

# BEFORE YOU BEGIN YOUR CLARITY JOURNEY

Hello!

We are excited you're taking the time and effort to help educators embark on this journey of Teacher Clarity. Before we dive into the content itself, we thought it would be helpful to underscore some of the basic components of creating effective professional learning experiences.

## ELEMENTS OF EFFECTIVE PROFESSIONAL LEARNING

In 2017, Linda Darling-Hammond and colleagues set out to answer a question: What constitutes effective professional development? Effective means that it impacts both teaching practices and student outcomes. The study reveals that effective professional learning contains most, if not all, of the following elements:

- is content-focused
- incorporates active learning
- supports collaboration
- uses models of effective practice
- provides coaching and expert support
- offers feedback and reflection
- is of a sustained duration

While presentation of content (in this case, Teacher Clarity) is important, what people *do* with the learning is what matters most.

Ultimately, our goal is not just to transform teacher habits and practices; our goal is to enact practices that positively impact student learning. Throughout this guide, we will incorporate many suggestions for professional learning, but how you design the experience will be based on your time constraints, context, and capacity.

## DISCUSSION QUESTIONS FOR LEADERS

1. How can you design opportunities that allow teachers to interact with the ideas of Teacher Clarity in a job-embedded context?
2. How can you foster collaboration and active learning to help deepen and spread pedagogical knowledge?
3. As a leader, how will you foster conditions where it's safe to learn, safe to try on new practices, and safe to take risks?

## ESTABLISHING FACULTY LEARNING GOALS

Teacher Clarity is about alignment: alignment of goals, lesson structures, resources, tasks, questions, and mastery of standards. Before we know how we'll get there, we have to start off by defining what "there" looks like and how we'll know we're on the right path. We want teachers to be clear about the goal, and we want students to be clear about the goal.

Schoolwide, we want a systemic understanding of a goal for adult learning, particularly around Teacher Clarity. Elmore (2002) argued, "The pathology of American schools is that they know how to change. They know how to change promiscuously and at the drop of a hat. What schools do not know how to do is to improve, to engage in sustained and continuous progress toward a performance goal over time" (p. 11). If we want to improve student outcomes, what does that path to getting there look like?

Helping teachers see the *what* and *why* as they work through their learning will be beneficial. Allowing teachers to explore the connections between Teacher Clarity and existing initiatives will help teachers see that it's not something to be implemented on top of what they're doing; on the contrary, it's simply about lesson alignment, organization, and response to evidence. Whether your school is historically high-performing, low-performing, IB, personalized learning, STEAM, or specialty, Teacher Clarity offers a framework to support twenty-first-century learning. Teacher Clarity is not a destination; it's a vehicle for enhancing student agency and empowering learners.

Help teachers sense-make and create coherence around the work so that it doesn't feel like one more thing. Thus, establishing a clear goal and vision can be a helpful orientation.

## DISCUSSION QUESTIONS FOR LEADERS

1. What goal do you have for your campus? What does success look like once you've achieved that goal?
2. How will Teacher Clarity help support that goal?
3. What teacher and leader actions will be necessary to ensure the work is integrated into teachers' current practice?

<b>FACULTY LEARNING GOALS</b>	<b>LEADERSHIP ACTIONS + PROFESSIONAL LEARNING OPPORTUNITIES</b>	<b>ALIGNMENT TO OTHER CAMPUS/ DISTRICT INITIATIVES</b>	<b>CHECK POINTS FOR MONITORING PROGRESS</b>

# THE TEACHER CLARITY PLAYBOOK

## THE TEACHER CLARITY PLAYBOOK FEATURES

*The Playbook* is organized into nine modules. Each module has a sketchnote, introductory text, modeled examples from Grade 1 Reading, Grade 3 Mathematics, Grades 8/9 Mathematics, and Grades 9/10 Writing, guided practice, and independent practice.

Additionally, the companion website ([resources.corwin.com/TCP2e](https://resources.corwin.com/TCP2e)) contains additional modeled examples from Kindergarten Writing, Elementary STEM, Grade 5 Reading, Grade 6 Social Studies, Art, High School PE, Chemistry, and Grade 11 US History. Each of these examples follows the progression of the book.

Within the book as well as on the companion website, we've included a series of videos for each module.

- **Introduction Video:** In these one-minute videos, authors Doug Fisher and Nancy Frey give an overview of the module.
- **Teacher Think Alouds:** These videos showcase teachers who have implemented all facets of Teacher Clarity in their classrooms. Each teacher discusses how they think about, plan for, and utilize each module in practice.
- **Elementary PLC Conversations:** These videos feature a group of elementary teachers talking through reading standards. These videos are a wonderful resource to show how teachers talk about clarity, the rough draft thinking of teams, and quality questioning from the campus coach.
- **High School PLC Conversations:** Similar to the elementary videos, these PLC conversations follow a group of teachers through their planning of each phase of Teacher Clarity.

Although every video may not be shown for every module, this guide will call out which videos we suggest playing whole-group to give a healthy balance of reading, watching, analyzing, and reflecting.

**Forward and Introduction:** Although these components are often skipped, they contain valuable information that underscore the importance of Teacher Clarity and set the stage for learning.

**Sketchnotes:** These drawings appear before each module and are artistic representations of the big concepts. They function as a visual overview that allows participants to understand a little bit about the module before they dive into the readings.

**Modules:**

1. Identifying Concepts and Skills
2. Sequencing Learning Progressions
3. Crafting and Sharing Learning Intentions
4. Constructing and Sharing Success Criteria
5. Including Language Expectations in Success Criteria
6. Determining the Relevance of the Learning
7. Designing Assessment Opportunities
8. Creating Meaningful Learning Experiences
9. Establishing Mastery of Standards

**Moving Forward:** The conclusion is another often skipped component, but next steps and consolidating learning are important for any learning experience.

**Time Allocations:** We often present Teacher Clarity to campuses as two six-hour trainings. However, depending on your context, time constraints, and levels of understanding, this could look very different. Below are some suggestions for incorporation.

- **Option 1:** Good for Professional Development days when campuses have full days to present content, fast-paced.

DAYS	MODULES	TIME ALLOCATION
Day 1	Foreword OR Introduction	30 minutes
	Module 1	45 minutes
	Module 2	45 minutes
	Module 3	90 minutes
	Module 4	90 minutes
	Module 5	60 minutes
Day 2	Recap Modules 4 and 5	30 minutes
	Module 6	60 minutes
	Module 7	90 minutes
	Module 8	90 minutes
	Module 9	60 minutes
	Moving Forward	30 minutes

- **Option 2:** Good for faculty meetings with follow up or PLCs, slower paced throughout the year.

PD OPPORTUNITY	TIME ALLOCATION	TASK
Choose a module (faculty meetings)	30 minutes	Reading Protocol followed by discussion and next steps
Choose a module (PLCs)	45–80 minutes	Reading Protocol, analyze model examples, guided practice, and independent practice.
Follow up with planning and implementation (faculty meetings or PLCs)	30–80 minutes	Use discussion questions in the subsequent pages to push reflection in terms of classroom implementation, e.g., teacher uses success criteria in their class, how did students respond? What was the impact on teaching and/or learning?

Presenting all the content upfront gives teachers a high-level overview of all of Teacher Clarity and how it works together; however, if the content is not revisited throughout the year and reflected upon, it won't have much staying power for most teachers. A slower-paced version of the training allows for more depth, but may not give teachers a broader understanding of how it all fits together. A hybrid could be helpful.

While each module is important to the Teacher Clarity journey, there is not a prescribed order in which to take on the modules. This will be determined by you and your leadership team, depending on teachers' knowledge of the different aspects of Teacher Clarity and the learning goals you've established for your staff.

## DISCUSSION QUESTIONS FOR LEADERS

1. What time allocations do you have for delivering the professional learning experience?
2. How will you communicate the information (e.g., administrative teams presenting the content whole-group, department chairs working through *The Playbook* with teams, faculty meetings for reading tasks followed by grade-level planning in PLCs)?
3. How will you follow up with teachers?

# OVERVIEW OF PROFESSIONAL LEARNING GUIDE FOR *THE TEACHER* *CLARITY PLAYBOOK*, SECOND EDITION

Below you will find the structure and components contained in this professional learning guide. Feel free to mix and match elements to fit your time constraints and context.

**Overview + Key Points:** This section is intended for professional learning leaders to help organize thinking around salient information. It highlights the main takeaways of the module.

**Reading Protocol:** In keeping with the elements of effective professional learning, active learning and collaboration are important. Reading protocols are designed to promote cognitive engagement from all stakeholders, allow for equity of voice in collaborative conversation, and help educators confirm, consolidate, and revise their thinking. In the Appendix, we have provided some discussion protocols to get you started. The National School Reform Faculty and Harvard's *Project Zero* also provide dozens of additional free reading and discussion protocols for educators online.

**Modeling:** The Modeling section of each module showcases models of effective practice. This section of the guide will give you questions and ideas to prompt educator thinking as they engage in the analysis of the modeled examples.

**Suggested Tasks:** We recommend incorporating and balancing some of *The Playbook* features, i.e., sketchnotes, accompanying videos, and Guided Practice.

- Analyze the module sketchnote, asking questions like, “What do you see? What do you notice? What do you wonder?” to activate prior knowledge, OR watch the introduction videos by Doug and Nancy. These opportunities give participants an overview of the module content in different modalities.
- Engage in the Guided Practice examples in every module. Answers can be found on pages 169–185 of *The Playbook*.
- Complete Independent Practice. We highly recommend participants have the opportunity to practice writing and developing their own clarity elements in the Independent Practice section of each module. This is an area that is helpful to do independently or in collaborative teams since this planning work is essential to implementation.
- Watch a PLC or Think Aloud video from the book if teachers need additional clarity on a module. We recommend watching these after the text has been read and the Modeled examples have been analyzed.

Additionally, in this section of the guide, we have created tasks to deepen knowledge around key concepts. Some tasks will have you copy/paste information into a slide deck for whole-group engagement, while others will have you print and cut materials for participants to categorize.

**Discussion Questions:** In this section, we have created discussion questions for the professional learning leader to pose to the group. These questions are in addition to those that are in the book. These questions can be posted on slides or asked as questions that frame or guide the reading.

# FORWARD AND INTRODUCTION

## Overview + Key Points (Forward, pp. xi–xii)

- Teacher Clarity is about alignment between the lesson, tasks, assignments, examples, and feedback, communicated in a way that is relevant and understood by all students.
- Hattie consistently claims, “It’s not about how we teach; it’s about how we think about our teaching.” Reflecting on impact is necessary because it shifts our lens from a focus on teaching to a focus on learning. If some students are making progress and others are not, what might I need to do differently so that all students experience success?
- The Visible Learning MetaX website ([visiblelearningmetax.com](http://visiblelearningmetax.com)) features 320+ influences on student achievement. Hattie references many of these influences as effect sizes (e.g.,  $d = 0.72$ ) in the text. An effect size of 0.40 is equated to a year’s worth of growth for a year’s worth of learning. Anything above this hinge point has the potential to accelerate student learning.

## Overview + Key Points (Introduction, pp. 1–7)

- Teacher Clarity is a measure of communication between teachers and students in both directions.
- Clarity can be explained using four components: organization, explanation, examples and guided practice, and assessment of student learning.
- Focus on impact, not instruction.
- High expectations are important for successful learning; collaborating with colleagues helps us norm the expectations we have for students as we utilize the Teacher Clarity framework to set grade-level expectations.
- Overview of *The Playbook* features.

**Reading Protocol:** Choose a quick protocol.

**Suggested Tasks:** Take 5–10 minutes for participants to dig through the Visible Learning MetaX website to explore other influences on student learning and the effect sizes associated with the influence. This gives the teacher a few touchpoints with the research.

## Discussion Questions:

1. Why is it often difficult to hold high expectations for *all* students?
2. How can we ensure that we create learning environments where all students progress and achieve?
3. How often do you reflect on the impact of your teaching?
4. What is the role of expertise in the teaching profession? Do educators have to be experts to communicate effectively?
5. When thinking about clarity in terms of organization, explanation, examples and guided practice, and examples of student learning, how would you rate your clarity in a given lesson on a scale of 1–5? Why?



# MODULE 1: IDENTIFYING CONCEPTS AND SKILLS

## Overview + Key Points:

- Understand the concepts and skills of a standard.
- Standards incorporate declarative, procedural, and conditional knowledge.
- Nouns generally represent the concepts in a standard. Verbs represent the skills or the cognitive complexity of the standard.

**Reading Protocol:** Analyzing standards is not a new concept to educators; however, breaking down standards into concepts and skills might be new. Choose a protocol that has participants activate prior knowledge.

## Modeling:

- As you look at the modeled examples, can you see how the standard is split into nouns and verbs?
- Have you already started thinking about what it might look like to teach all of the concepts?

**Suggested Tasks:** This module is straightforward. After analyzing the modeled examples, have participants complete the guided and independent practice. The independent practice for module one helps set the foundation for other modules.

## Discussion Questions:

1. When you separate the standard into its concepts and skills, are you thinking differently about how to teach the content?
2. Is this different from how you've previously analyzed standards?
3. When you look at the standard(s) you're analyzing, can you identify the declarative, procedural, and conditional knowledge?
4. Are there any ambiguous verbs in your standard (e.g., *determine*) that will require additional conversation?
5. How might breaking down the standard into nouns and verbs help with planning?

## MODULE 2: SEQUENCING LEARNING PROGRESSIONS

### Overview + Key Points:

- Learning progressions articulate a pathway to proficiency, the core concepts that underlie a standard.
- Learning intentions are built from learning progressions.
- Teachers determine where to start in a progression based on student understanding.

**Reading Protocol:** Choose a protocol that allows participants to read and re-read the text with multiple points of discussion. Sometimes learning progressions can be tricky, so fleshing out all the understandings and misconceptions is helpful before engaging in the independent practice.

### Modeling:

- What is the alignment between the standard, concepts and skills, and the learning progression?
- What do you notice about the beginning of the progression? What do you notice about the end of the progression?

**Suggested Tasks:** Create a new analogy for learning progressions to help participants make sense of the content.

Have teachers individually complete the independent practice, then compare their answers with colleagues who have analyzed the same standard. Different teachers may determine different progressions and/or sequence them differently. The goal is that teachers are able to explain a rationale for their choices.

### Discussion Questions:

1. What seems easiest about creating a progression? What seems most difficult?
2. Does it make sense for us to create unit learning progressions based on unit standards or progressions based on individual standards?
3. Do our curriculum documents lay out a learning progression?

# MODULE 3: CRAFTING AND SHARING LEARNING INTENTIONS

## Overview + Key Points:

- Learning intentions are daily statements that specify what students will learn in each lesson.
- Learning intentions prime learners for upcoming content, and facilitate student reflection of their learning.
- Communication of learning intentions can take various forms tailored to a specific lesson, but continuous revisiting and discussion of learning intentions are essential throughout the lesson.

**Reading Protocol:** Teachers across the country have engaged in learning objectives, learning goals, learning intentions, learning targets, and purpose for decades; thus, learning intentions are not a new or novel concept. Choose a protocol that activates prior knowledge and allows teachers to consider and apply new knowledge from the module.

## Modeling:

- What do you notice about the alignment between the standard and learning intention?
- What characteristics do you notice about learning intentions?

**Suggested Tasks:** Before diving into this module, consider using a true/false or agree/disagree structure in response to the following statements:

- Learning intentions focus on what students will learn in a lesson. (TRUE)
- Learning intentions focus on the activities students will complete in a lesson. (FALSE)
- Learning intentions can be written in first- or third-person. (FALSE)
- Learning intentions should focus on the goal for the day. (TRUE)

After completing the reading and analyzing the modeled examples, have participants discuss what makes good learning intentions. Use the following example to help teachers articulate their thinking about quality learning intentions.

WHICH IS THE BETTER LEARNING INTENTION?		
STANDARD	OPTION 1	OPTION 2
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I am learning to use the ACE strategy to help me formulate my response to text.	I am learning about using evidence from the text to support my claim.

WHICH IS THE BETTER LEARNING INTENTION?		
STANDARD	OPTION 1	OPTION 2
Plate tectonics is the unifying theory that explains the past and current movements of rocks at the Earth's surface and provides a framework for understanding geologic history.	I am learning about the unique movements associated with the three types of plate boundaries.	I am learning that plate tectonics is the unifying theory that explains the past and current movements of rocks at the Earth's surface and provides a framework for understanding geologic history.

WHICH IS THE BETTER LEARNING INTENTION?		
STANDARD	OPTION 1	OPTION 2
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	I am learning about writing number sentences to solve addition problems.	I am learning to solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

**Discussion Questions:**

1. How are these learning intentions similar to or different from how you've planned learning intentions in the past?
2. How will you share learning intentions with students?

# MODULE 4: CONSTRUCTING AND SHARING SUCCESS CRITERIA

## Overview + Key Points:

- Success criteria are essential in gauging progress toward the learning intention, making learning visible to both teachers and students.
- Success criteria need to be clear, actionable, and focused on observable behaviors or outcomes.
- There are different ways to share success criteria with learners.

**Reading Protocol:** Choose a reading protocol that invokes abundant conversation. Success Criteria are powerful when utilized intentionally in the classroom, but teachers have to understand the what, why, and how so that they can make the best use.

## Modeling:

- What is the alignment between the standard, learning intention, and success criteria?
- How are success criteria different from learning intentions?
- What is the purpose of success criteria?

**Suggested Tasks:** Before diving into this module and viewing the sketchnote, consider using a true/false or agree/disagree structure in response to the following statements:

- Success criteria tell students how they will know they are successful in meeting the learning intention. (TRUE)
- Success criteria are aligned to the standards and learning intention. (TRUE)
- Success criteria should mention the percentage correct a student should score to master learning. (FALSE)
- Success criteria should give instructions on how to complete a task. (FALSE)

After reading the text, analyzing the modeled examples, and completing the guided practice, have participants complete the independent practice, followed by the Tuning Protocol found in the Appendix. This is a collaborative way to increase dialogue around constructing student-facing success criteria and develop a shared language of learning on a campus in terms of how teachers write, display, and/or share success criteria with students.

## Discussion Questions:

1. How will you share success criteria with students?
2. How can you scaffold the success criteria to create entry points into learning?
3. What is the highest level of cognitive complexity students will need to be successful?

## MODULE 5: INCLUDING LANGUAGE EXPECTATIONS IN SUCCESS CRITERIA

### Overview + Key Points:

- Academic language is an integral component of success criteria.
- Language related success criteria can communicate the vocabulary, language structure, and language functions demands of a lesson.
- Language expectations are not solely for multilingual learners; all disciplines have language that students need to understand.

**Reading Protocol:** Choose a protocol that allows participants to divvy up the reading and teach it back to one another.

### Modeling:

- What are the primary differences between vocabulary, structure, and function success criteria?

**Suggested Task:** Use the Module 5 Guided Practice sort located in the Appendix. Cut the success criteria into individual rectangles and place in sandwich bags. Allow participants to work in groups of 2–4 as they sort the success criteria into vocabulary, language, and structure. Answers can be found on pages 175–76 in *The Playbook*. Listen to participant groups' justification of answer choices.

### Discussion Questions:

1. How could you utilize vocabulary and language success criteria in your classroom?
2. How do you emphasize vocabulary and language structure and function in your classroom currently?
3. How will you communicate the language expectations to students?

# MODULE 6: DETERMINING THE RELEVANCE OF THE LEARNING

## Overview + Key Points:

- In addition to addressing what and how students will learn, it is also important to address why students are learning what they are learning.
- There are three ways to communicate relevance: personal association, personal usefulness, and personal identification.
- Making learning relevant fosters motivation and deep learning.

**Suggested Reading Protocol:** Choose a protocol like 3-2-1 that activates prior knowledge, immerses participants in discussion, and pushes reflection through questioning.

**Modeling:** Relevance is often the most difficult for teachers to communicate. After looking through the modeled examples, ask if seeing the examples makes relevance seem less difficult.

**Suggested Task:** Consider having teams work together to brainstorm as many relevance statements as possible. Gallery Walk so that teachers can get different ideas on how to communicate relevance.

## Discussion Questions:

1. How can you communicate relevance in your class?
2. Why might it increase student motivation to learn if they understand the relevance of the learning?

# MODULE 7: DESIGNING ASSESSMENT OPPORTUNITIES

## Overview + Key Points:

- Educators should gather and analyze evidence in each lesson to understand what students know and do not know.
- Educators can check for understanding through questioning, dialogic instruction, writing, and formative practice testing.
- The method for checking for understanding is important, but it is also important to understand the purpose for each method and ensure it aligns with the level of cognitive complexity of the standards.

**Reading Protocol:** Choose a protocol that would allow participants to not only discuss the different types of checks for understanding but also what it would look like for their classes.

## Modeling:

- What is the alignment between the assessment opportunities and the success criteria?
- What other assessment opportunities could be added that either use questioning, dialogic instruction, writing, or formative practice assessments?
- Discuss whether an assessment opportunity aligns with checking for understanding through questioning, dialogic instruction, writing, or formative practice assessments.

**Suggested Tasks:** Before reading, have participants discuss their definitions of assessment. Use a “I used to think/Now I think” pre-reading and post-reading activity to create a richer understanding of assessment.

## Discussion Questions:

1. Why is it important to check for understanding multiple times and in multiple ways throughout a lesson?
2. What are you looking and listening for that allows you to determine how students are progressing?
3. What checks for understanding do you use most often? Least often?
4. How can you build in multiple checks for understanding throughout the lesson cycle?



# MODULE 8: CREATING MEANINGFUL LEARNING EXPERIENCES

## Overview + Key Points:

- There are times in a lesson where teachers bear more responsibility and times where students bear more responsibility. This is the Gradual Release of Responsibility (GRR).
- Direct Instruction, Guided Instruction, Collaborative Learning, and Independent Learning are all necessary components of a lesson cycle.
- Use “I statements” during think-alouds.
- Collaborative Learning is often skipped, but it is an integral part of the framework.

**Reading Protocol:** Choose a protocol like Jigsaw (page 137 of *The Playbook*) where home groups and expert groups interact with extended text and one another to learn the content together.

## Modeling:

- Does it matter what order the elements of GRR are organized in a lesson? Why?
- How do the modeled examples confirm or extend your thinking about the representation of each of the four elements?

**Suggested Tasks:** Have participants look at a lesson plan they’ve taught or are about to teach. Identify the Direct Instruction, Guided Instruction, Collaborative Learning, and Independent Learning. In their groups, discuss if any components are not represented or perhaps are unproportionally represented. Although the time spent in each element does not have to be equally distributed, the goal of this activity is to get participants reflecting on the choices they make in organizing instruction and how it impacts learning.

In addition, have participants read through Figure 7 on pages 134–35 in *The Playbook*. Discuss how each of the components would look in their classrooms.

## Discussion Questions:

1. What parts of the gradual release of responsibility framework do you use most often in your lesson?
2. When might it be appropriate for Direct Instruction (I do) to come first in a lesson? When might it be appropriate to start with Guided Instruction (We do), Collaborative Learning (You do it together), or Independent Learning (You do it alone)?
3. Why is Collaborative Learning an important part of every lesson?

# MODULE 9: ESTABLISHING MASTERY OF STANDARDS

## Overview + Key Points:

- Providing instruction is not sufficient evidence for students' learning.
- Confirmative assessments provide valuable feedback especially when the design of the assessment aligns with the instructional design process.
- The learning progression guides the creation of a quality confirmative assessment.
- Educators use different techniques for students to see the connection between the assessment and the learning.

**Reading Protocol:** Have participants draw or sketch so that they represent the main ideas of the text.

## Modeling:

- How is the mastery of standards aligned to the standards, learning intentions, and success criteria?
- How can you build in opportunities for mastery that involve different means of representation and expression without watering down the rigor of the standard?

**Suggested Tasks:** Conceptualize the standards to see how they all fit together in a unit.

## Discussion Questions:

1. What considerations affect your decision-making when planning for assessment of mastery?
2. Currently, do the assessment questions for our summative assessments align to the rigor of the standard?
3. How do you determine the balance of assessed standards on a summative assessment?

## MOVING FORWARD

### Overview + Key Points:

- Asks students, “What are you learning?” and “Why are you learning it?”
- Utilize pre- and post-assessment data to show progress.
- Collaborate with colleagues to deepen content knowledge and extend pedagogical practices.

**Suggested Task:** Have participants engage in Hexagonal Thinking to consolidate their understanding of the Teacher Clarity modules. Hexagonal Thinking is a process by which people connect concepts via hexagons to show relationships between them. This activity provides a platform for discussion among teams as they consolidate their learning. See the Appendix for hexagons to print and cut out. There are blank hexagons on which participants can write additional key concepts to connect.

**Learning Walks:** Organizing learning walks so that teachers can see how their colleagues are implementing aspects of clarity is a great way to build collective efficacy. Teachers do not need to see the grade and content they teach, because the walks focus on pedagogy and student learning, seeing a variety of classrooms for 5–7 minutes, and debriefing on impact.

### Stay Up-to-Date on the latest Corwin information:

- Visit the Corwin Connect blog where practitioners and thought leaders share their implementation journeys.
- Engage with the Visible Learning MetaX website to track all of the latest effect sizes
- Join the Visible Learning Community on Facebook to hear about the Meta of the Month and see research in action from teachers across the globe.

# APPENDIX

## Sample Reading Protocols

- Say Something
  - Partners read to designated stopping points—in this case after each paragraph or section—and “say something” (a question, a brief summary statement, a key point, an interesting idea, or a personal connection).
  - When the reading is finished, partners agree on one main point.
  - Partners share their one main point with the team (no discussion or elaboration yet).
  - After all partners have shared, the team discusses the takeaways.
- 3-2-1. For these protocols, participants will
  - Highlight or jot down 3 pieces of information that confirmed their thinking.
  - Highlight or jot down 2 pieces of information that captured their attention.
  - Write 1 question or wondering they have.
  - Take the time to either discuss all three bullets or choose one they want to discuss. The goal is just to get people talking about clarity.
- Jigsaw where home groups and expert groups interact with extended text and one another to learn the content together.

**Suggested for Modules 3, 4, and 5**

**Tuning Protocol (modified):** The structure of this protocol was initially developed by the Coalition of Essential School's Exhibitions Project for teachers to give and receive feedback. We have adapted it for Teacher Clarity.

In this protocol, we have a presenting teacher and peers (those who will be listening and giving feedback). Our goal is to build collective efficacy and capacity around the Teacher Clarity work, and this comes, in part, through noticing what quality learning intentions and success criteria look and sound like.

TIME	AGENDA ITEM	SENTENCE STEMS AND QUESTION STARTERS
2 minutes	Agenda + Celebrations	How have you/students used LI/SC? How did the writing go?
3 minutes	<b>Presentation:</b> Explain learning intention and success criteria. What was your thought process in creating them?	<ol style="list-style-type: none"> <li>1. My learning intention for the end of this lesson is . . .</li> <li>2. I developed my success criteria by . . .</li> <li>3. The way I will engage students with the LI/SC is . . .</li> <li>4. <b>(If time allows)</b> What I'm looking and listening for to see if students have mastered the learning is . . .</li> </ol>
2 minutes	<b>Clarifying Questions:</b> Peers ask clarifying questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student learning.	<ol style="list-style-type: none"> <li>1. How did you determine . . .</li> <li>2. Why did you . . .</li> <li>3. What are you . . .</li> </ol>
2 minutes	<b>Examining the Work:</b> Peers silently review the LI/SC closely to look for alignment between the standards, learning intentions, and success criteria.	Everyone is silent.

*(Continued)*

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TIME	AGENDA ITEM	SENTENCE STEMS AND QUESTION STARTERS
3 minutes	<p><b>Warm and Cool Feedback:</b> Peers offer feedback based on characteristics of LI/SC. Presenter is silent.</p> <p><b>Warm feedback</b> includes comments about how the work presented seems to meet the desired goals.</p> <p><b>Cool feedback</b> offers ideas or suggestions for strengthening the work presented.</p>	<p>Warm:</p> <ol style="list-style-type: none"><li>1. What I appreciate about your learning intentions is/are . . .</li><li>2. The success criteria makes sense because . . .</li></ol> <p>Cool</p> <ol style="list-style-type: none"><li>1. I wonder how you might . . .</li><li>2. One possibility for alignment could be . . .</li></ol>
2 minutes	<p><b>Reflection:</b> Presenter reflects on key takeaways and ideas that resonate with them, including new thinking, insights, or wonderings.</p>	<ol style="list-style-type: none"><li>1. What I am hearing you say . . .</li><li>2. One thing I'd like to upgrade is . . .</li><li>3. Based on your feedback . . .</li><li>4. What I appreciate about your suggestions is . . .</li></ol>
1 minute	Closure	

Move through each person in the group so that all participants have the opportunity to present and give and receive feedback.

## Module 5: Guided Practice

VOCABULARY	STRUCTURE	FUNCTION
I can describe the characters of a story using sensory words.	I can retell a personal experience using sequencing words: <i>first, then, next, to conclude</i> .	I can summarize the problem and solution of a story.
I can name the properties of operations for addition and subtraction.	I can use the following sentence frame: The number ____ is greater than/less than/equal to the number ____ when comparing number values.	I can tell time in hours and half-hours using analog and digital clocks.
I can name the Earth's land and bodies of water.	I can write three facts about how the wind or water changes the shape of land.	I can discuss where water is found on Earth and that it can be solid or liquid.
I can define the word <i>law</i> .	I can compose a summary about the importance of laws in society.	I can describe how laws are meant to protect people in a community.
I can identify signal words in informational text for description, compare/contrast, cause/effect, problem/solution, and sequencing.	I can combine reasons when writing about the causes of the American Revolution using compound words.	I can explain the difference between problem/solution and cause and effect in informational text.
I can name the five common text types of informational text.	I can write my claim using the following sentence frames:  My evidence supports my claim by _____.  As you can see by my evidence, _____.  The facts clearly indicate _____.  The fact that _____ shows that _____.	I can discuss the major causes of the American Revolution.

**Suggested for Summative Activity: Hexagonal Thinking**





## REFERENCES

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