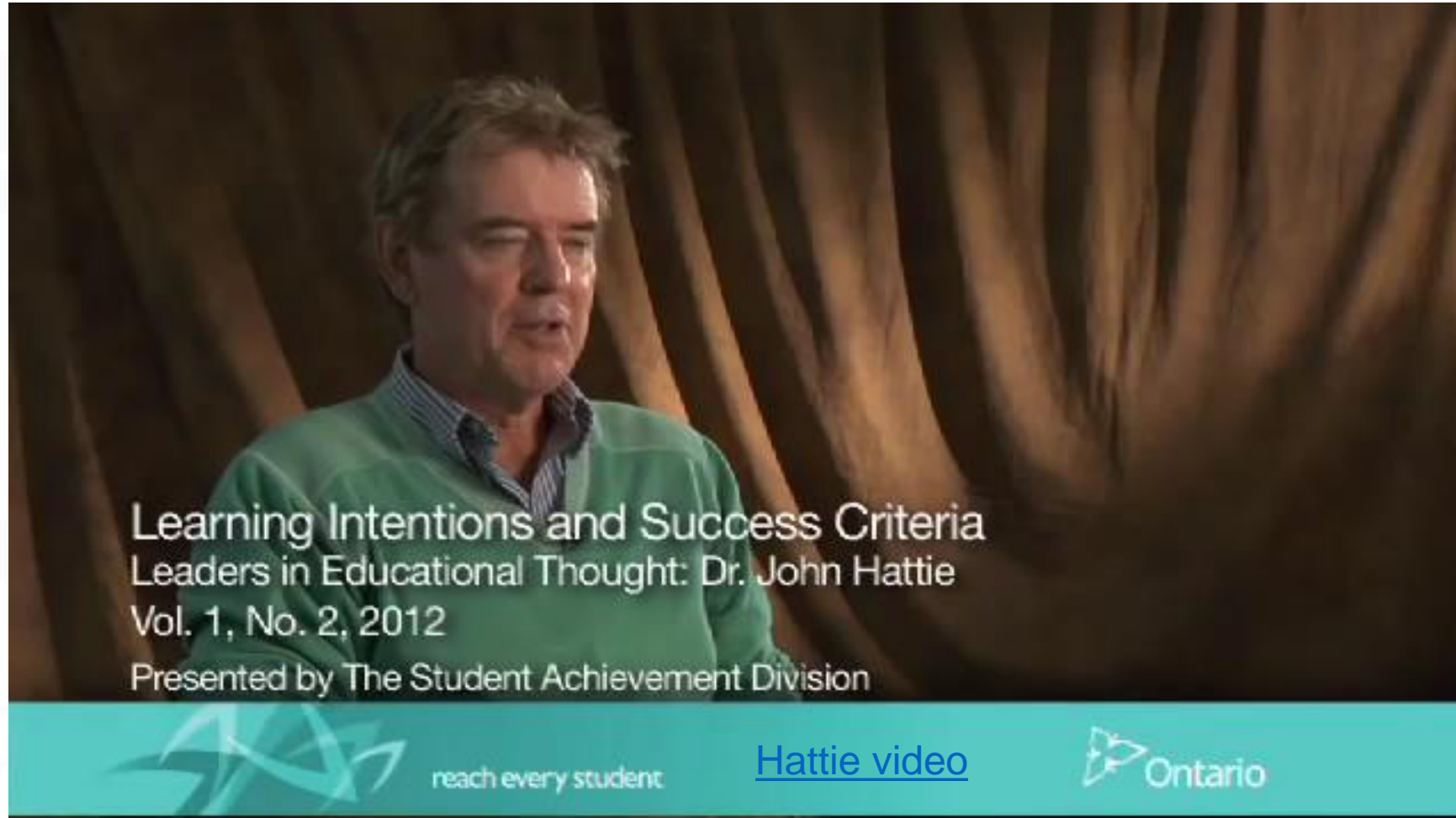


VS.

THIS LOOK



# John Hattie



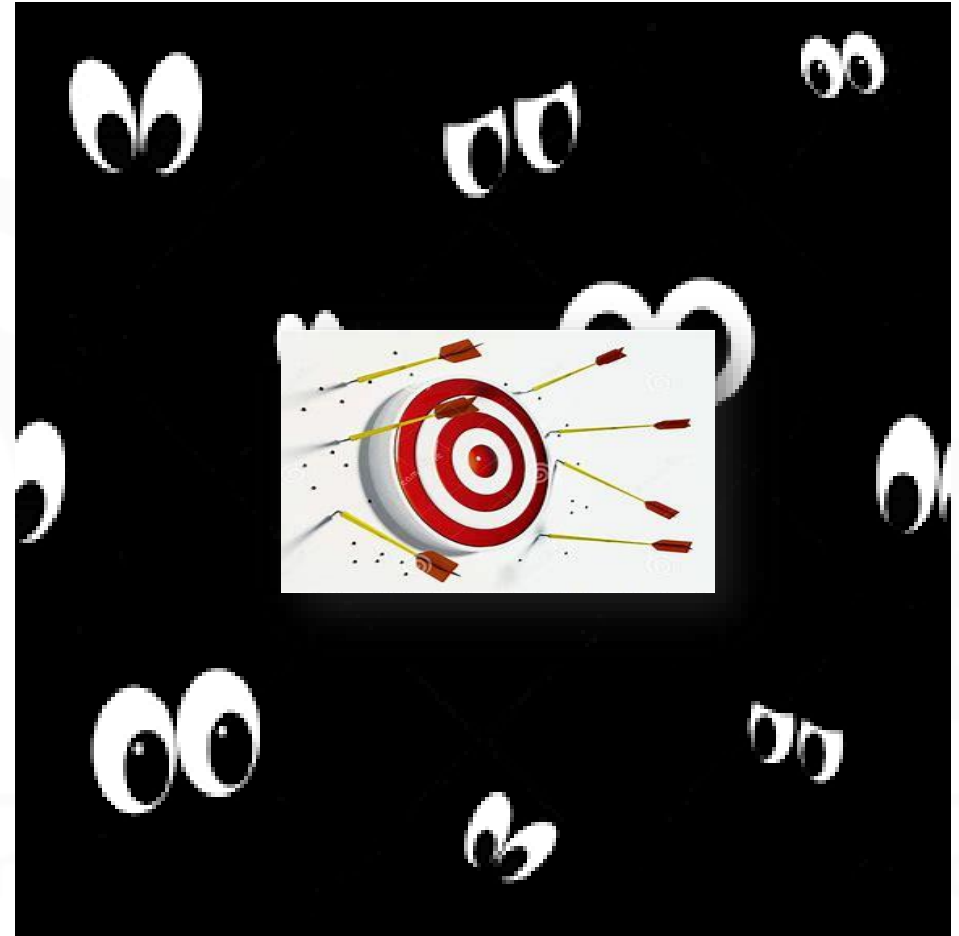


# Reflection

1. List two take-a-ways from what you viewed and heard so far
2. How could this change the way you provide instruction?

# Are Your Students In The Dark?

If teachers do not provide students with clear success criteria for each learning intention (target), students will stumble in the dark and miss the intended learning.



# Time to Scale it Up! Let's Take a Look... What's the Difference?

Learning Intention (Target)  
vs.  
Success Criteria

# Where to Begin?

- 1. Gather baseline data on the students. Go into classrooms and ask these three questions students:**
  1. What are you learning today?
  2. Why are you learning it?
  3. How will you know that you are successful in your learning today?

# Start with the standard then...

## 2. Define the Learning Intention. (The What?)

**Learning Intention (target)** – A description of what the student is going to learn by the end of **today's lesson**, stated in age appropriate language, but retaining the rigor and intent of the standard that students can understand and aim for **during today's lesson**. It establishes the learning destination, “Where are we going?” (Almorode & Vandas, 2019)

**Learning Intention (target)** – It is a statement of what students are learning and not what they are doing. (Sharrat, 2019)



# Start with the standard, then...

## 3. Add Relevance (The Why)

When **students** find **purpose** in their experience at school, they are **14 times** more likely to be academically motivated to learn.

(National Student Voice Data Results, 2016)

# Start with the standard, then...

## 4. Define the Success Criteria. (The How?)

- A description of what it means to do quality work in **today's lesson**, observable and measurable, so students can use them to assess the quality of their work while they are learning.
- It describes the evidence students must provide to show they have achieved the learning intention for **today's lesson**. The criteria are specific to the learning target, understandable and visible.
- They are the “look-fors” while students are doing the lesson.
- It is a snapshot of what learning will be assessed for the day.

**The success criteria does not change  
for students who struggle.**

**The methods and strategies change,  
but never the success criteria.**

# Start with the standard, then...

## **5. Communication! The Learning Intention and Success Criteria must be known by the student and teacher!**

1. What are you learning today?
2. Why are you learning it?
3. How will the students know if they are successful in their learning today?



TAKE A  
POLL

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

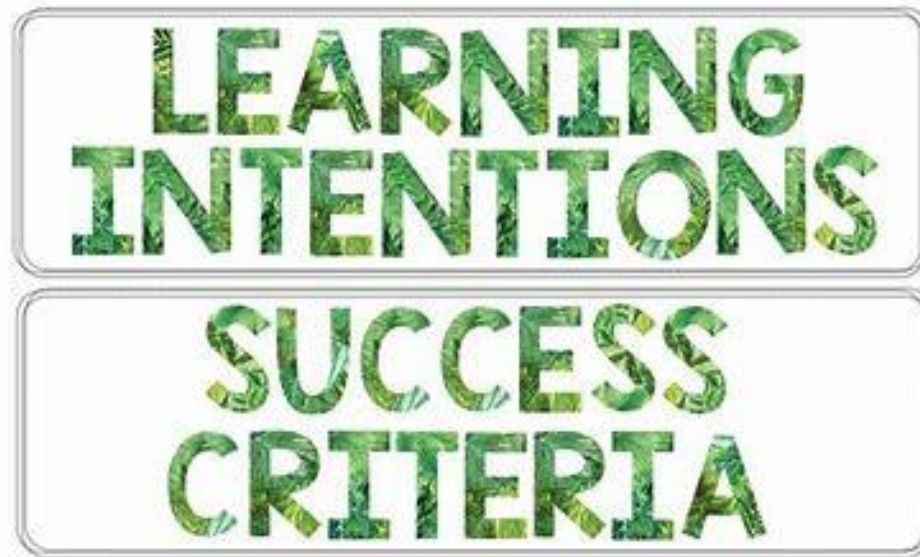
1. Can students articulate **WHAT** they are learning for the day?
2. Can students articulate **WHY** they are learning the content for the day?
3. Can students articulate **HOW** they will demonstrate proficiency for the day?





# Start with the standard, then...

**6. Provide examples on the difference between learning intentions and success criteria.**



# What is the difference?

**Learning Intention:** I can find proper nouns in a story.

**Why?** It will help me know where to place capital letters.

**Success Criteria:**

**I can read a story and circle all the proper nouns I find.**

# What is the difference?

**Learning Intention:** I can use information from maps, charts and graphs to identify factors of different Western European cultures.

**Why?** It will help me understand how the environment contributes to how people make a living.

## Success Criteria:

1. I can use maps to compare and contrast different landforms.
2. I can map the natural resources of the Western European countries.

# Learning Intentions with Success Criteria

**Learning Intention:** I can discover the product property of exponents to generate equivalent numerical expressions.

**Why?** It allow us to make complicated quantities in a simpler way.

**Success Criteria:**

1. I can expand exponential expressions.
2. I can simplify multiplication strings by using exponential notation.

(Fisher, Frey, Amador, Assof 2019)

# Are These Good Learning Intentions and Success Criteria?

**Learning Intention:** I can understand how fractions relate to division.

**Success Criteria:** I can model to divide two whole numbers that have a remainder as the quotient.



**Learning Intention:** I can identify physical features of Canada.

**Success Criteria:** I can create a map of Canada.



# Are These Good Learning Intentions and Success Criteria?

**Learning Intention**  
how it is supported

**Success Criteria:**  
details presented



the main idea of a text and explain

how to locate several ideas and  
justify my selections to my peers.

**Success Criteria:**

1. I can independently find information text and underline key ideas and details.
2. I can justify my reasoning for my choices.



(Fisher, Frey, Amador, Assof 2019)



# So, What is the Difference Between Learning Intentions and Success Criteria?

**Learning intentions** describe what students are going to learn, whereas **Success criteria** describes how students are going to acquire that learning.

I.e., what they are going to do in order to move towards the learning intention. What are the “look-fors”?

# A Simple Way to Remember

**Learning Intention (Target)** = What I want you to learn.

**Success Criteria** = Things that you can observe.

What will you use as concrete evidence of learning?

# A Quick Summary

- Learning intentions are the first principle of meaningful learning and effective teaching
- Learning intentions **AND** success criteria serve a purpose of working towards mastery of the standard
- Is not a learning intention or success criteria unless the teacher **AND** the student aim for it during the day's lesson

At my school there is an expectation that classroom instruction aligns with the posted learning intention and success criteria.



# Putting it all Together

Standard: RI.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text

# Putting it all Together

## **Learning Intention. Day 1 (The What?)**

I can define the concept of the main idea in a story

**The Why?** It will help me become a better reader and to remember important things.

## **Success Criteria:**

I can list the characteristics of a main idea and provide examples from the text.



# Putting it all Together

## **Learning intention:** Day 2 (The What)

I can locate several ideas and details from a text and justify my selections to my peers.

**The Why?** When you provide reasons to your choices, others can decide if they agree or disagree.

## **Success Criteria:** I can...

1. independently read an informational text and underline key ideas and details.
2. provide reasons for my choices.
3. rate my ideas in terms of importance from low to high.

# Let's Gather Some Data



My school has an expectation to provide examples of quality work, modeling, demonstrating, providing student checklists or rubrics, etc., to make learning visible to our students.

**TAKE A POLL**

# Let's Take A Poll

My school has an expectation that daily classroom formative assessments are embedded in lessons.



# Let's Take A Poll

Which type of feedback do you see happening the most often at your school?

1. **Teachers** providing feedback to their students.
2. **Students** providing feedback to their teacher.
3. **Students** providing feedback to their peers/ other students.



# Tips for Writing Learning Intentions

## Are the learning intentions:

- presented as the learning destination... "Where are we going?"
- presented as a summary or general restatement of the learning?
- a global statement without specifics (i.e., learn to write an opinion piece or learn to use textual evidence to write an informational writing piece)
- in age-appropriate, kid-friendly language that retains the rigor and intent of the standard?

*Almarode and Vandas, 2019*



# Tips for Writing Learning Intentions

## Do the learning intentions:

- avoid specific details from the standard? (Specifics will be addressed in the success criteria)
- include key terms and vocabulary?(e.g., academic vocabulary)
- provide insight into *why* this learning is important?  
(for students and teacher)

*Almarode and Vandas, 2019*

# Tips for Writing Success Criteria

- Specify what students are to do to demonstrate learning
- Provide a “map” to the learning destination. “How are we going?”
- Identify the details needed to achieve the learning intention
- Uses specific terms from the standard(s) and maintain the rigor of the standards (This one is key and needs to be monitored)
- Include objective wording only, no subjective language (i.e., some, few, many, etc.)
- May include other details not included in the standard, but necessary to achieve the learning

*Almarode and Vandas, 2019*

# Guiding Questions for Developing Success Criteria

- What evidence would show you that students have achieved conceptual understanding?
- What process might they need to follow to show their understanding?
- What product would show that they know?
- What language will they need to use to share their evidence of learning?

*Almarode and Vandas, 2019*

# Questions



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