Teacher Clarity:
Developing Transparency for Learning, Part 2

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Today's Learning Intention (Target) and Success Criteria

Learning Intention: Today, I am learning to understand the importance and need for teacher clarity by using learning intentions and success criteria.

Why? It will have an impact on student learning.

Success Criteria: I can…

1. identify and implement tools that bring teacher clarity to the classroom.
2. cite reasons why implementing strategies to co-construct success criteria with students can impact learning.
3. design and use formative assessment/opportunities to respond to make thinking and learning visible in my classroom.
4. provide and use effective feedback strategies in my classroom to make thinking and learning visible.

Thoughts and Reflections
FAQ

- Could you provide us with more examples of how learning intentions and success criteria work with the standard?
- Can you provide more examples of how this looks?
- Can you break this down into grade levels, CTAE, SPED, Music, Art, etc.?
- Understanding the “why”
- Does it work? How long does it take to see results?
- More interaction, less interaction.

Mind Refresher

Why consider teacher clarity as an initiative?

- Hattie's research on potential for increase in student learning
- Impact on the continuous improvement cycle
- Impact on teachers planning and organization
- Teacher Assessment on Performance Standards (TAPS)
- Lays the foundation for other **evidence-based practices**

(Hattie, 2012)

Mind Refresher

Standard: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

Student should be able to answer the 3 questions:

1. What are you learning? (Learning Intention)
2. Why are you learning it? (Relevance)
3. How will you know when you've learned it? (Success Criteria)

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Standard: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

Day 1:

Learning intention: Today, I am learning to find the distance around a polygon.

Why: Helps people in their jobs

Success Criteria: I can…

1. identify the sides of a polygon.
2. measure the length of each side of a polygon.
3. add up the length of sides to find the distance around a polygon.

Georgia Department of Education

Standard: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Day 2:

Learning intention: Today, I am learning to find the perimeter of polygons.

Why: Understand how people use area and perimeter in their jobs

Success Criteria: I can…

1. write a definition perimeter and describe to my peers
2. find the perimeter of different polygons if I am given all the sides lengths
3. create two different polygons that have the same perimeter and explain to my peers how I made them

Voices from the Field

Kelli Campbell

1st grade teacher, Southfield Elementary, Bibb County

Anthony Rumph

4th grade ELA teacher Southfield Elementary, Bibb County

Debra Seidl

5th grade science teacher, Union Elementary, Bibb County

The Tale of Two Classrooms

Mr. Klein's class vs. Ms. Heizer's Class

The Tale of Two Classrooms

Mr. Klein

It is the beginning of the school day and students file into Mr. Klein's chemistry class after a weekend. As students take their seats, Mr. Klein begins class by directing their attention to the interactive whiteboard, which reads,

Learning Intention: We are learning to balance chemical equations.
Why? So that we can ensure that all atoms from the reactants are accounted for in the products created in the chemical reaction.
Success Criteria: I can use my understanding of atomic structure and the periodic tale to

1. Balance single-replacement reactions
2. Balance double-replacement reactions
3. Balance reactions with polyatomic ions
4. Explain how matter was conserved throughout each chemical reaction

To supplement the learning intention and success criteria, Mr. Klein tells his students, *Today, we are going to use our understanding of atomic structure and the periodic table of elements to determine how much of each reactant is needed in a chemical reaction, and what the resulting compounds and by-products are. You know you have been successful when you can balance single-replacement reactions, double-replacement reactions, and reactions involving polyatomic ions. You will also be able to explain*

Almarode (2019)

Let's Chat

Go to the Question Box

1. What characteristics of teacher clarity do you see in Mr. Klein's classroom?

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Mr. Klein's Class

TEACHER CLARITY!

Learning intention posted

Success criteria posted

Planned classroom discussions

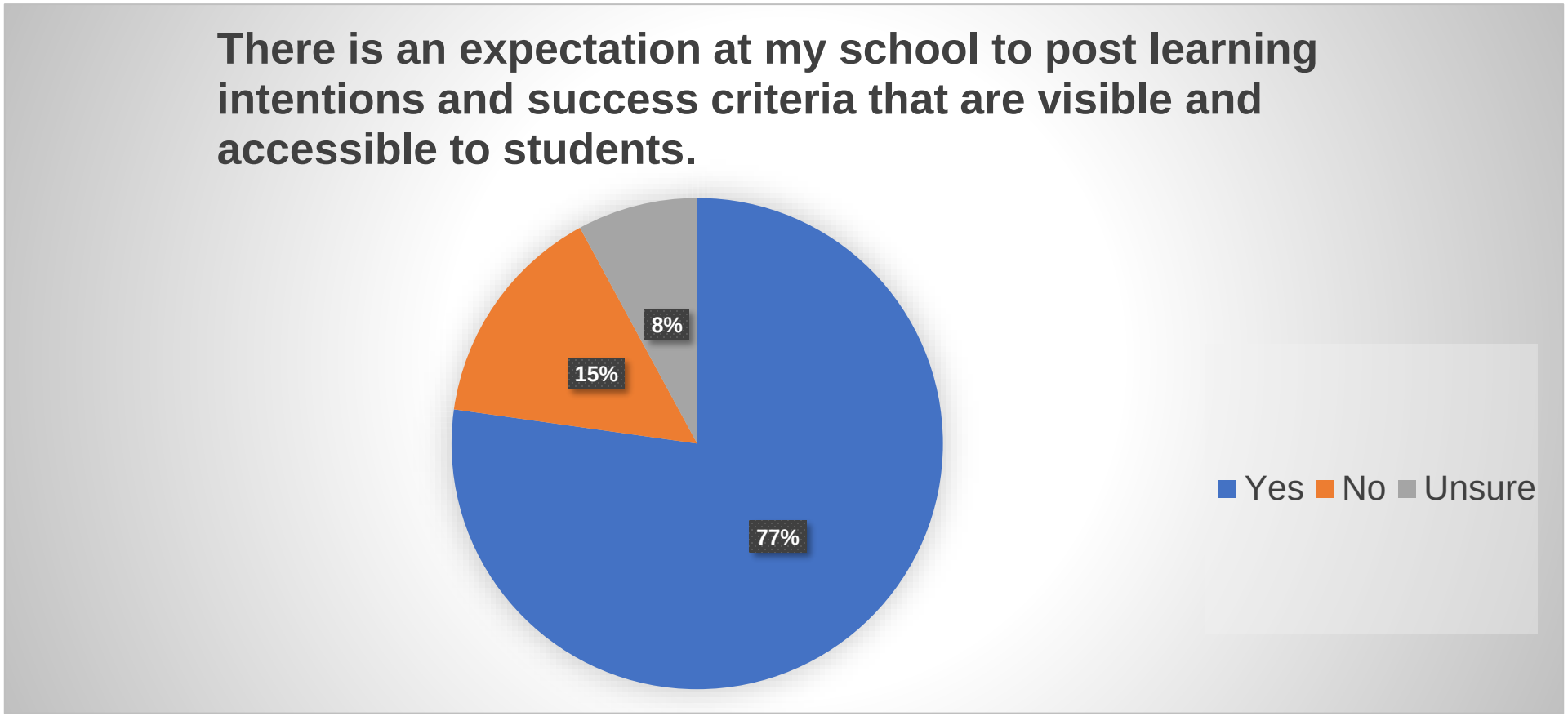
Self-assessment for each student for the day's lesson

Purposefully made the learning for the day visible with the 3 questions: **What? Why? How"**

Possible next steps

Making learning visible by modeling

Poll Results



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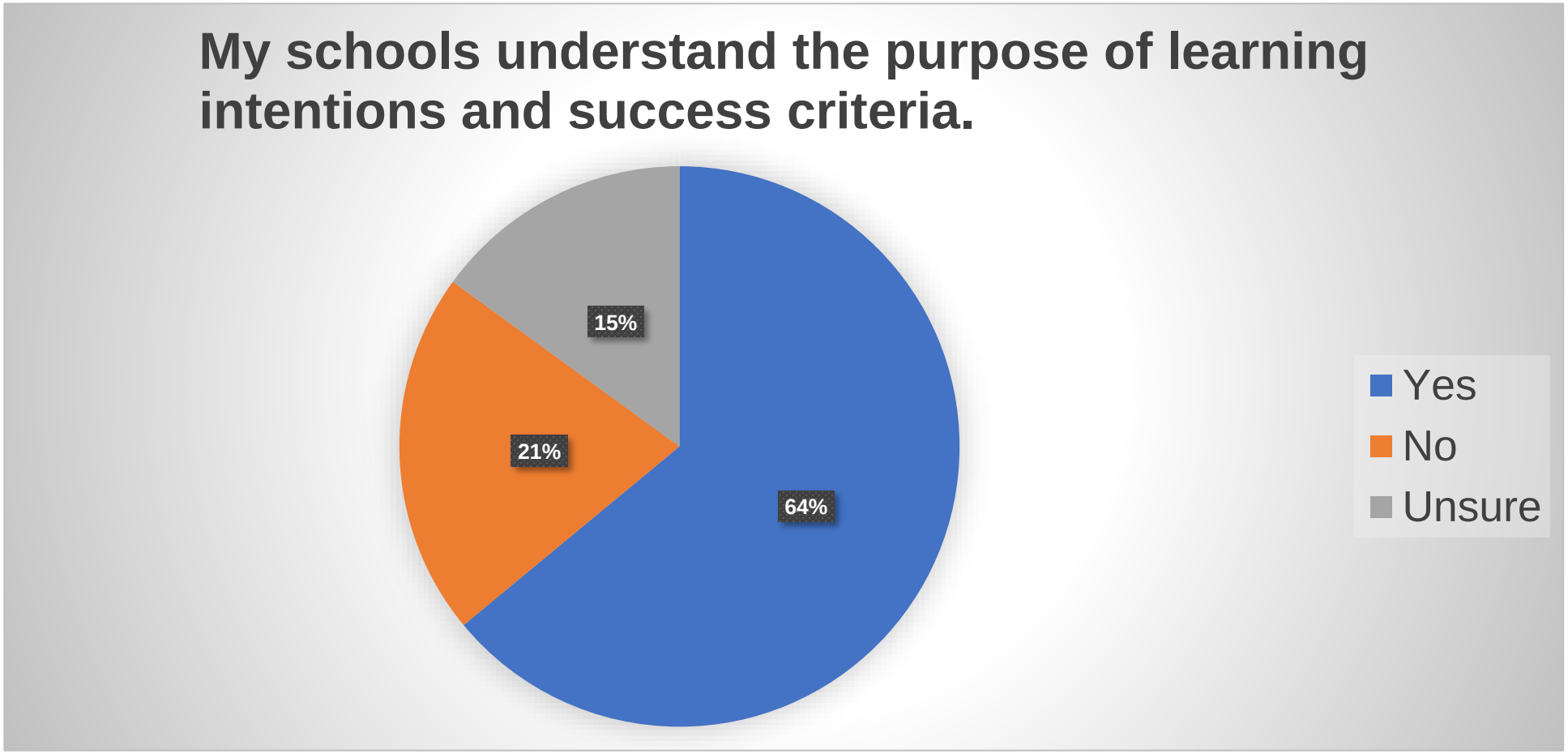

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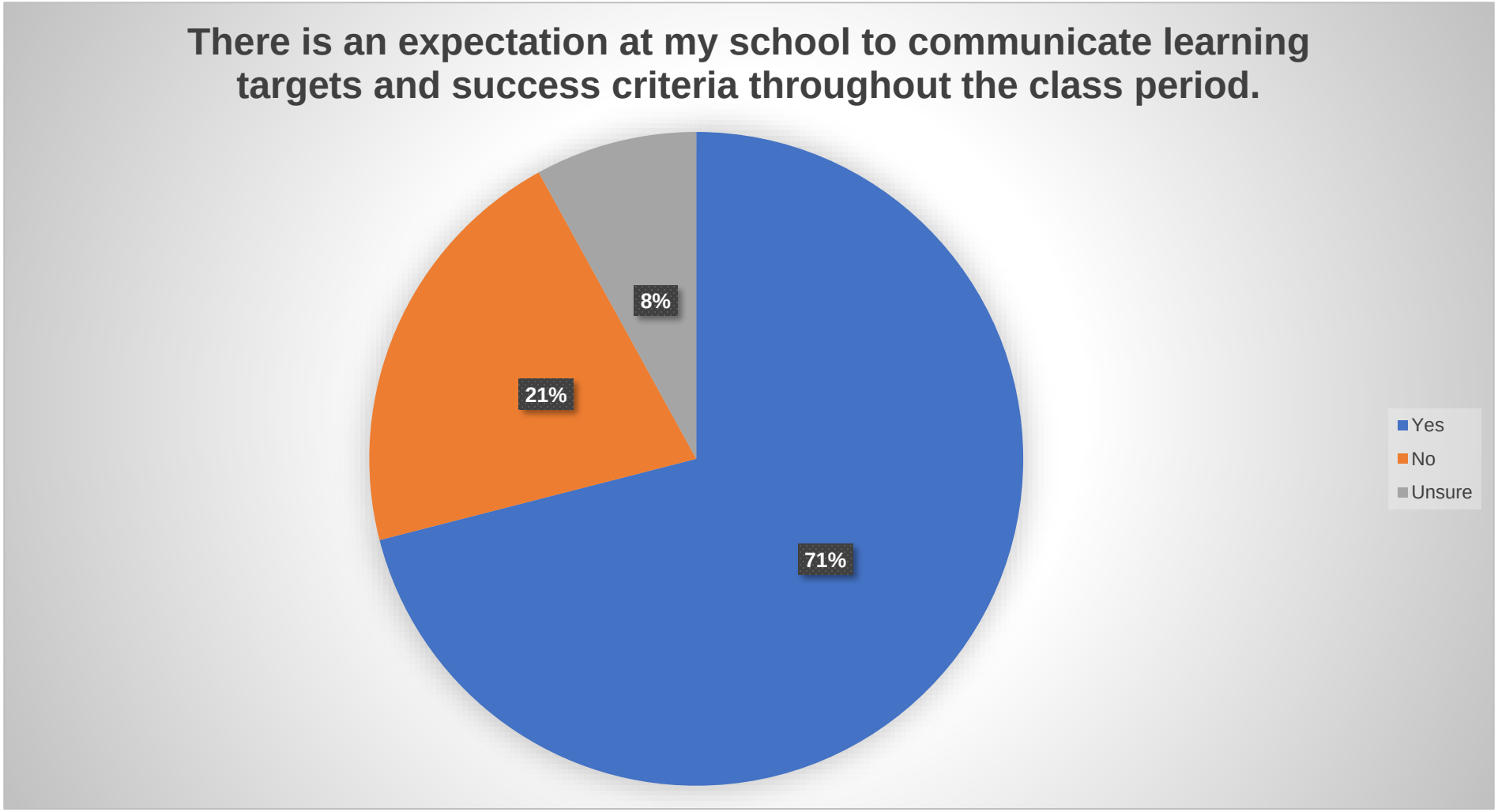

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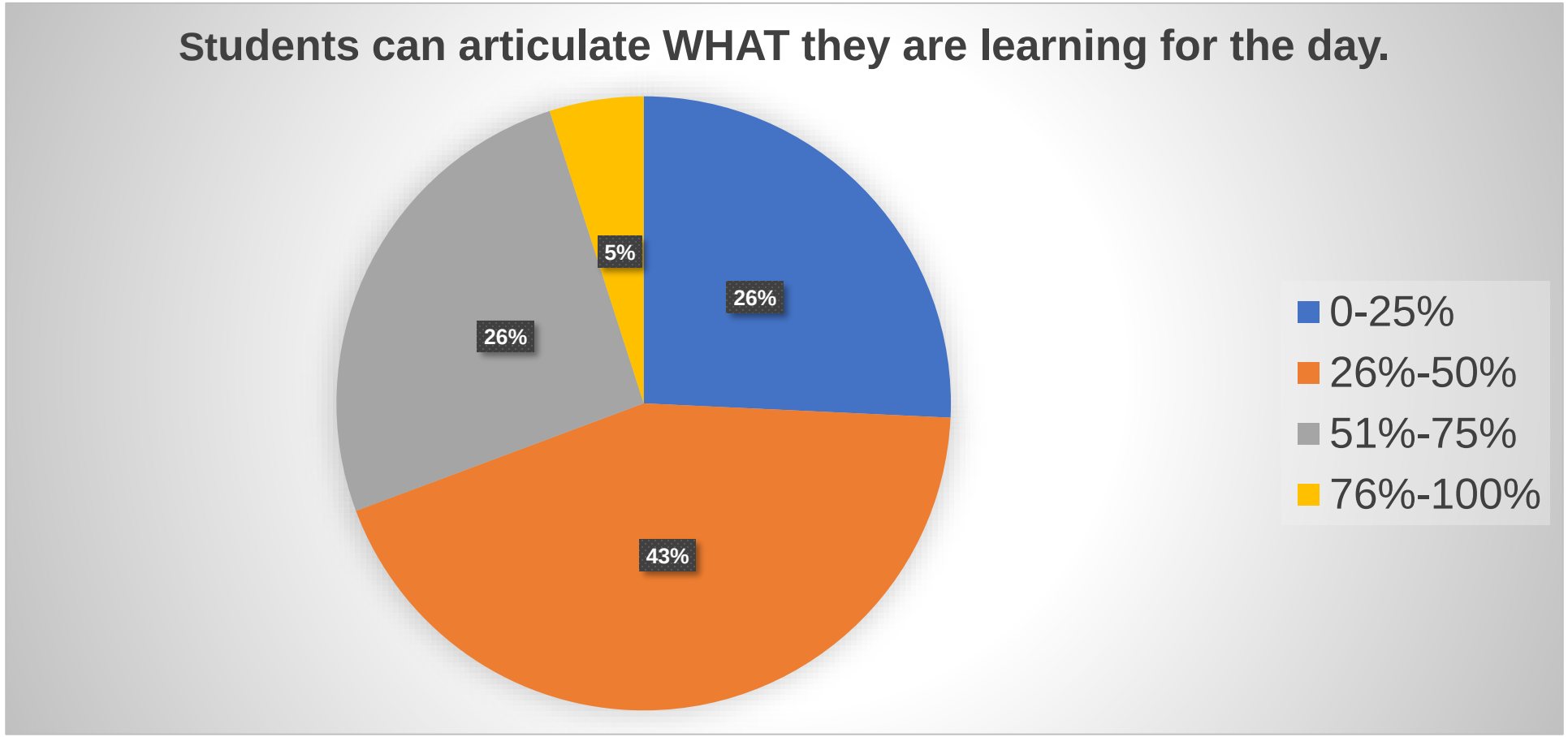

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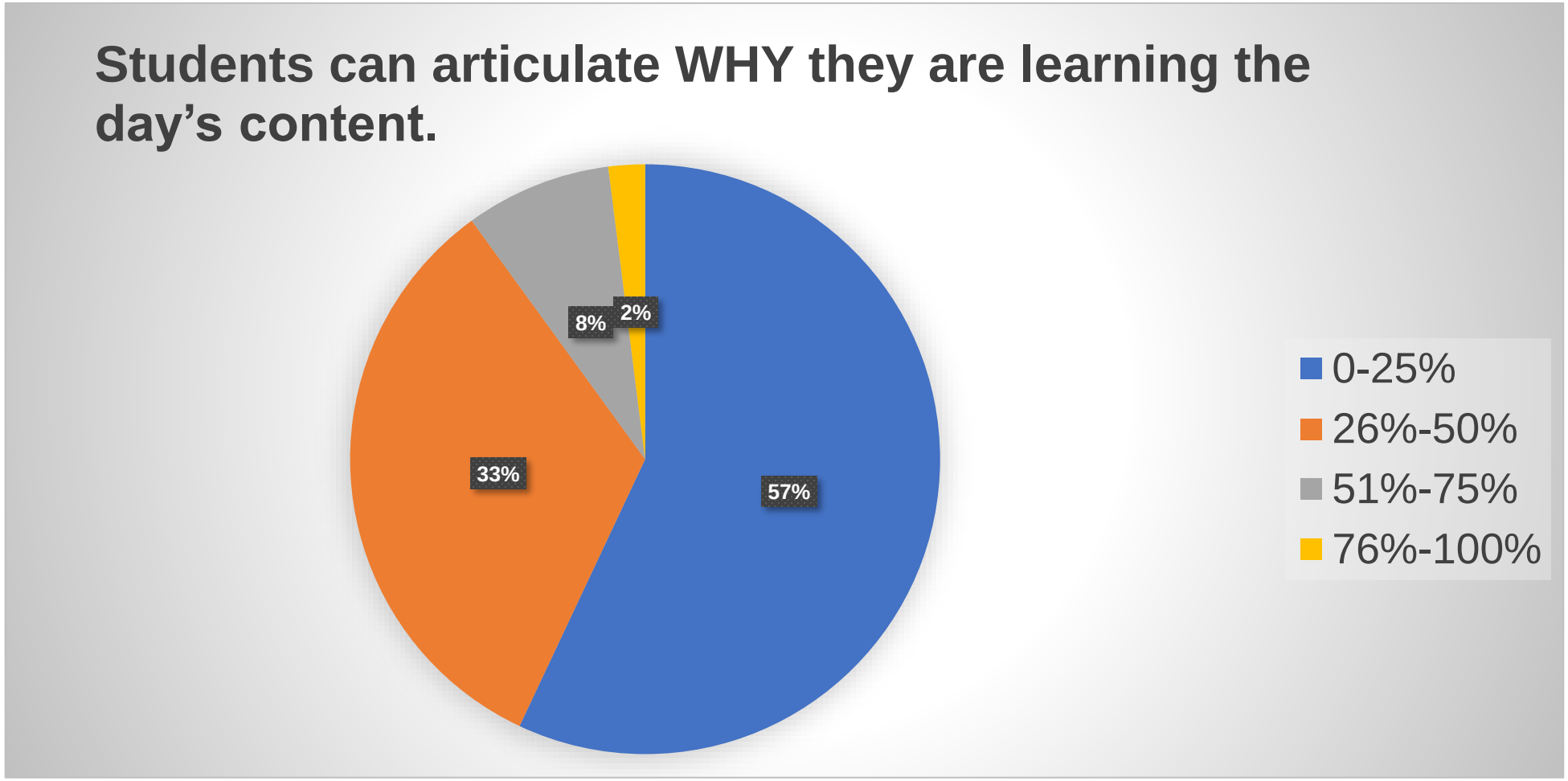

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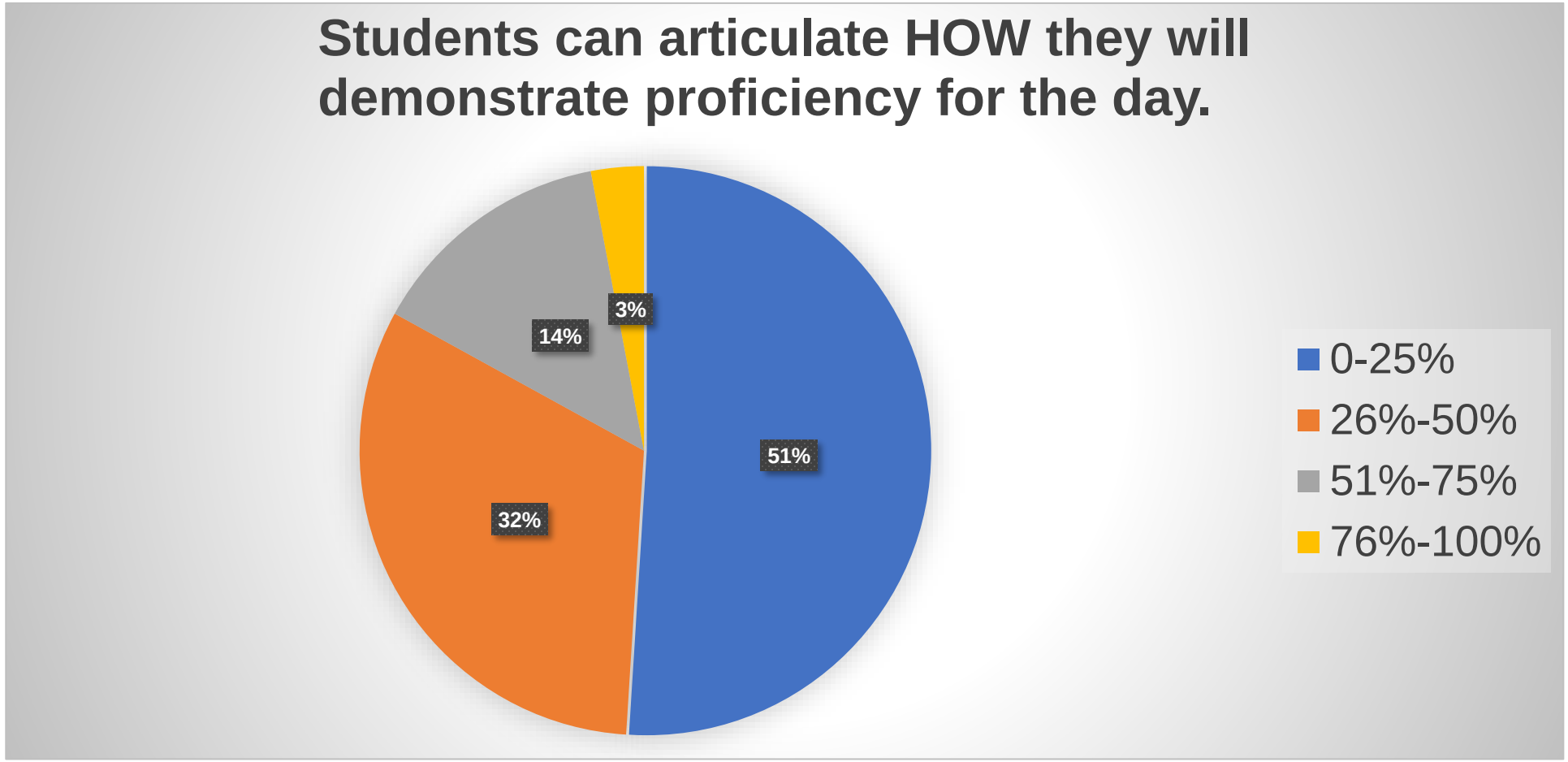

Bringing Clarity to the Classroom

Make the Learning Intention and Success Criteria Visible and Accessible

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Bringing Clarity to the Classroom

Planning

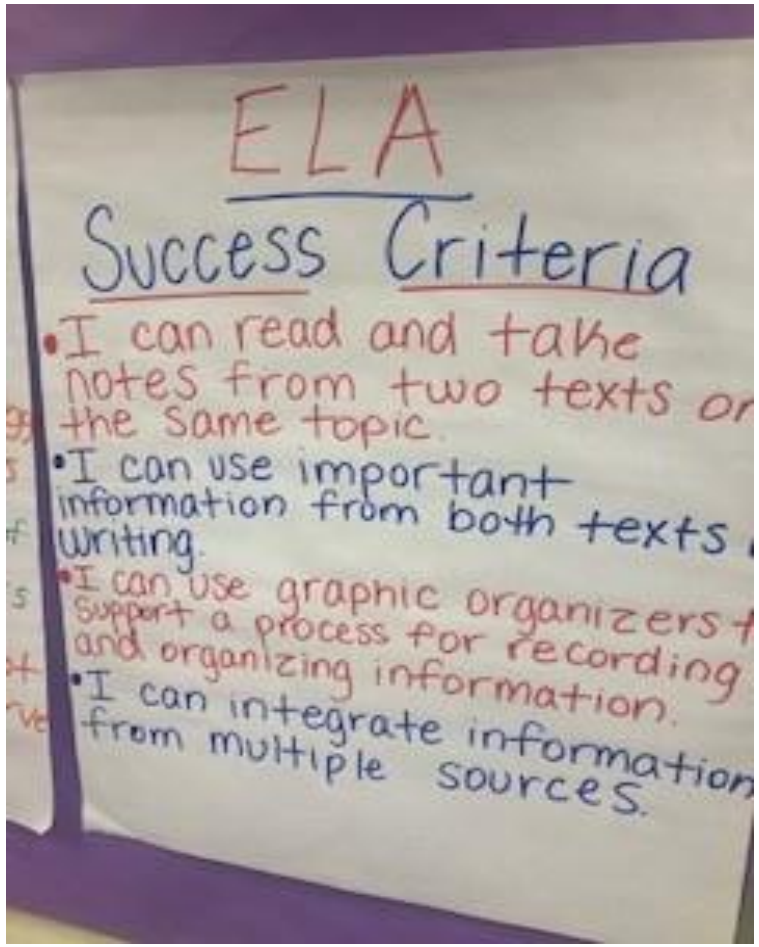
The worst learning scenario is to be unaware of expectations or how your work will be judged and to have no guidelines about how to achieve the objective in the first place. (Clarke, 2018)

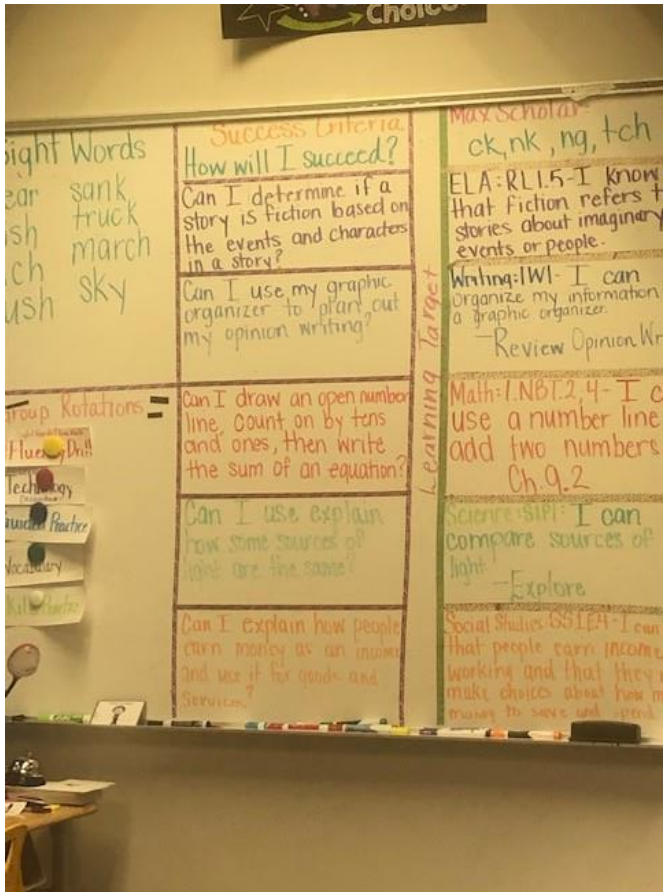
- The teacher must know and understand the learning intentions and the success criteria.

- The teacher develops plans to make the thinking and learning visible to the students. What will successful student work look like?

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.

Make the Learning Intention and Success Criteria Visible and Accessible





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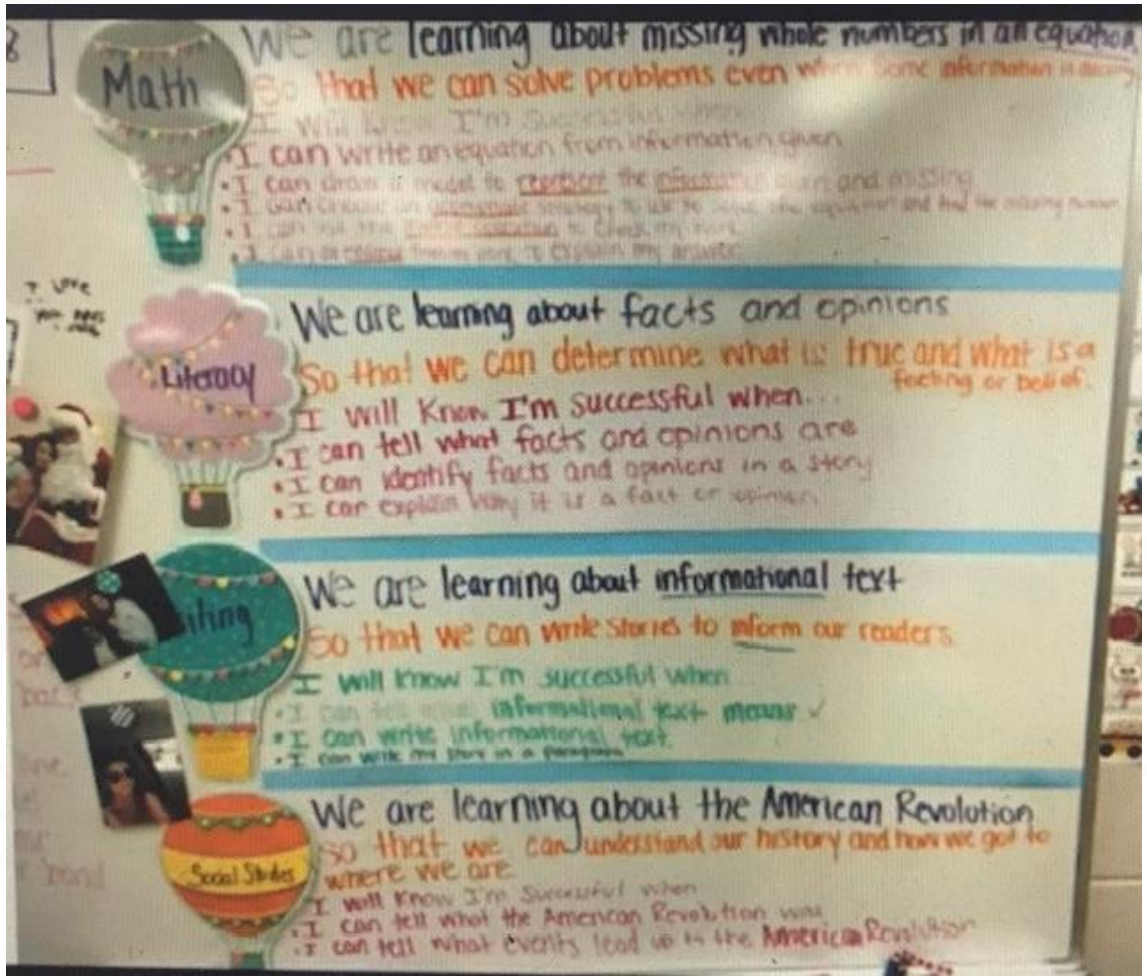

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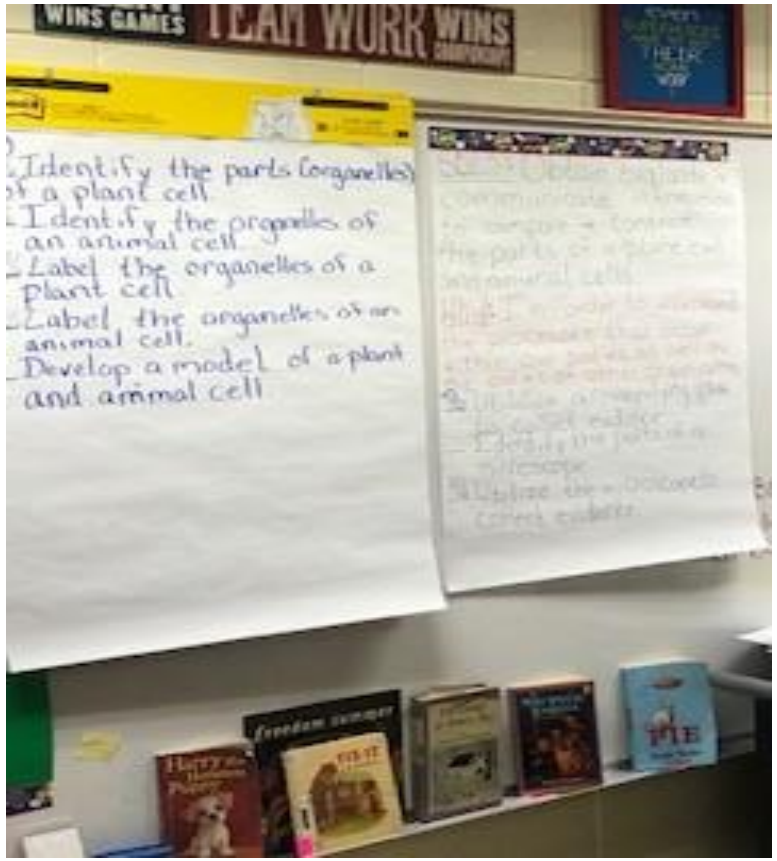

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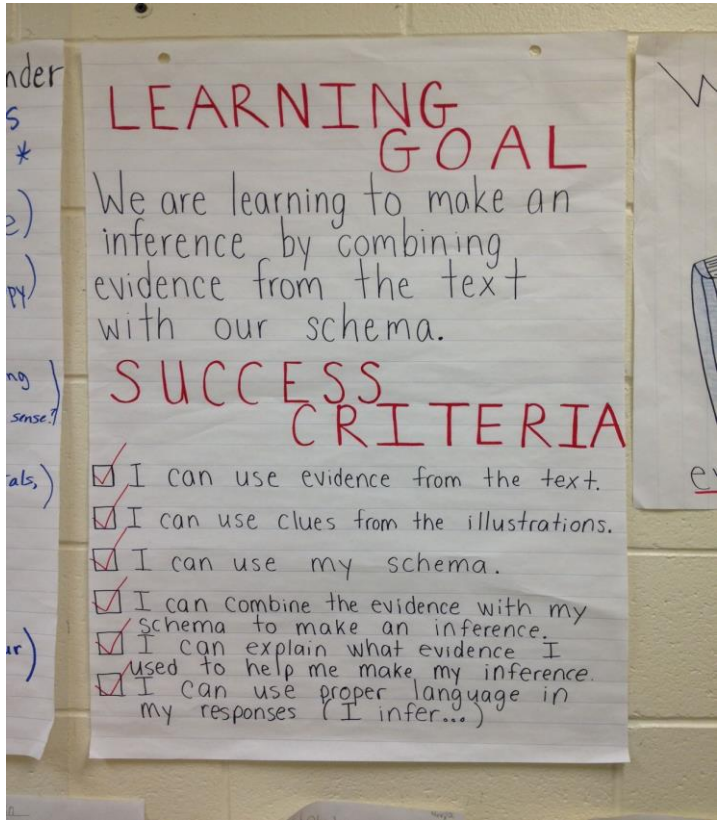

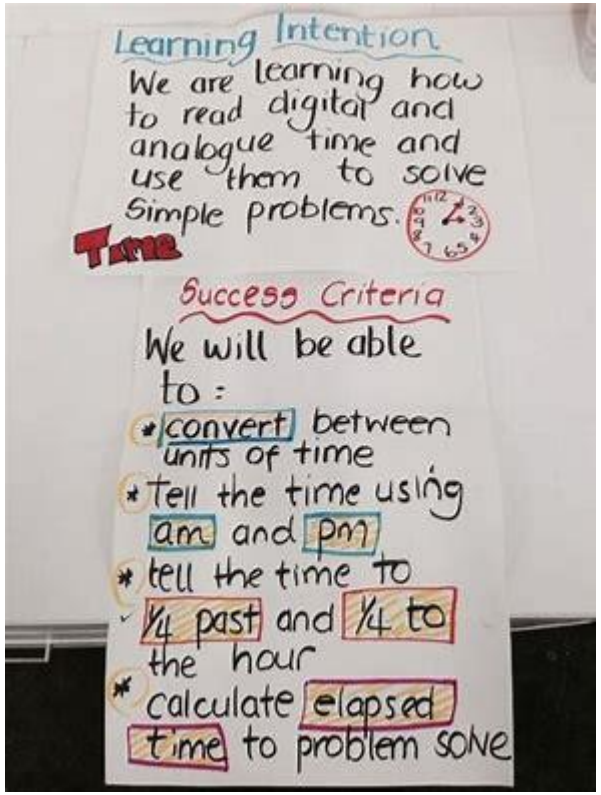

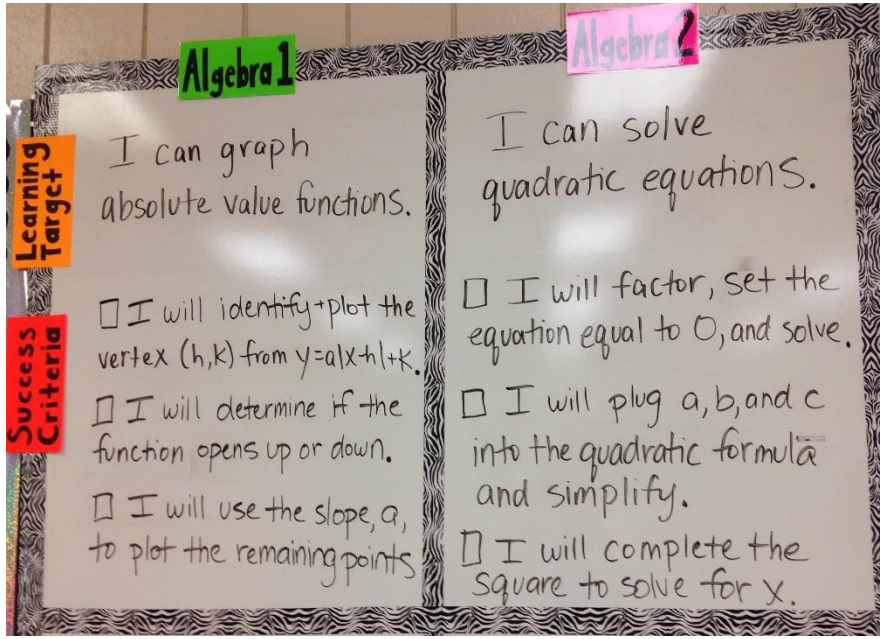

Make the Learning Intentions and Success Criteria Visible and Accessible

Bringing Clarity to the Classroom

Ways to Make the Learning Visible

Ways to Make the Learning Visible

Modeling

Demonstrating expectations for students to **see** and **hear** what the expectations look like.

Recent studies about modeling and the brain have found that observing another do or learn something causes the neural networks to fire in the brain as doing it yourself

(Ritchart, 2015)

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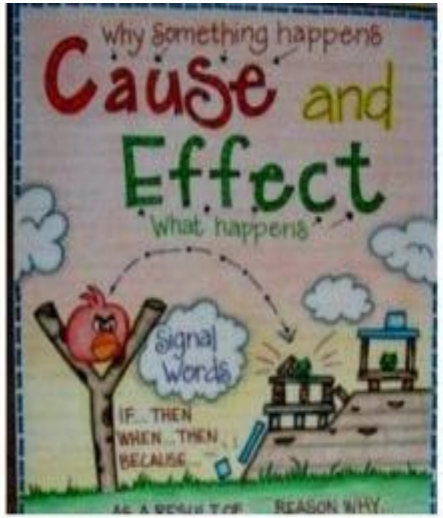
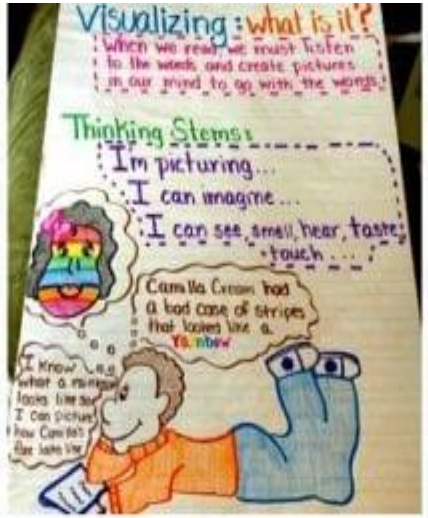
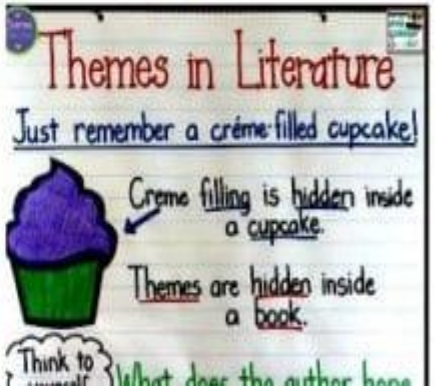
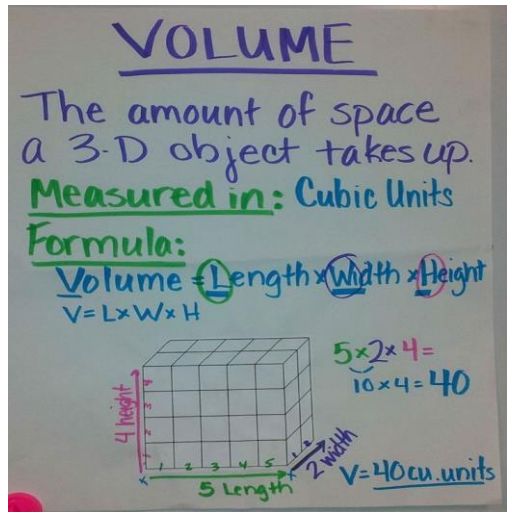
Ways to Make the Learning Visible

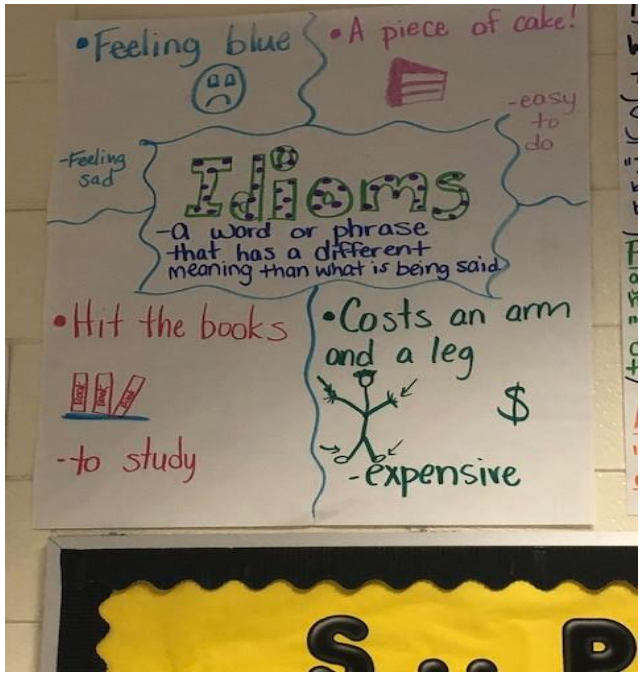
Anchor Charts







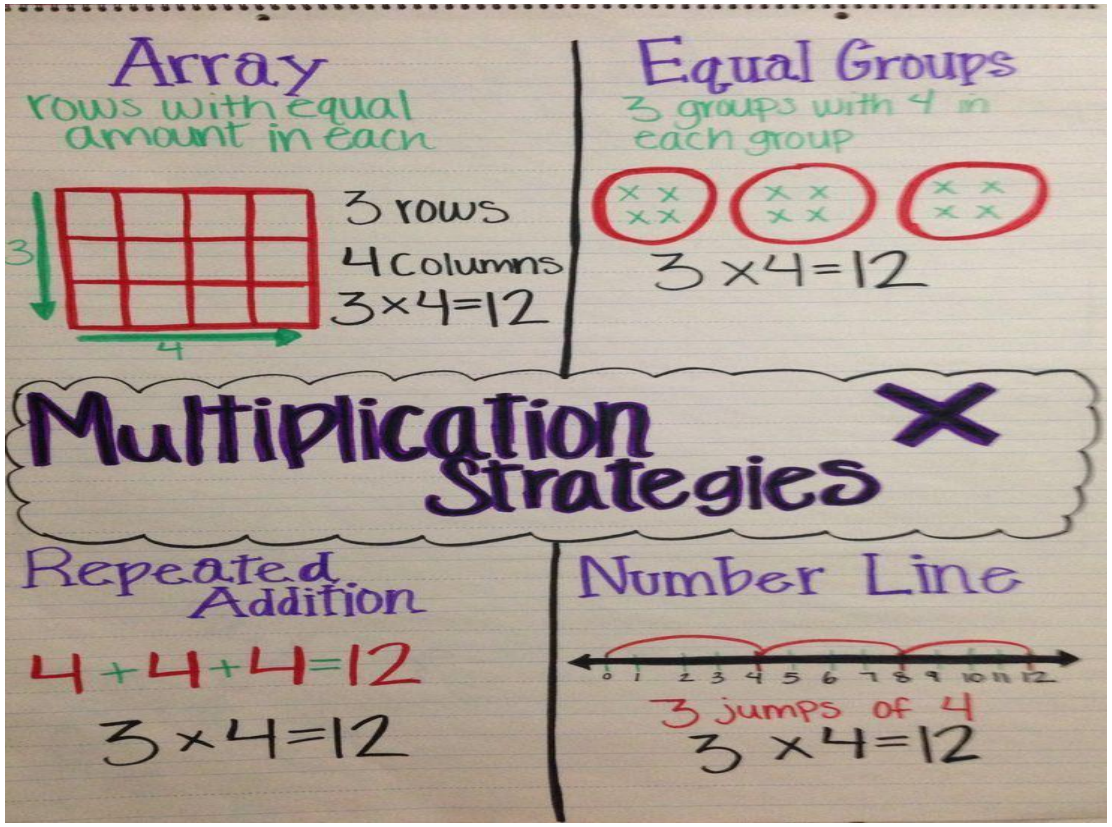




Ways to Make the Learning Visible

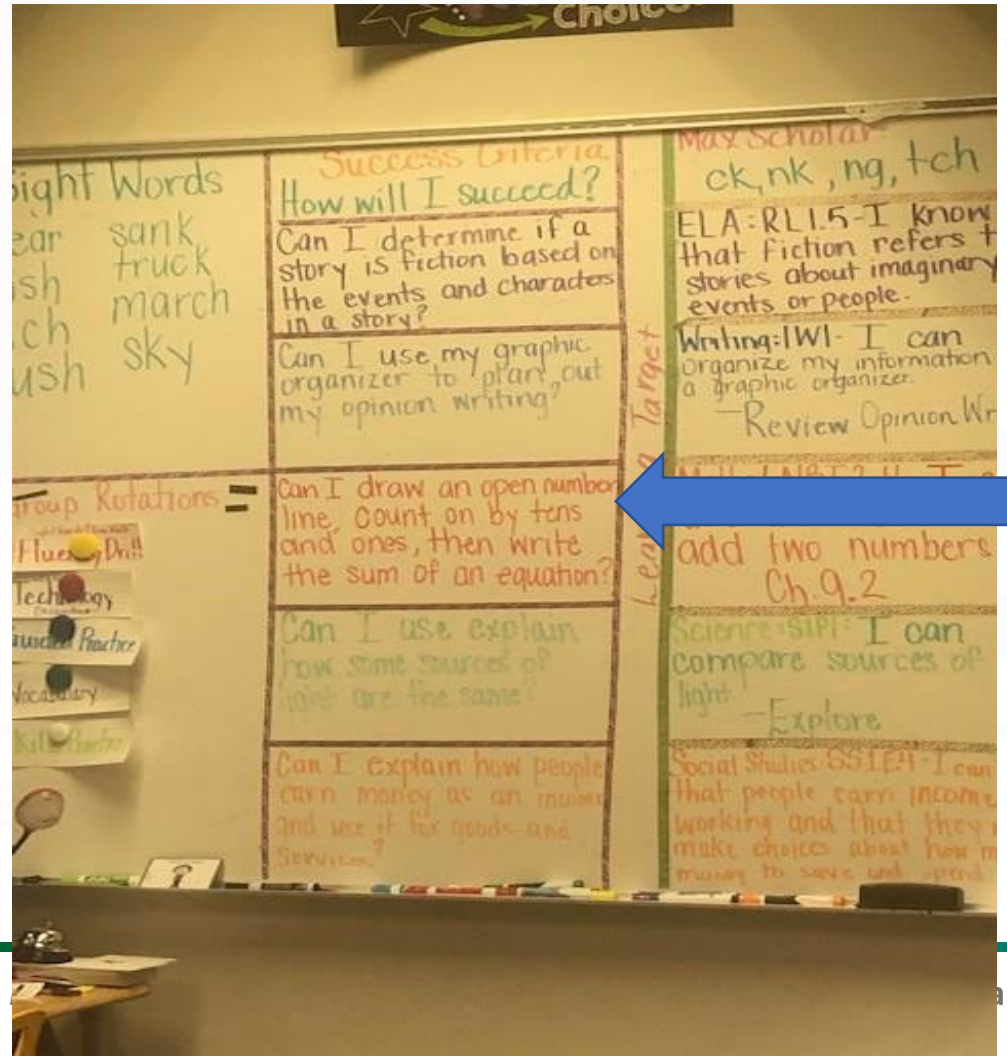
Examples

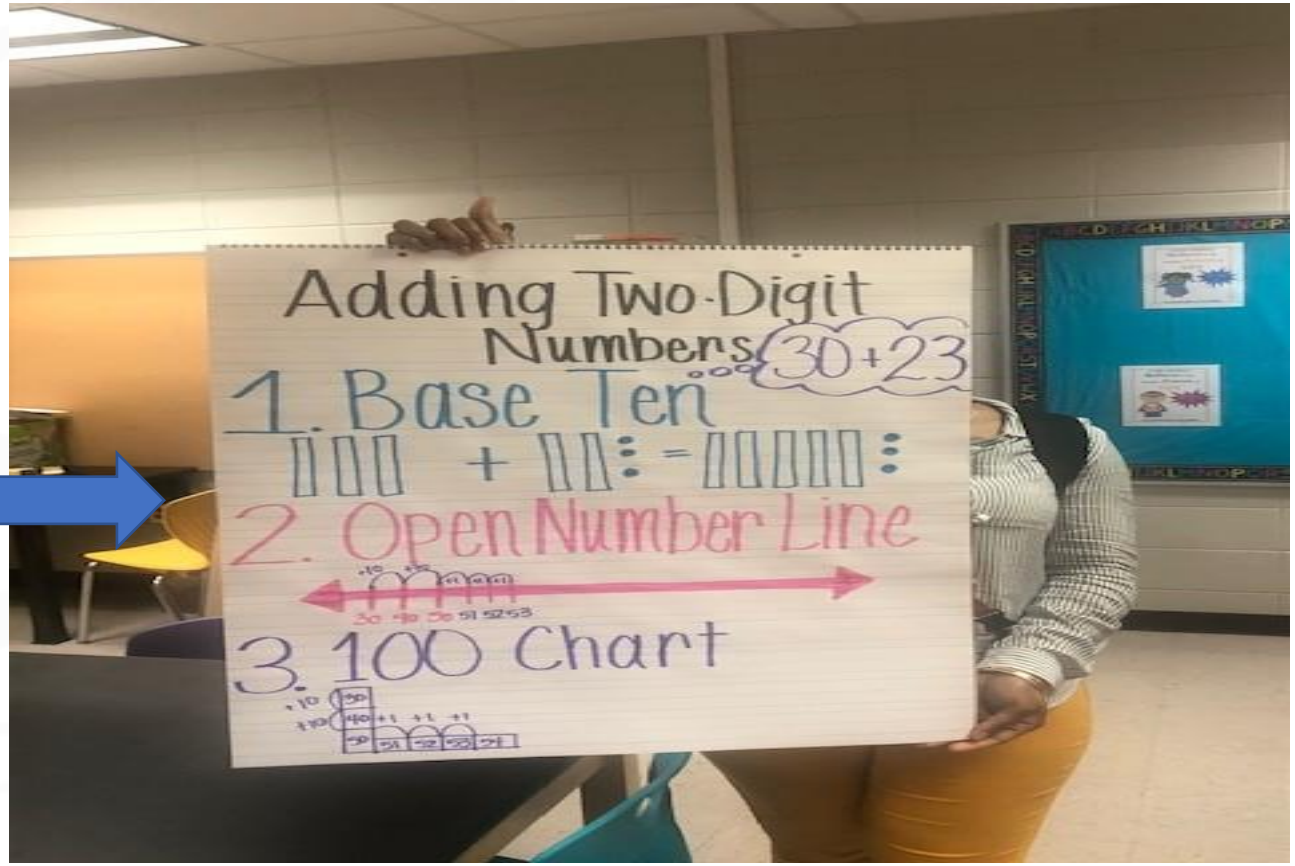
A step-by-step demonstration of how to perform a task to solve a problem.



Ways to Make the Learning Visible

Examples





Ways to Make the Learning Visible

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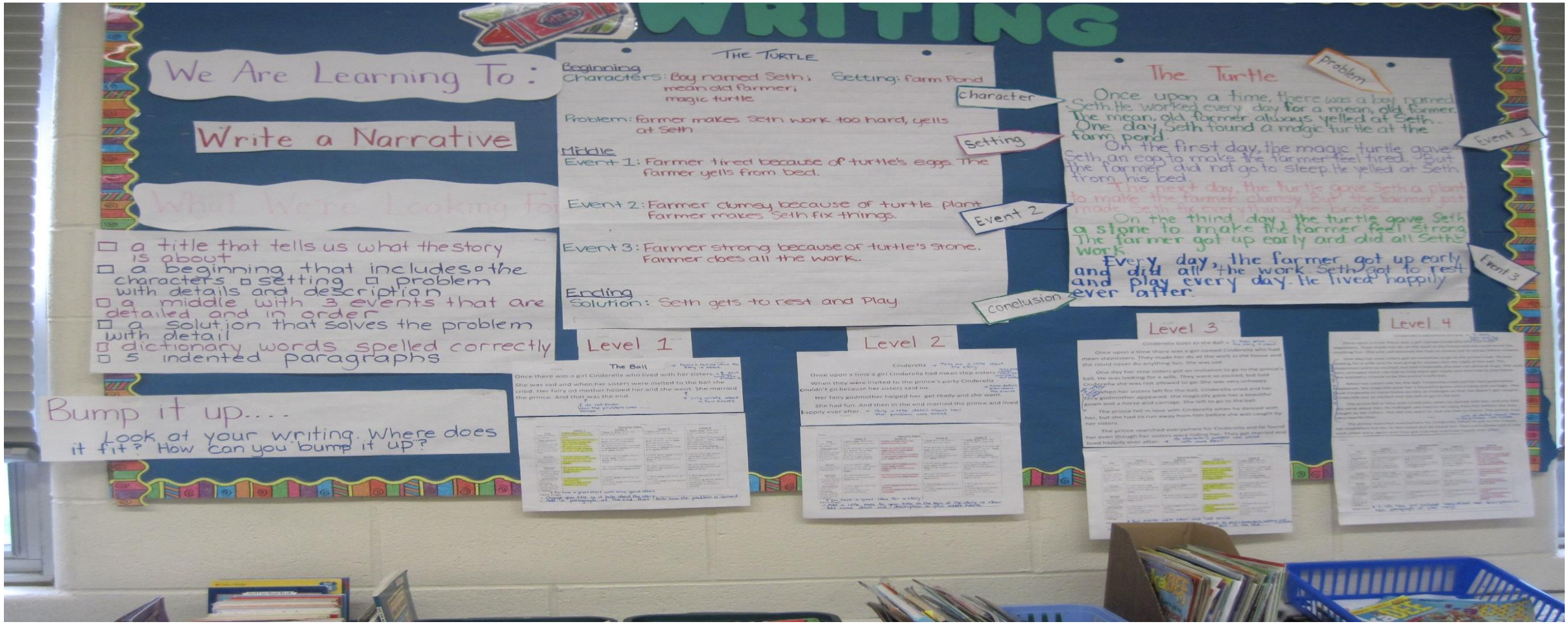
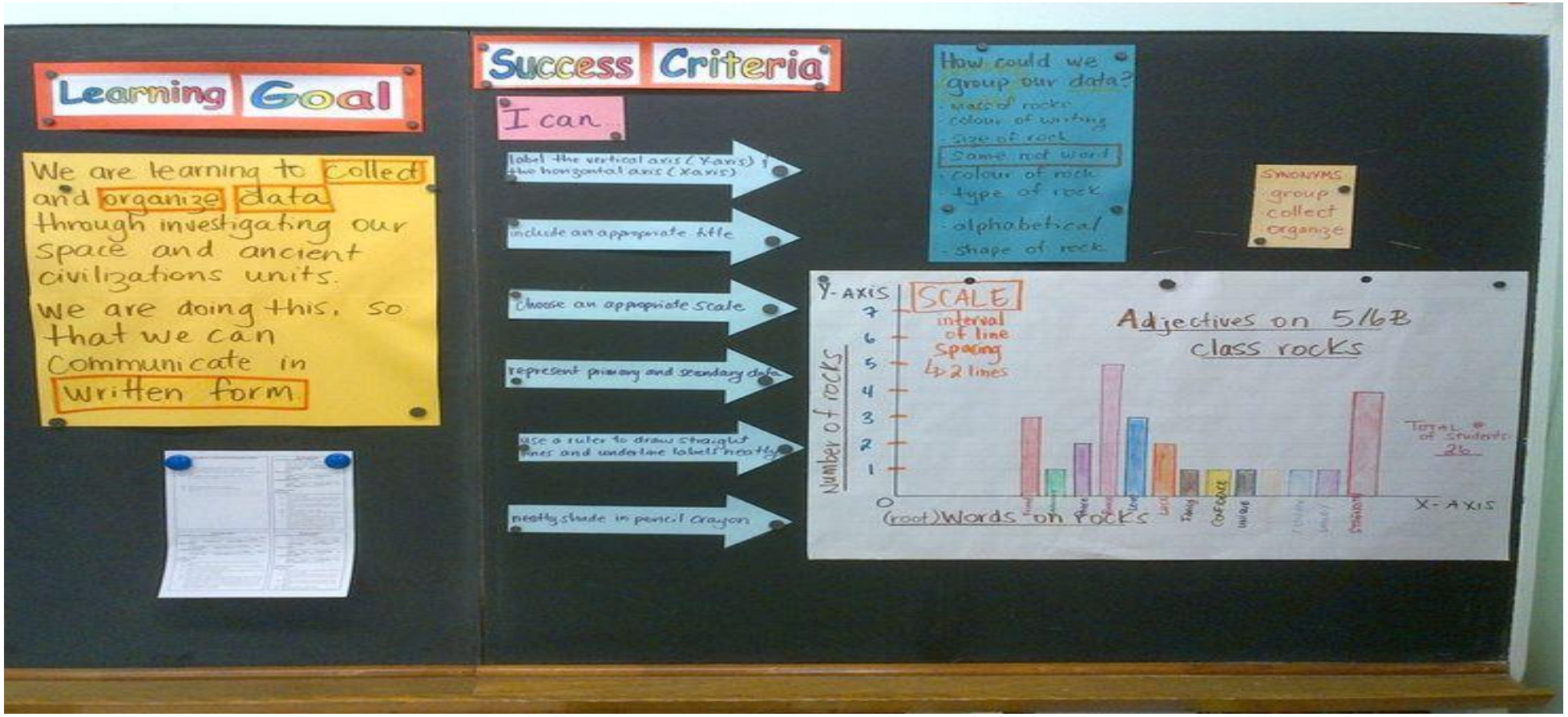


Ways to Make the Learning Visible

Examples



Ways to Make the Learning Visible

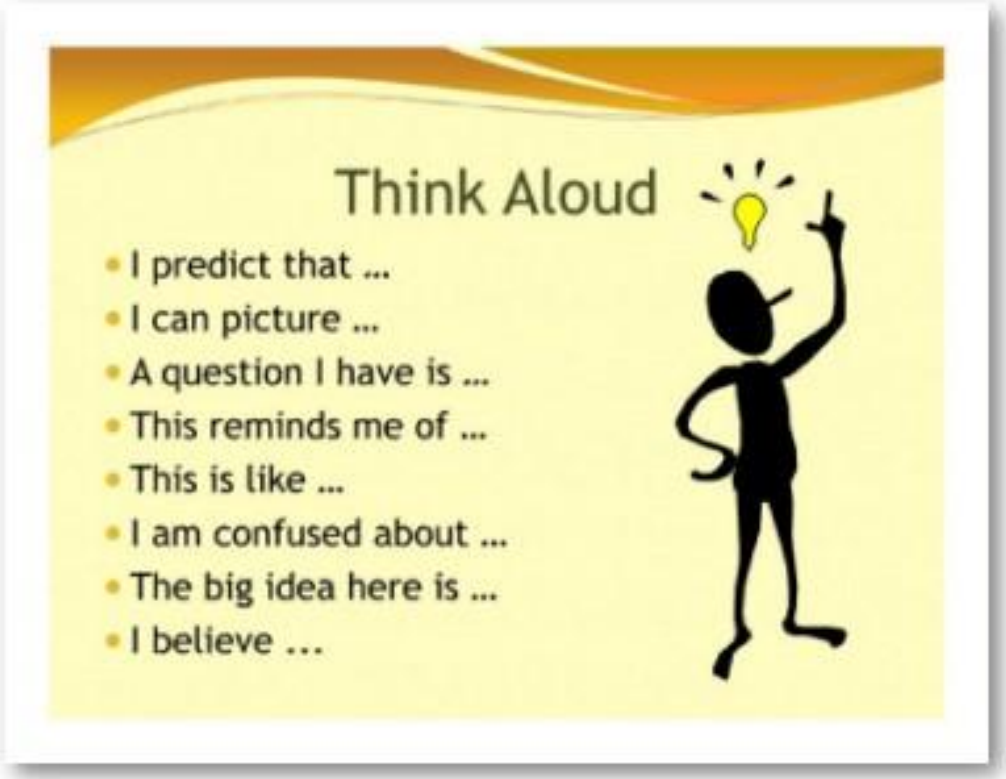
Think Alouds

Key points to consider to make effective:

- How to think about the learning, mistakes, failures, being stuck, getting unstuck
- How to help students prepare for the thoughts and feelings they experience in their learning
- How to think about connecting the key ideas and predicting conclusions

Videos of Think Alouds

- Go Beyond a Model; Reveal a Think Aloud
- Think Alouds: Modeling Way to Think About Text

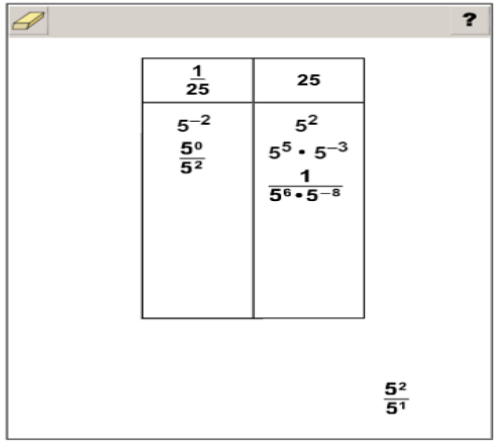


Ways to Make the Learning Visible

Exemplars

When multiplying exponential expressions with the same base, the exponents can be added to make an equivalent expression, and a negative exponent is equivalent to the reciprocal of the expression with positive exponents. In the first column, both "5^{-2}" and "$\frac{5^0}{5^2}$" are equivalent to $\frac{1}{5^2}$, which has the same value as $\frac{1}{25}$. In the second column, "5^2" is equal to 5×5, which equals 25. The exponents in "$5^5 \bullet 5^{-3}$" can be added to get 5^2, so it is equal to 5^2 or 25. And "$\frac{1}{(5^6 \bullet 5^{-8})}$" has the exponents that can also be added to get the expression $\frac{1}{5^{-2}}$, which is also equal to 25. The remaining expression, "$\frac{5^2}{5^1}$" is not equivalent to either $\frac{1}{25}$ or 25, so it is left out of the table.

The correct response is shown below.



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Ways to Make the Learning Visible

Rubrics

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.* • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Groups related ideas together to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.* • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that does not clearly explain the topic • Provides a weak concluding statement or section

Ways to Make the Learning Visible
Checklist

_____ Highlighted main ideas and checked for logical ordering (e.g., most important to least important)

_____ Checked that each main idea is presented in a separate paragraph

_____ Looked for transition words to connect the ideas from one paragraph to the next

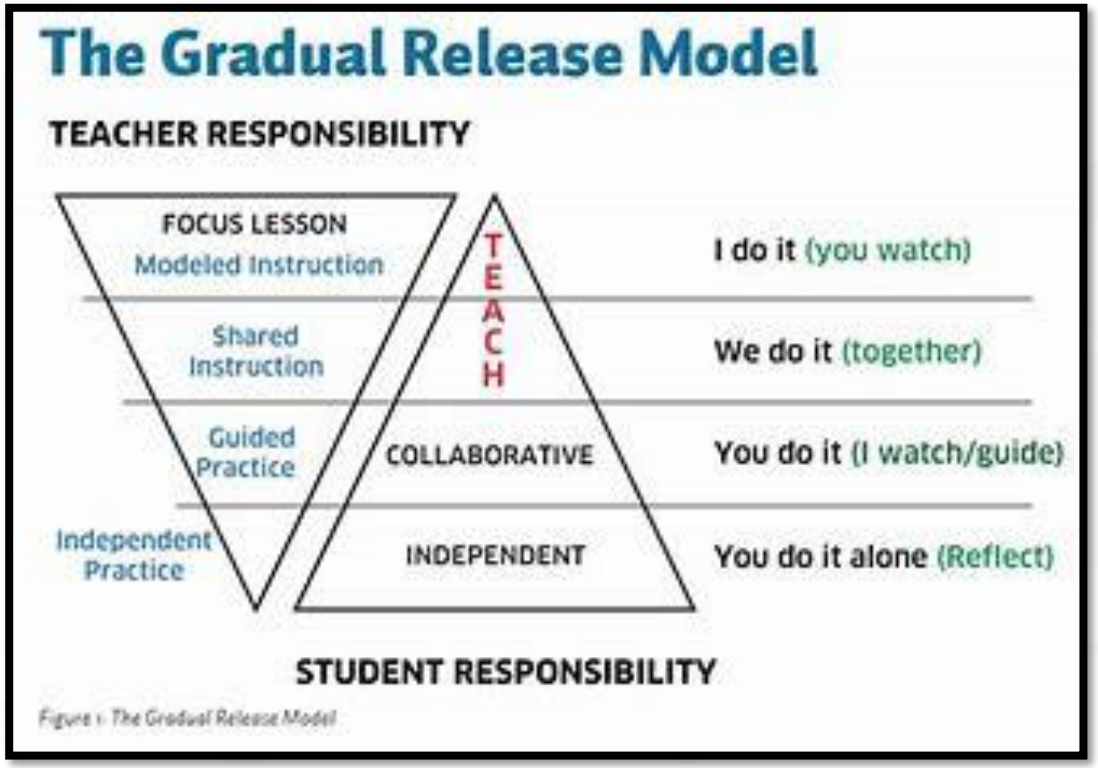
_____ Checked if writing contained too much explaining, and removed extra words

_____ Checked if writing was unclear or vague, and added details to provide more information

_____ Used revising strategies to delete, reposition, and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)

Ways to Make the Learning Visible

Using a gradual release instructional framework



The Steps:

- **I do** (teacher explicitly models the learning for the day)
- **We do** (teacher and student)
- **You do it together** (small groups of students)
- **You do it alone** (students work independent)

Ways to Make the Learning Visible

Co-Constructing Success Criteria

It increases their willingness to engage in the task, helps them see its importance and purpose, increases their level of confidence, decreases anxiety, connects new learning to their knowledge and increases the probability that they will reinvest in subsequent learning opportunities. Increases students' self-efficacy as learners.

(Hattie & Donoghue, 2016)

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Ways to Make the Learning Visible

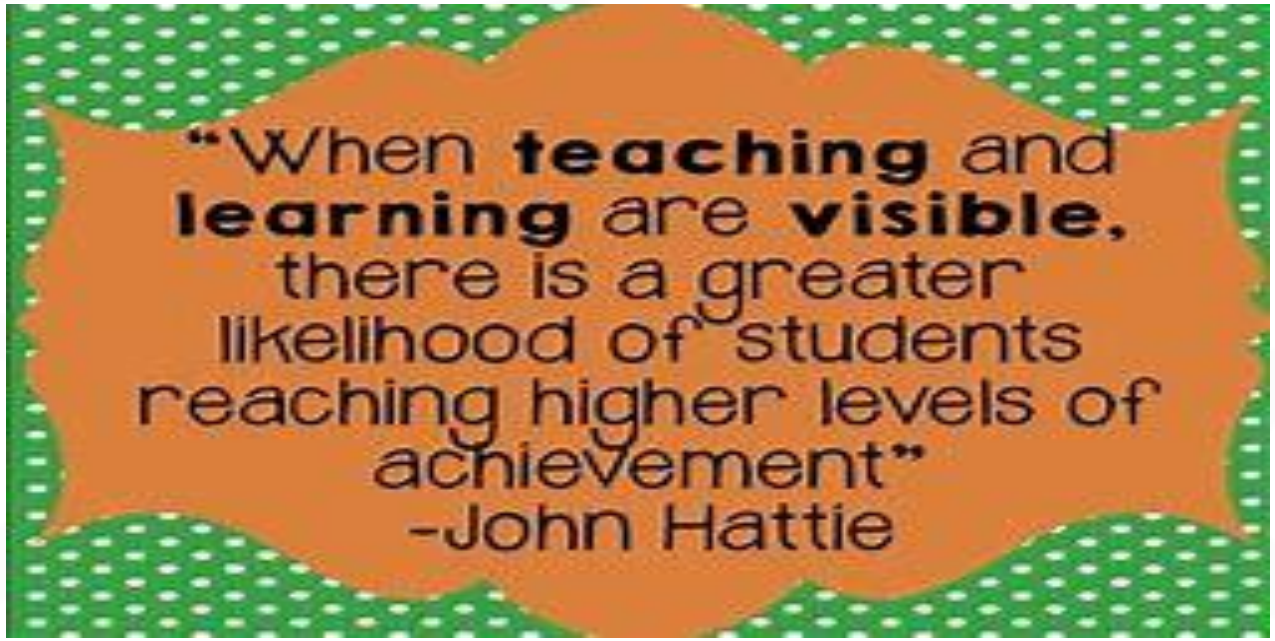
Co-Constructing Success Criteria

Examples of ways to co-construct success criteria.

1. Brainstorm with students. What do you think success will look like?
2. Provide students with samples of exemplars, quality student work, students work that has progressed over time.
3. Compare proficient work to less than proficient. Ask students to discuss the differences between the two and what makes one better.
4. Demonstrate or model success criteria. Ask students what they think you did correctly and why?

Let's Chat

Go to the Question Box



What are some other ways that you see teachers making learning visible?

Bringing Clarity to the Classroom

Formative Assessment/ Opportunities to Respond

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Percent of each class period students are involved in a group discussion of the content.

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Percent of time student's self-assess their progress towards mastery at the end of class.

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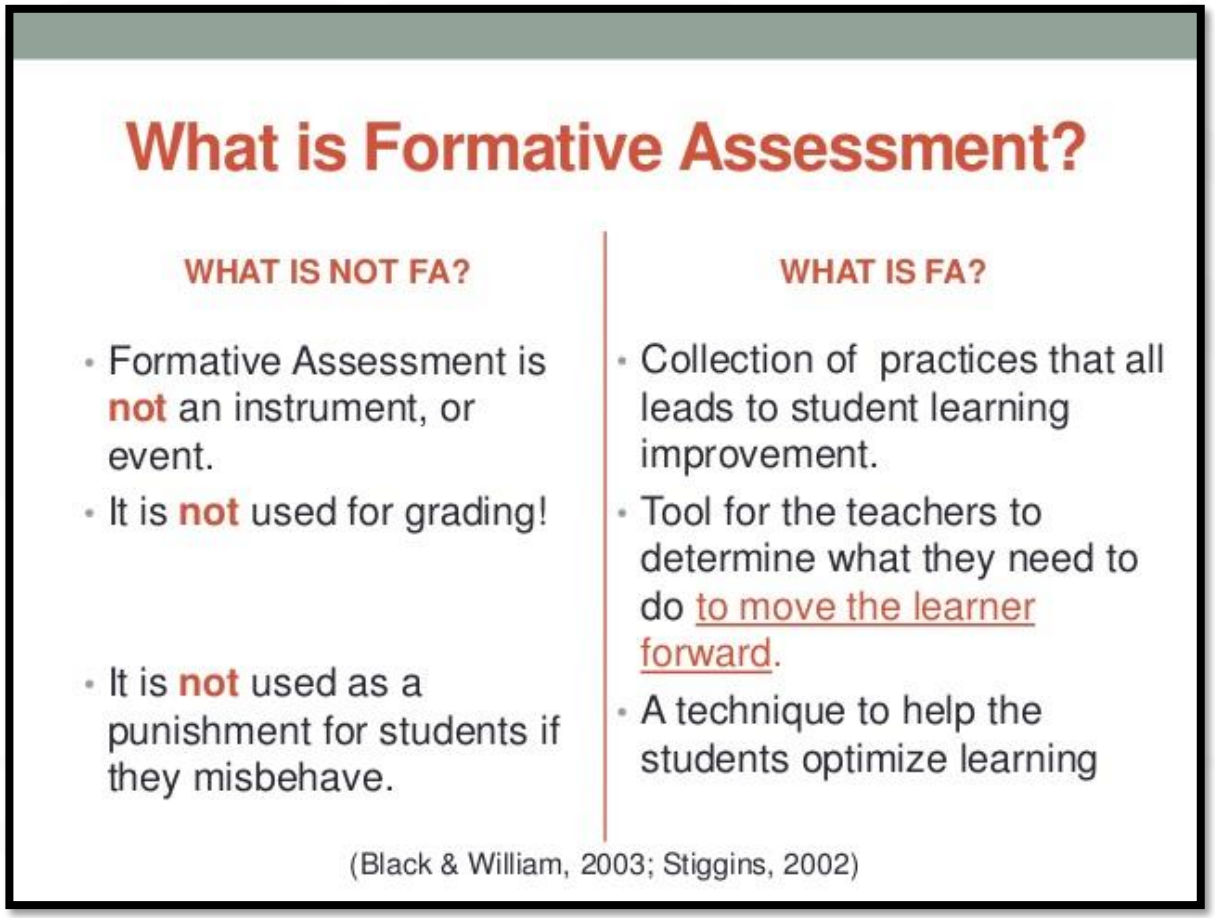
Formative Assessment/ Opportunities to Respond



Each formative assessment/ opportunity to respond gives us feedback about the impact on our teaching.

The opportunities must align with the standard, learning intention and success criteria.

Formative Assessment/ Opportunities to Respond

- Should include strategies, activities, or tasks that make student thinking visible and allow both the teacher and learner to observe learning progress.
- Should not be an occasional occurrence, but a standard routine in the classroom.
- Should become more rigorous as content becomes more challenging.
- Should be created so that the teacher and students can monitor the progress in their learning.
- Should be aligned with learning intention and success criteria.

Almarode & Vandas (2019)

Formative Assessment/ Opportunities to Respond

Two key guided questions for opportunities to respond:

1. What opportunities to respond will the teacher design that allow the teacher and the students to monitor their progress in their learning related to the learning intention and success criteria?

2. What am I going to do with their responses that will support their next steps in learning?

(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 thumps 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

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: Students are given a list of key social study terms in U.S. history: imperialism, manifest destiny, robber baron.

Teacher 1: Take out a sheet off paper and write the definition.

Teacher 2: Provide students with political cartoons of each word and have them describe what they think the implications of the cartoon mean. Discuss with your peer-partner.

Which teacher makes the learning more visible?

Formative Assessment/ Opportunities to Respond

These can include:

- Entrance tickets
- Exit tickets
- Classroom discussions
- Questioning
- Quick writes
- Think-pair-share
- Other evidence-based teaching strategies

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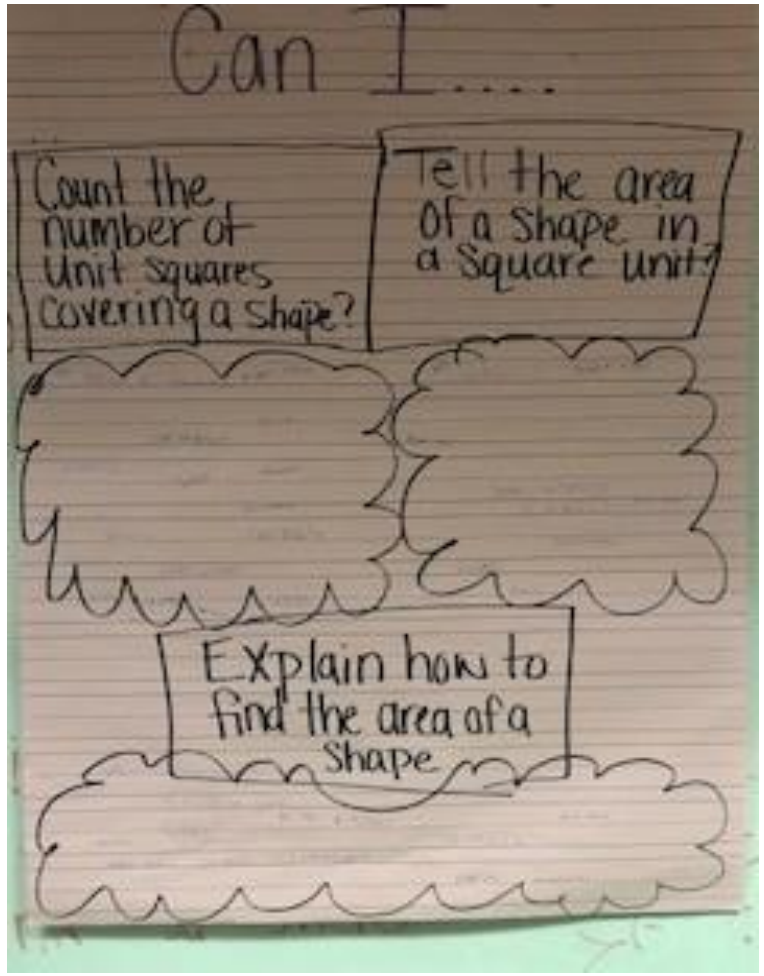
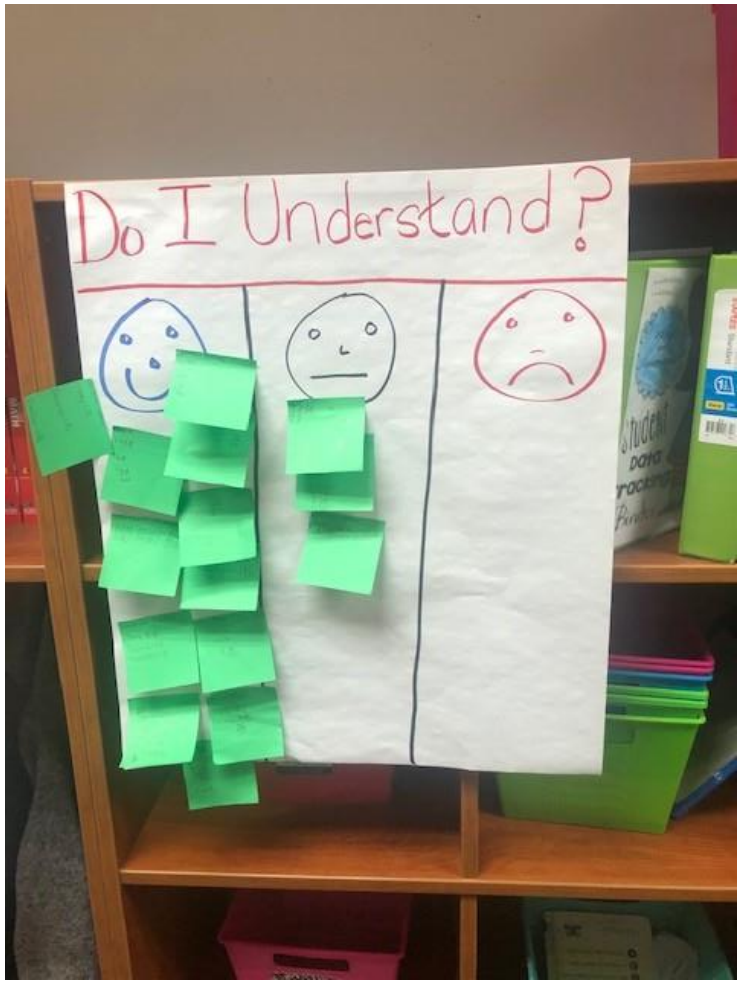
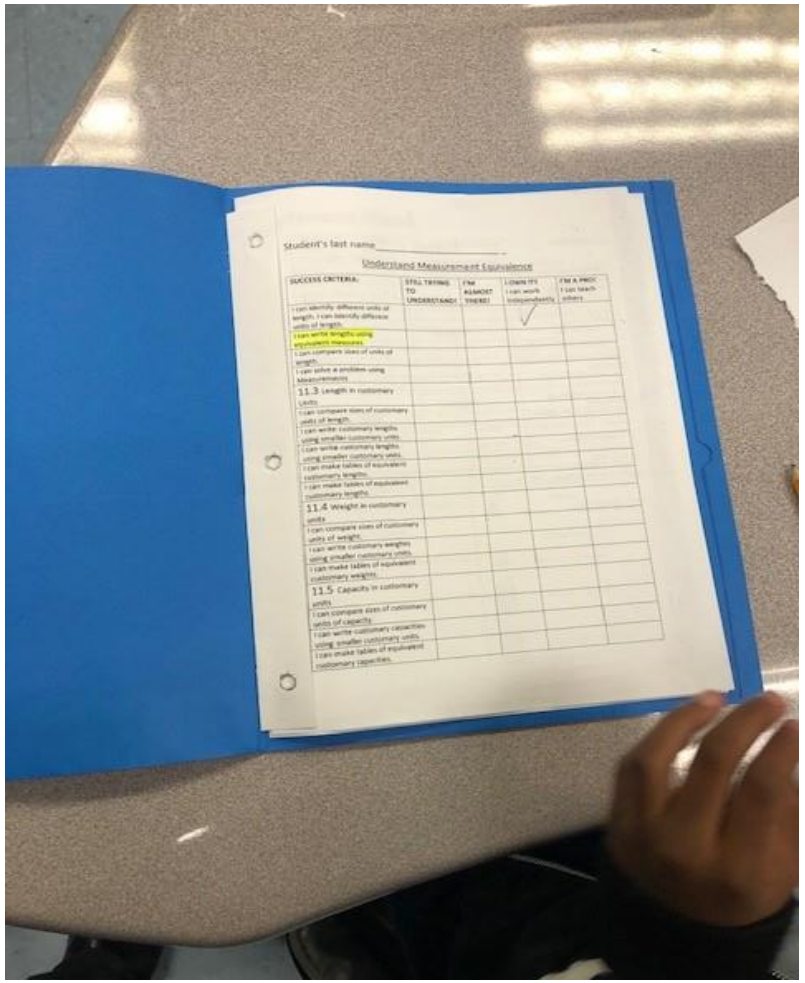
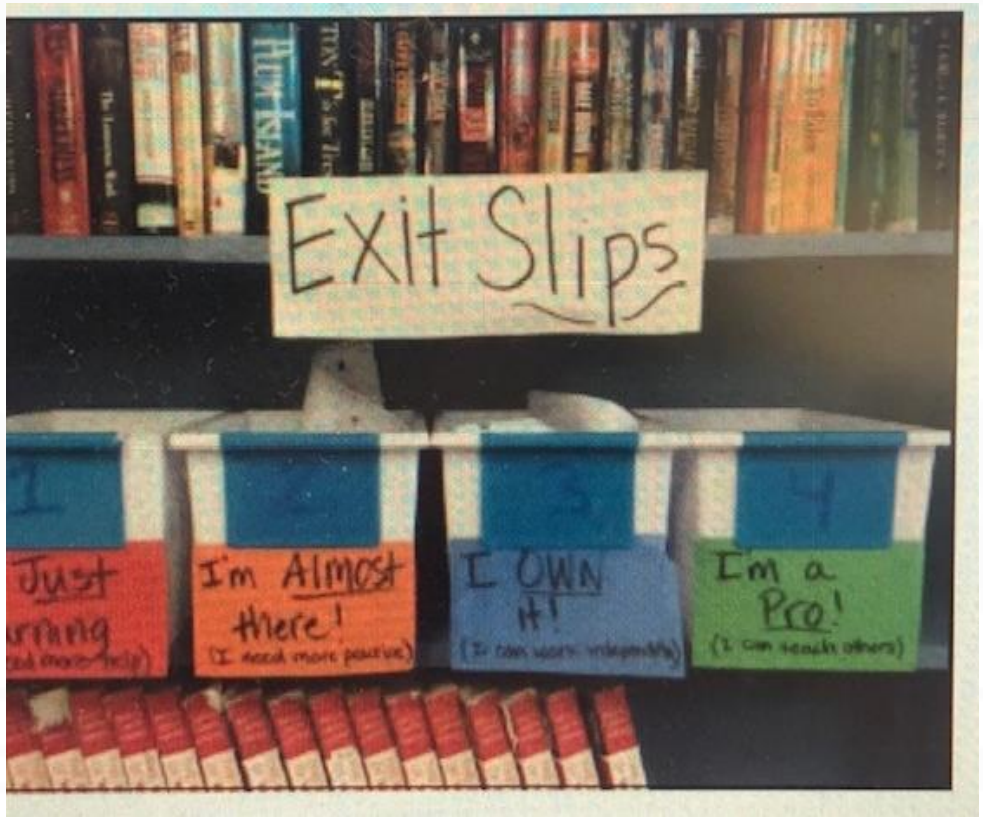
Formative Assessment/ Opportunities to Respond

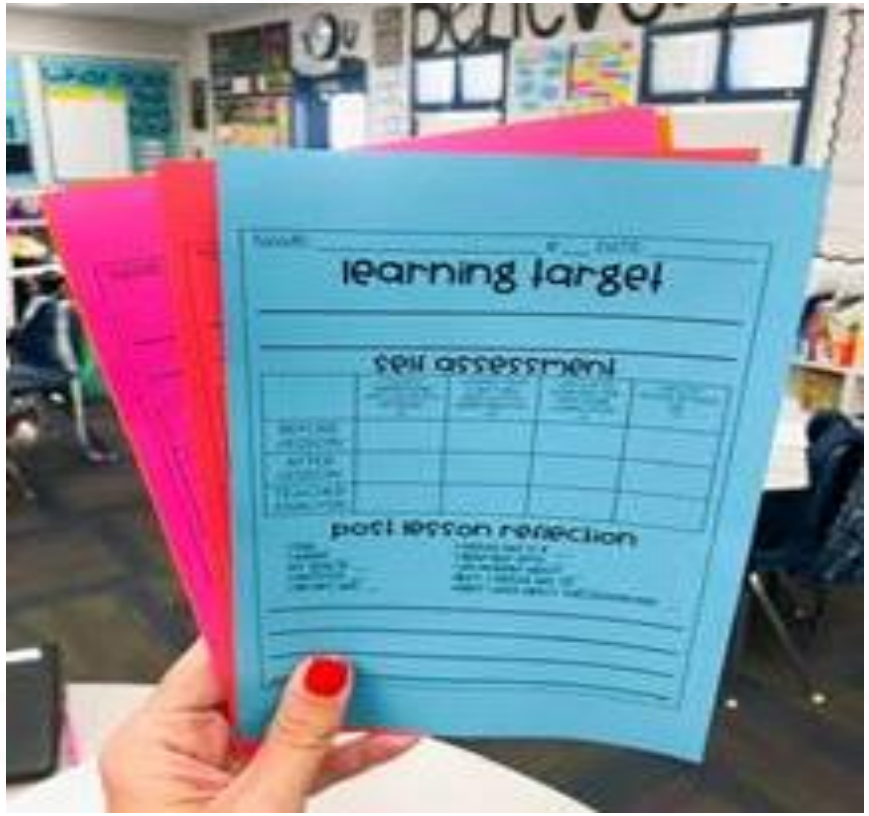






Formative Assessment/ Opportunities to Respond





Formative Assessment/ Opportunities to Respond

My Learning Card

Name_____ Date_____

Learning intention: _____

_____

How was your learning today?	Crushed it. What was the most important thing you learned today?	I understand some of what was taught. Provide some examples of what you did learn today?	I need some assistance. I really do not understand.

Formative Assessment/ Opportunities to Respond

Questioning during class:

Which success criteria have you achieved? Which one are you still struggling with?

Tell me how you know you have met the success criteria?

Turn to your neighbor and explain to them why you think you have reached the success criteria?

Can you demonstrate mastery of the success criteria?

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Feedback

Bringing Clarity to the Classroom

Key factors for feedback

- Feedback has an effect size of 0.73. However, it is one of the most variable of influences.
- Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.
- **Feedback has more relevance when there is trust** between teachers and students, and the **classroom climate is conducive** for feedback to be accepted.
- Feedback timing is crucial.
- Feedback needs to detailed or specific.
- There is a balance between providing too much or not enough feedback.

Hattie and Clarke, 2019

Teacher-to-Student Feedback

- Usually occurs in the initial phase of learning.
- Teacher assists students in understanding concepts, ideas, and terms.
- Teacher provides examples, non-examples, and explanations that assists students in building understanding.
- Feedback is directive, focused, and linked to the success criteria.

Example: A student asks for or demonstrates the need for clarification on how to proceed on an argumentative writing assignment.

The teacher replies, "Y*our work will better meet the success criteria if you include evidence of the claim in your scenarios. Include how your evidence supports the claim in both situations.*"

Student-to-Teacher Feedback

The teacher ask probing questions which allows students to identify and communicate their need for clarification and assistance in their learning.

To make student-to-teacher feedback effective:

- Students need to know the learning intentions and success criteria.
- Students need to have learning intentions and success criteria available to use independently.
- Students need the success criteria modeled and presented with worked examples and exemplars.

Student-to-Teacher Feedback

To make student-to-teacher feedback effective:

- Students can answer **three questions in delivering feedback:**
  1. Where am I going?
  2. How am I doing?
  3. Where do I go next?
- Teachers ask students detailed and probing questions about their learning.

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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)

How many seconds on average, do teachers wait for student responses?

Peer-to-Peer Feedback

Example of Effective Peer-to-Peer Feedback

Mid-lesson feedback stop: Allows students to analyze and edit their own work and to discuss and improve each other's work in a collaborative classroom setting.

1. During the lesson, teacher chooses a piece of student work and projects it.
2. Working in pairs, students identify what has been completed correctly and justify why it is correct based on the success criteria.
3. Students are asked to comment on what could be improved in the work and justify their ideas based on the success criteria.
4. Students are asked to reflect on their own work and identify their progress towards meeting the learning intention.

Peer-to-Peer Feedback

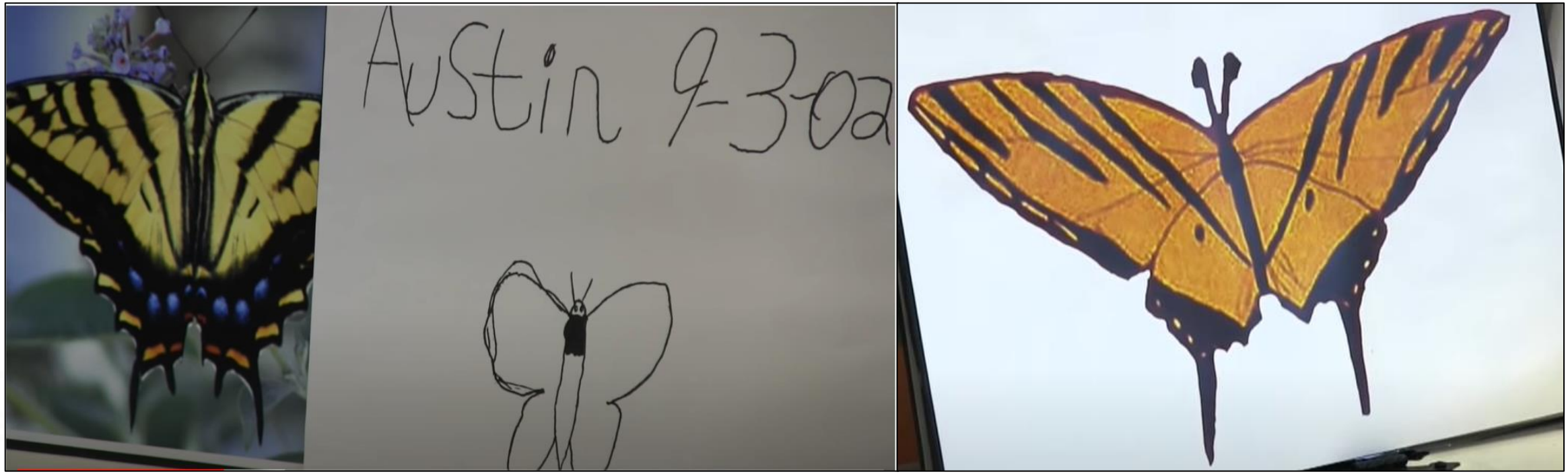
Example of Effective Peer-to-Peer Feedback

Learning Intention: I will learn how to identify a strong thesis statement and provide effective feedback to my peers.

- Teacher provides thesis statement success criteria rubric.
- Students review examples and identify strong and weak thesis statements based on the rubric.
- Students write their own thesis statements.
- Teacher models/role-plays how to provide effective peer feedback based on the success criteria.
- Teacher provides sentence stems to assist in formulating peer feedback.
- Students are **purposefully grouped** to review peer thesis statements and provide feedback.

Feedback

Austin's Butterfly



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.**

Examples of Teachers Using Learning Intentions and Success Criteria

- Kelli Campbell

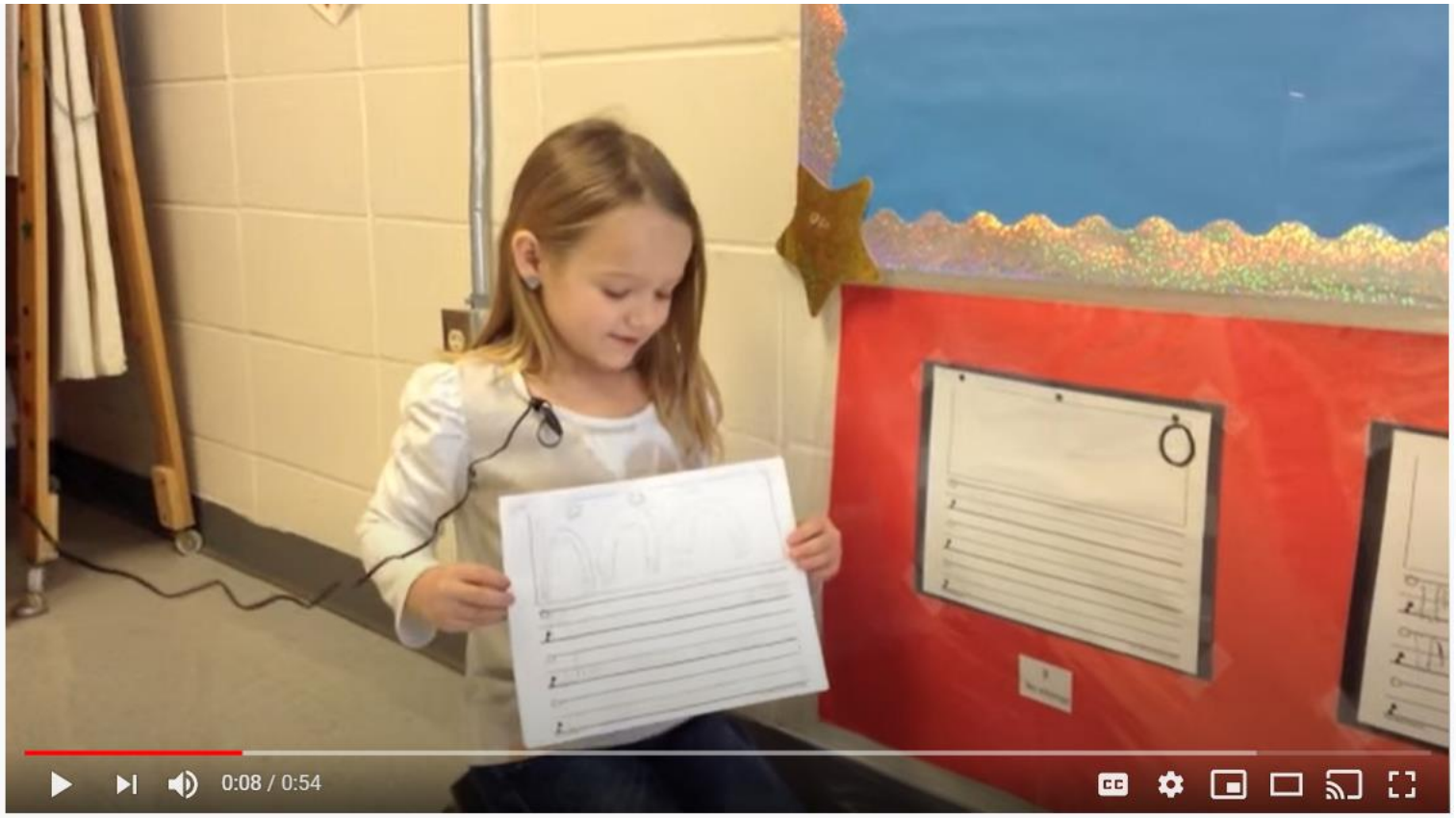
Campbell Success Criteria

- Anthony Rumph
- Anthony Rumph2

Success Criteria Edited

Learning Target

Can we get to this?



Kindergarten Writing Self Assessment

[student showing clarity]

Today's Success Criteria

Success Criteria: I can…

1. identify and implement tools that bring teacher clarity to the classroom.
2. cite reasons why implementing strategies to co-construct success criteria with students can impact learning.
3. design and use formative assessment/opportunities to respond to make thinking and learning visible in my classroom.
4. provide and use effective feedback strategies in my classroom to make thinking and learning visible.

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Resources for Learning Intentions, Success Criteria, Teacher Clarity

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

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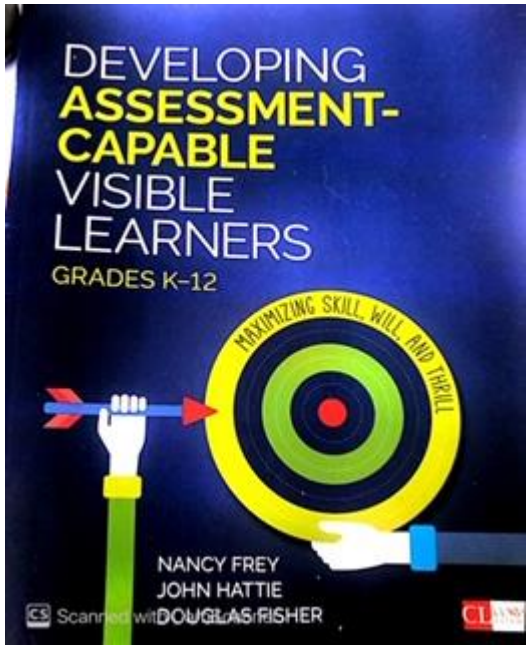
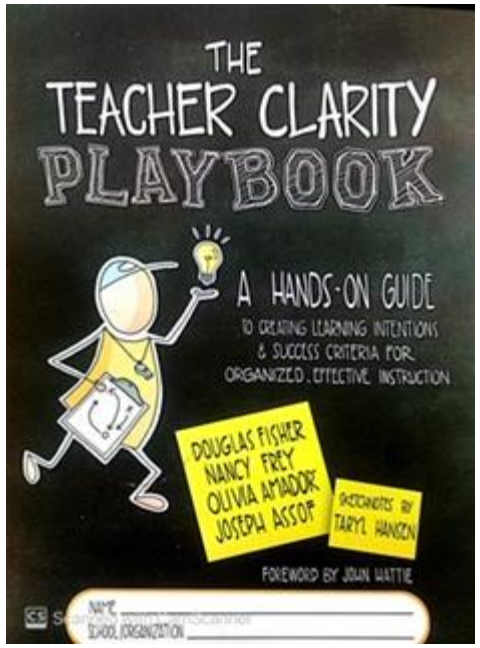
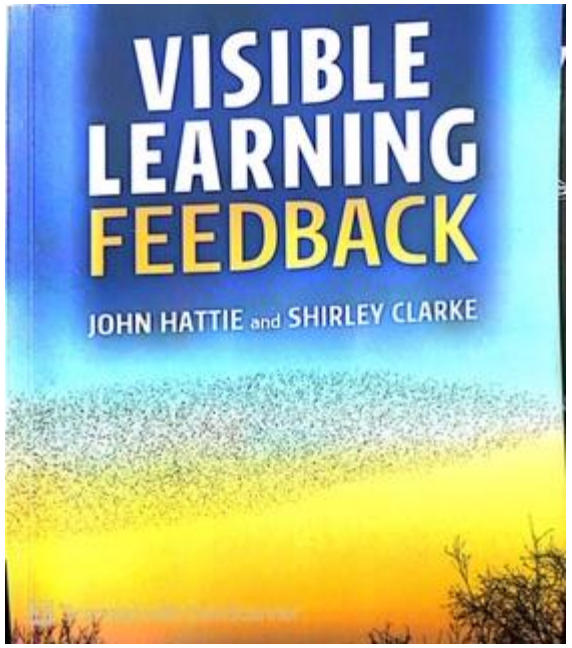
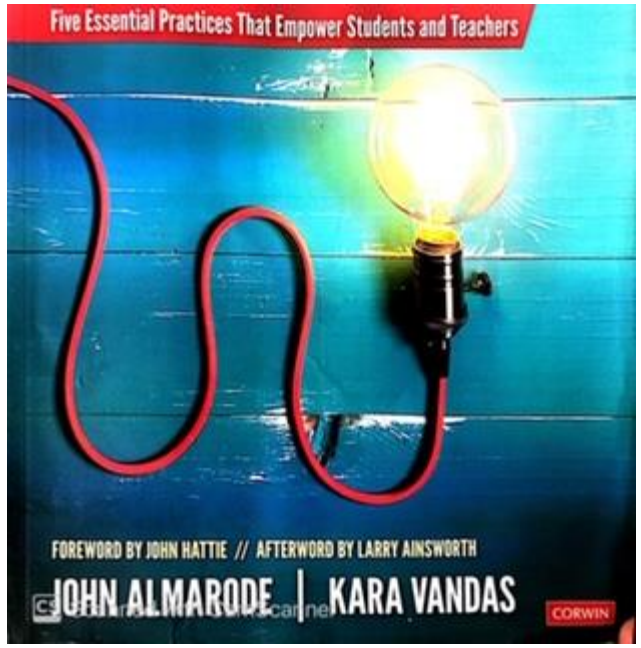
Resources for Learning Intentions, Success Criteria, Teacher Clarity









Questions

Lesson Plan Questions for Students

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)

Framework to Communicate Learning Intentions and Success Criteria

The learning intention for today's lesson is _____.

Steps

Step1: Explain the learning intention in student friendly, developmentally appropriate terms.

Step 2: Describe why we are learning this. Make it relevant

Step 3: Describe the student "look-fors" in the success criteria

What the teachers Says…

1. Today students we are learning…
2. You are learning this because it's important…
3. To know how well we are learning and if you are successful….

Moss and Brookhart, 2012

Tips for Writing Learning Intentions

- Are the learning intentions presented as the learning destination? “Where are we going?”
- Are the learning intentions presented as a summary or general restatement of the learning?
- Are the learning intentions 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.)
- Are the learning intentions in age-appropriate, kid-friendly language that retains the rigor and intent of the standard?

John Almarode and Kara Vandas, 2019

Tips for Writing Learning Intentions

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

John Almarode and Kara Vandas, 2019

Tips for Writing Success Criteria

- Needs to 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

John Almarode and Kara Vandas, 2019

Guiding Questions for Developing Success Criteria

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

John Almarode and Kara Vandas, 2019

A Voice From The Field

Kelli Campbell

1st Grade

Southfield Elementary School

Bibb County School District

“Teacher clarity, specifically the use of success criteria, changed the way I taught. Being my second-year teaching, I am still very uncertain about SO many things. The most common response you hear when reaching out for help is, “*everyone felt that way in the beginning, you will figure it out!*”

The initial presentation on success criteria instantly made sense to me, and as simple, gave the direction I needed. The mastery of the standard is what we are trying to achieve, but how do we get there? You must break it down. You create a learning target, great.

How do you know what to teach from that learning target? SUCCESS CRITERIA!
It was a complete game changer for me, once I was able to create that success criteria piece, I then knew what my mini-lesson needed to look like (with confidence) and each piece of the success criteria I needed to model.

My students knew what their learning needed to look like; they knew when they were in the green [successful] on their own, and I knew what should be in each station during our work session.

It decreased my stress level, decreased uncertainty, and increased my student's ability to take ownership of their learning! Thank you so much for taking the time to teach us this wonderful tool! You really made my second-year teaching so much better!”

A Voice From The Field

Debbie Seidl

5th Grade Science

Union Elementary School

Bibb County School District

- I can honestly say that one of the biggest take-aways from this school year is the use of success criteria. When it was introduced to me by Mr. DeWolf, it just made sense. I started each new standard with the routine I will explain below and the results were huge!! I had the standard and learning targets posted for many years, but not until I broke them down for clarity with my students did my students really understand to do!

- I always ask the students why it was important to them to learn the content. When we first started, it was often due to testing or to know something for a future grade level. As we continued, my students really started **relating the why to their personal life**. This is essential in the process in order to make the learning important to my students. **This made them want to do well and participate!**

- After 20 plus years of teaching, I became so excited with this process! My students loved coming to class. I regretted the fact that the Milestones were cancelled because **I knew my students were ready to perform!**

- Students are less afraid to ask questions. I know it sounds weird, but they know they are all in the same boat. It gives them a safety net.

- Students become accountable for their own learning. They don't mind sharing their thoughts with each other. I noticed that my students even became more confidant, especially when other adults came into the room.

- Collaboration – students were constantly having conversations about science and their understandings. I'm not even going to lie, once there was an argument that one threatened to pull the other's hair out OVER SCIENCE! Of course we had to have a conversation, but they were always discussing science.

www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

Dan DeWolf

School Effectiveness Specialist

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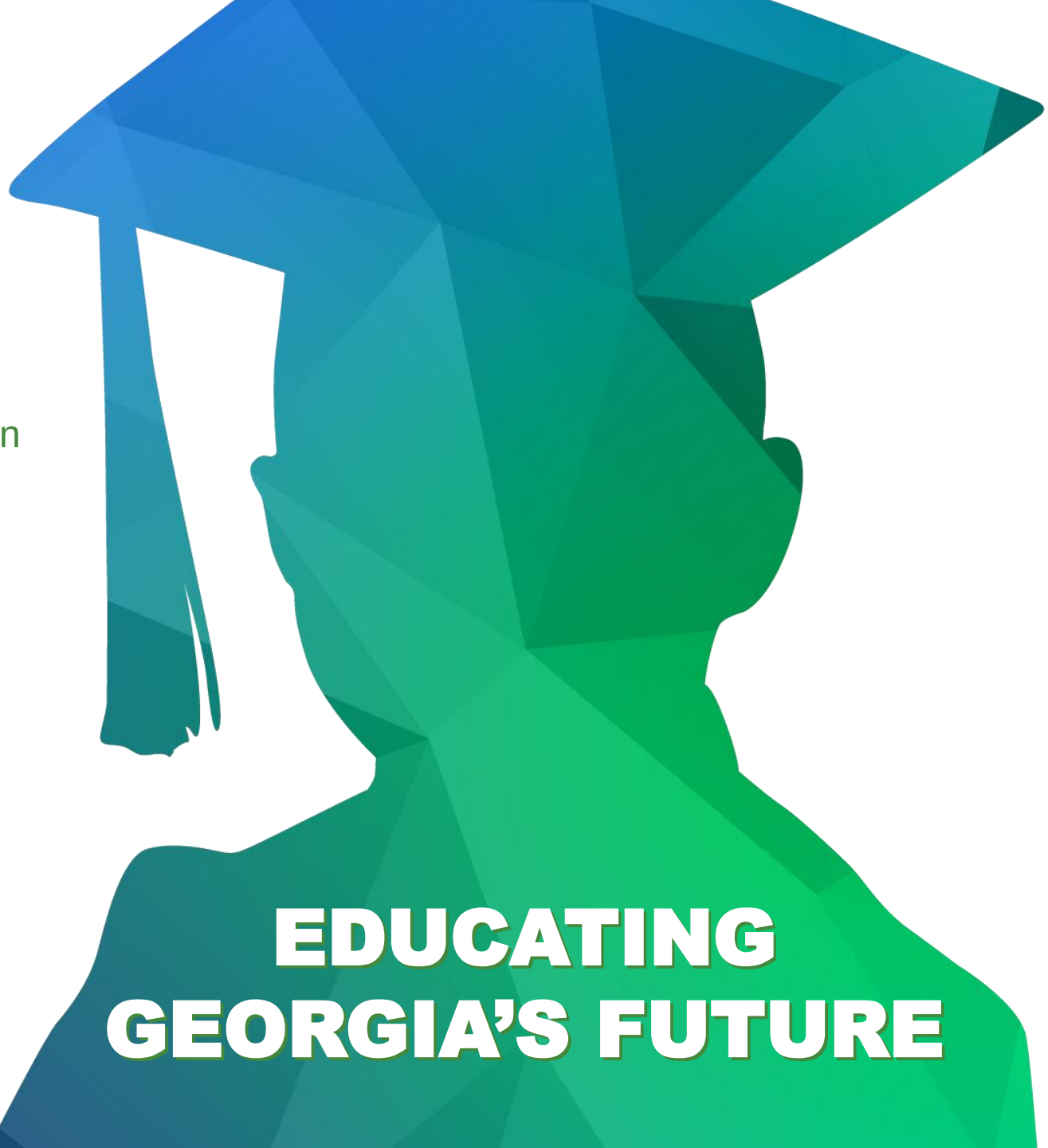
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