THE TEACHER CLARITY PLAYBOOK

A HANDS-ON GUIDE
TO CREATING LEARNING INTENTIONS
& SUCCESS CRITERIA FOR
ORGANIZED, EFFECTIVE INSTRUCTION

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The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction

Professional Learning Guide

Introduction

This Professional Learning Guide provides a framework for professional development to support K–12 teachers in creating lessons that capitalize on principles of teacher clarity to maximize learning. While this guide is intended for school-site professional developers to use with teachers, it may also be used by literacy coaches, in grade-level or cross-grade-level study groups, in professional learning communities, or by administrators and district leaders of professional development. Individual teachers who are seeking to further their professional development may also use this guide to enhance their skills in and knowledge of designing coherent and standards-based learning for their students.

Purpose of The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction

In this guide, the goal of Douglas Fisher, Nancy Frey, Olivia Amador and Joseph Assof is to provide educators with a structure and sequence to construct units of study that focus on impact. The guide begins with an overview of teacher clarity and establishes
foundational knowledge about its impact on learning. What follows are nine learning modules that provide a framework for planning:

- **Module 1: Identifying Concepts and Skills**
- **Module 2: Sequencing Learning Progressions**
- **Module 3: Elaborating Learning Intentions**
- **Module 4: Crafting Success Criteria**
- **Module 5: Modifying Learning Intentions to Include Language Expectations**
- **Module 6: Determining the Relevance of the Learning**
- **Module 7: Designing Assessment Opportunities**
- **Module 8: Creating Meaningful Learning Experiences**
- **Module 9: Establishing Mastery of Standards**

*The Teacher Clarity Playbook* is designed to move you systematically through a process that begins and ends with the standards--from analysis through assessment. Our intent is not to introduce you to a process that you must implement in a lockstep way, but rather to build a *habit of mind* for how it is that you systematically and efficiently analyze standards, build curriculum, teach, and assess.

**Module Sessions**

Approximate completion times for each module are provided within this guide; however, times may vary based on the background, individual needs, opportunities for collaboration, and interaction of your group. Additionally, the modules vary in length.
They may be combined in several all-day workshops or presented over a series of shorter sessions to suit your needs. All modules are organized with the following sections:

1. Materials You Will Need
2. Segment Outlines
3. Wrap-Up

**Materials for Sessions**

In the “Materials You Will Need” sections of the sessions you will find references to the following:

- **Video clips:** We suggest using the existing Frey and Fisher classroom video clips and recommend specific clips for use during each session. You can access these via the QR codes that are located in *The Teacher Clarity Playbook*. They are also housed on the companion website at [resources.corwin.com/teacherclarityplaybook](http://resources.corwin.com/teacherclarityplaybook). If you have similar or relevant videos familiar to your group, please feel free to include them as well if it will support the effectiveness and improvement of your group’s instructional practice.

- **PowerPoint slides:** These are available at [resources.corwin.com/teacherclarityplaybook](http://resources.corwin.com/teacherclarityplaybook)
Introduction to Teacher Clarity

Estimated Time: 1 Hour

The purpose of this short introduction to teacher clarity is to provide foundational knowledge about this conceptual framework. Educators will learn about the four elements that comprise teacher clarity. In addition, they will examine the evidence that teacher expectations, learning intentions, success criteria, and teacher collaboration impact the learning of students. The introduction of The Teacher Clarity Playbook explains the learning protocols and processes that will be used in the remaining nine modules.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 14
3. Sticky notes
4. Introduction Video
Purpose of This Session

a. Have participants watch the Introduction Video. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

• Understand the four elements that comprise teacher clarity

• Examine the evidence of impact of student learning of:
  • Teacher Expectations
  • Learning Intentions and Success Criteria
  • Teacher Collaboration

• Become familiar with the organization of modules
Defining Teacher Clarity

b. Project PowerPoint Slide 3. Ask participants to turn and talk to react to the four quotes displayed on the screen. What are the commonalities across these quotes? What are the unique points?

What is Teacher Clarity?

“A cluster of teaching behaviors that result in learners gaining knowledge or understanding of a topic.” (Cruickshank, 1985, p. 43)

“Clarity, then, is the teacher’s ability to present knowledge in a way that students can understand.” (Simonds, 2009, p. 279)

“Making content clear and accessible to students.” (Saphier, Haley-Speca, & Gower, 2009, p. 3)

“A state in which a teacher who is in command of the subject matter to be transmitted is able to do that which is required to communicate with learners successfully.” (Hines, 1981, p. 88).
c. Project **PowerPoint Slide 4.** Have participants read the first section of the Introduction to *The Teacher Clarity Playbook.* Ask participants to highlight key ideas that strike them as either surprising or confirming. Return to the slide to discuss each of the points.

**Elements of Teacher Clarity**

Fendick (1990) defined teacher clarity as “a measure of the clarity of communication between teachers and students *in both directions*” (p. 10)

- Clarity of organization
- Clarity of explanation
- Clarity of examples and guided practice
- Clarity of assessment of student learning
d. Project PowerPoint Slide 5. Invite participants to discuss why teacher clarity has such a high effect size.

Teacher Expectations

e. Project **PowerPoint Slide 6**. Have participants read the section of the Introduction on Teacher Expectations (pages xv-xvi). Ask participants to discuss their insights about the effects that low and high expectations of teachers have on student learning.

![Teacher Expectations: d = 0.43](image)

Learning Intentions and Success Criteria

f. Project PowerPoint Slide 7. Invite participants to read the section on Learning Intentions and Success Criteria on page xvi. Success criteria are a strong influence on student learning.

g. Project PowerPoint Slide 8. Ask participants to turn and talk to discuss their own priorities for their learners. Where would you like to see your students capabilities grow?

**Why Is Success Criteria Important?**

- Students are more likely to:
  - Plan and predict
  - Set goals
  - Accurately judge their own progress
h. Project PowerPoint Slide 9. Ask participants to read the section on Teacher Collaboration beginning on page xvi and ending at the bottom of page xviii.

Collective teacher efficacy is the number one influence on student learning, and it is strengthened through regular collaboration with fellow professionals.

Collective Teacher Efficacy: $d = 1.57$

i. Project **PowerPoint Slide 10**. Invite participants to react to the quote from page xviii. *In what ways might our current practices contribute to teacher collaboration? How might they be strengthened?*

**Collective Efficacy Requires Meaningful Contact**

“...perceptions are based on experiences. When teachers experience success collaborating with peers and those collaborations improve teaching and learning, they notice. These accumulated data points become the collective efficacy that researchers note is so powerful.”
Using This Playbook

j. Project **PowerPoint Slide 11**. Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short passage on using this playbook will contain, and what questions it may provoke.
k. Ask participants to read the section entitled Using This Playbook, on page xviii. Ask participants to read the passage about the modules. After they are finished, ask them to examine the graphic again. *Are there further points of clarification needed?* Project **PowerPoint Slide 12** and invite participants to review key points in this section.

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**Key Points for Using the Modules**

*The intent is to build habits for mobilizing teacher clarity in classrooms.*

- Modules adhere to a gradual release of responsibility instructional framework (Fisher & Frey, 2014).
  - Each module is modeled through 4 examples
  - Guided practice with *suggested* answers
  - On Your Own guides for your own planning
  - Collaboration with others throughout
I. Engage participants in their own active learning. Project PowerPoint Slide 13 and explain that before the next module, they will need to select a standard to utilize through this process.

An Active Learning Process

- **Select a standard** relevant to your own practice, preferably one you will soon be addressing in your classroom.

- You will use your selected standard to **work through a process to increase teacher clarity from learning intentions to success criteria, design modifications and assessments, and create meaningful learning experiences.**

- **The Playbook is a crucial tool** for your learning and contains further directions for your planning.
Wrap-Up (approximately 5 minutes)

m. Sum up the session with PowerPoint Slide 14. Invite participants to jot down one goal they are committing to that will ensure that great things will happen to propel student learning.

An Active Learning Process

- Select a standard relevant to your own practice, preferably one you will soon be addressing in your classroom.

- You will use your selected standard to work through a process to increase teacher clarity from learning intentions to success criteria, design modifications and assessments, and create meaningful learning experiences.

- The Playbook is a crucial tool for your learning and contains further directions for your planning.

n. Inform participants that the next session will focus on Identifying Concepts and Skills. This is the first of nine modules in which educators will work through a standard they have selected to create a coherent plan for teacher clarity.
Module 1: Identifying Concepts and Skills

Estimated Time: 45 minutes

The purpose of this module is to start the process of transforming a selected standard in order to build lessons and assessments using principles of teacher clarity. This is an active learning process. *The Teacher Clarity Playbook* is designed to use processes and protocols for individuals and teams to learn about and then apply principles to their practice.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 1.1, 1.2, 1.3
Purpose of This Session

a. Have participants view Video 1.1 Module 1 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

- **Differentiate** between concepts and skills in standards
- **Examine examples** of concepts and skills in four grade levels
- **Complete a guided learning exercise** to check for understanding
- **Apply the process** to identify concepts and skills in the selected standard
What Content Knowledge to Students Need to Be Successful?

b. Project PowerPoint Slide 3. Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the Playbook graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke.

Ask participants to read pages 2-3 on identifying concepts and skills. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. Project **PowerPoint Slide 4.** Invite participants to read and discuss the four examples on pages 4-5, using a similar process with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

**Modeling**

*Read and discuss the four examples on page 4-5.*

- Are there points of divergence?
- How might we come to consensus?
d. Project PowerPoint Slide 5. Review the instructions on page 6 to underline or highlight key nouns and verbs to determine concepts and skills. Invite participants to compare their answers to the ones in the appendix.

Guided Practice

- Use the two examples on page 6 to apply this process.
- Follow the detailed instructions to complete the exercise.
- Check for understanding by viewing the possible answers in the appendix of *The Teacher Clarity Playbook*.
e. Project PowerPoint Slide 6. Ask participants to analyze their selected standard using the same process. Teams should use chart paper or digital collaboration tools to ensure active participation.

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**On Your Own**

- Individually or in teams, use the same process with your selected standard.
- Complete this on chart paper, or using digital collaboration tools.
f. Project **PowerPoint Slide 7.** Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

### PLC Conversations

- What challenged you in this module?
- How will you package and pace the standards? Would a pacing guide for all of the standards be useful?
- How will you know if you analyzed the standard(s) correctly?
Wrap-Up (approximately 5 minutes)

g. Sum up the session with PowerPoint Slide 8. Remind participants that beginning with the end in mind is crucial for teaching with clarity. After all, if you don’t know where your students are headed, how will they?

Wrap Up: Why Are We Doing This?

“Knowing the standards well allows teachers to identify the necessary prior knowledge and to determine the expectations for students’ success. In nearly all cases, the standards themselves articulate outcomes of learning and often call upon students to apply what they have learned to an ever-widening set of situations and texts.” (p. 9)

h. Invite participants to view either Video 1.2 Module 1 in Action – Elementary or Video 1.3 Module 1 in Action – Secondary outside of this session depending on what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.

i. Inform participants that the next session will focus on Sequencing Learning
Progressions.
Module 2: Sequencing Learning Progressions

Estimated Time: 60 minutes

The purpose of this module is to introduce the concept of learning progressions, which is different from that of learning intentions (Module 3). Learning progressions are an important aspect of planning for teacher clarity, as they invite two questions:

1. *What underlying prior knowledge must students possess?*

2. *How might the concepts and skills within this standard be sequenced in a logical way?*

Participants will use the work completed in Module 1 to further build their plan.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 9
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 2.1, 2.2
Purpose of This Session

a. Have participants view **Video 2.1 Module 2 Overview**. Then, project **PowerPoint Slide 2**. Share the objectives for the session

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**Objectives for Today**

*Participants will:*

- **Understand** the nature of learning progressions and their role in planning with clarity in mind.
- **Examine examples** of learning progressions in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** to identify learning progressions in the selected standard

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Sequencing Learning Progressions

b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke.

Ask participants to read pages 10-12 on sequencing learning progressions. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
c. Project PowerPoint Slide 4 to further differentiate between learning progressions and learning intentions.
d. Project PowerPoint Slide 5. Invite participants to read and discuss the four examples on pages 13-15, using a similar process with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

**Modeling**

*Read and discuss the four examples on pages 13-15.*

- Are there points of divergence?
- How might we come to consensus?
Guided Practice

e. Project **PowerPoint Slide 6.** Review the instructions on page 16 to order the learning progressions for the 8th grade social studies standard featured. Next, complete the second task, which is to create a set of learning progressions based on the first grade ELA standard feature. Invite participants to compare their answers to the ones that appear in the appendix.

**Guided Practice**

- Use the two examples on page 16 to apply this process.
- Follow the detailed instructions to complete the exercises.
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
On Your Own

f. Project PowerPoint Slide 7. Ask participants to analyze their selected standard using the same process. The work is built from that done in Module 1 (identifying concepts and skills.) Teams should use chart paper or digital collaboration tools to ensure active participation.

On Your Own

- Individually or in teams, use the same process with your selected standard.
- Complete this on chart paper, or using digital collaboration tools.
g. Project **PowerPoint Slide 8.** Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

### PLC Conversations

- What challenged you in this module?
- How are learning progressions different from learning intentions, and why is this important?
- How can you reach agreement about the learning progressions for a given standard?
Wrap-Up (approximately 5 minutes)

h. Sum up the session with PowerPoint Slide 9. Remind participants that learning progressions are the intermediate steps toward mastery of a standard. Standards provide the scope and sequence of a curricular area that show how concepts are broadly developed from kindergarten through high school. Learning progressions are more fine-grained and describe the intermediate steps students will use to reach mastery.

Wrap Up: Why Are We Doing This?

“Learning progressions articulate a pathway to proficiency. The learning progressions are like tent poles for a unit of study in that they delineate the major supports for the standard. To use another metaphor, they are the stones that mark a path.” (p. 10)

i. Invite participants to view Video 2.2 Module 2 in Action – Elementary outside of this session. Explain that this will give them an example of what this module
might look like when put into practice.

j. Inform participants that the next session will focus on Elaborating Learning Intentions.
Module 3: Elaborating Learning Intentions

Estimated Time: 60 minutes

The purpose of this module is to understand and apply knowledge about daily learning intentions. A learning intention is a daily statement of what a student is expected to learn in a given lesson. Learning intentions can focus on knowledge, skills, or concepts. Daily learning intentions contribute to student success and efforts to ensure equity and excellence for students. When students do not know what they are expected to learn, the chance that they actually learn it is reduced.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 9
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 3.1, 3.2
Purpose of This Session

a. Have participants view Video 3.1 Module 3 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

- Understand the qualities of daily learning intentions and their importance for teacher clarity.
- Examine examples of learning progressions in four grade levels.
- Complete two guided learning exercises to check for understanding.
- Apply the process to identify learning progressions in the selected standard.
Elaborating Learning Intentions

b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 20-21 on elaborating learning intentions. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
c. Project **PowerPoint Slide 4** to further differentiate between learning progressions and learning intentions. Note that the learning intentions are the daily statements of purpose, and signal to students what they will be learning *today*.

**Learning Progressions vs. Learning Intentions**
d. Project **PowerPoint Slide 5.** Invite participants to read and discuss the four examples on pages 22-24, using the process with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

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**Modeling**

*Read and discuss the four examples on pages 22-24.*

- Are there points of divergence?
- How might we come to consensus?
Guided Practice

e. Project PowerPoint Slide 6. Review the instructions on page 25 to order the daily learning intentions for a high school earth science standard featured. Next, complete the second task, which is to create a sequence of daily learning intentions based on the first grade social studies standard feature. Invite participants to compare their answers to the ones in the appendix.

Guided Practice

• Use the example on pages 25-26 to apply this process. *Note that one in a series of learning progression has already been identified for you.*

• Follow the detailed instructions to complete the two related exercises.

• Check for understanding by viewing the possible answers in The Teacher Clarity Playbook appendix.
On Your Own

f. Project **PowerPoint Slide 7.** Ask participants to identify daily learning intentions for one selected learning progression developed in Module 2. Teams should use chart paper or digital collaboration tools to ensure active participation.

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### On Your Own

- Individually or in teams, use the same process for **one** of the learning progressions developed in Module 2.
- Complete this on chart paper, or using digital collaboration tools.
g. Project **PowerPoint Slide 8.** Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

## PLC Conversations

- What challenged you in this module?
- Do any of our learning intentions focus more on tasks than expectations for learning?
- What language should we use so students in our grade understand the learning intentions?
Wrap-Up (approximately 5 minutes)

h. Sum up the session with PowerPoint Slide 9. Remind participants that daily learning progressions prime students for learning. A second reason for doing so is to help students see the relationship between the tasks they are completing and the purpose for learning.

Wrap Up: Why Are We Doing This?

“Learning intentions have a priming effect on learners. They signal to the students what they will be learning or what they have learned.” (p. 20)

i. Invite participants to view Video 3.2 Module 3 in Action – Secondary. Explain that this will give them an example of what this module might look like when put into practice.

j. Inform participants that the next session will focus on Crafting Success Criteria.
Module 4: Crafting Success Criteria

Estimated Time: 45 minutes

The purpose of this module is to develop success criteria to help students identify when they have achieved the intended learning, or if they are making progress toward doing so. Success criteria (and relevance, as we will explore in Module 6) provide students with clear, specific, and attainable goals and can spark motivation in some of the most reluctant learners. Importantly, the success criteria are not simply tasks to be completed such as “Complete the science lab” or “Finish the essay.” Common examples of success criteria include “I can” statements and rubrics.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 4.1, 4.2, 4.3
Purpose of This Session

a. Have participants view **Video 4.1 Module 4 Overview**. Then, project **PowerPoint Slide 2**. Share the objectives for the session.

Objectives for Today

Participants will:

- **Understand** the components of success criteria and their role in teacher clarity.
- **Examine examples** of success criteria in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** to develop success criteria for the selected standard
Crafting Success Criteria

b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 30-32 on crafting success criteria. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. Project PowerPoint Slide 4. Invite participants to read and discuss the four examples on pages 33-36, using the process with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

Modeling

*Read and discuss the four examples on pages 31 and 32.*

- Examine how the Learning Progression, Learning Intentions, and Success Criteria align. Why do clear success criteria illuminate learning for students?
- In what ways would these success criteria contribute to teacher clarity?
Guided Practice

d. Project PowerPoint Slide 5. Review the instructions on page 37 to evaluate the quality of the proposed success criteria for the three learning intentions. What makes for quality success criteria? Next, complete the second task on page 38 to craft possible success criteria for the four daily learning intentions listed. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones in the appendix. Elicit examples developed by participants.

Guided Practice

- Use the example on page 37 to evaluate the list of success criteria generating during a brainstorming session. Which are appropriate and which are not?
- Complete the second task on page 38 to craft success criteria for each of the learning intentions listed.
- Check for understanding by viewing the possible answers in The Teacher Clarity Playbook appendix.
e. Project **PowerPoint Slide 6.** Ask participants to identify success criteria for the learning intentions developed in Module 3. Encourage participants to check for alignment between the learning progression, daily learning intentions, and success criteria and adjust as needed. Teams should use chart paper or digital collaboration tools to ensure active participation.

**On Your Own**

- Individually or in teams, use the same process to craft success criteria for each of the learning intentions you developed in Module 3.
- Check for alignment between the learning progression, learning intentions, and success criteria. Adjust accordingly.
- Complete this on chart paper, or using digital collaboration tools.
f. Project **PowerPoint Slide 7**. Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

**PLC Conversations**

- What challenged you in this module?
- How do you define success and the appropriate level of learning for students?
- How will we respond if students meet the success criteria in advance of our teaching?
g. Sum up the session with PowerPoint Slide 8. Remind participants that their investment in developing learning progressions, learning intentions, and success criteria improve their teacher clarity, which in turn positively influences student learning.

h. Invite participants to view either Video 4.2 Module 4 in Action – Elementary or Video 4.2 Module 4 in Action – Secondary outside of this session depending on what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.
i. Inform participants that the next session will focus on Modifying Learning Intentions to Include Language Expectations.
Estimated Time: 45 minutes

The purpose of this module is to refine learning intentions to include language expectations. All learning intentions have a linguistic demand, whether it presents itself through reading, writing, speaking, listening, or viewing. English learners, who are learning content and a new language simultaneously, are the obvious beneficiaries of explicit language expectations. However, all students can profit from this approach. Moreover, it further sharpens teacher clarity.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 5.1, 5.2, 5.3
Purpose of This Session

a. Have participants view **Video 5.1 Module 5 Overview**. Then, project **PowerPoint Slide 2**. Share the objectives for the session.

## Objectives for Today

*Participants will:*

- **Understand** the three types of language expectations and their purpose in teacher clarity.
- **Examine examples** of language expectations in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** to develop language expectations for the selected standard
Modifying Learning Intentions to Include Language Expectations

b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 42-44 on modifying learning intentions to include language expectations. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. Project PowerPoint Slide 4. Invite participants to read and discuss the four examples on pages 45-48, using the process with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

Modeling

Read and discuss the four examples on pages 45-48.

Examine how some Learning Progressions and Success Criteria have been modified (see italics).

- In what ways would these modifications contribute to student learning? To teacher clarity?
Guided Practice

d. Project **PowerPoint Slide 5**. Review the instructions on page 49 to analyze learning intentions as examples of Vocabulary, Structure, or Function of language. Next, complete the second task on page 50 to modify the seven daily learning intentions listed according to the type listed. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones in the appendix. Elicit examples developed by participants.

**Guided Practice**

- For the first task on page 49, analyze each of the language expectations according to types (Vocabulary, Structure, or Function.)
- Complete the second task on page 50 by modifying the learning intentions listed.
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
On Your Own

e. Project **PowerPoint Slide 6.** Ask participants to examine the learning intentions developed in Module 3, and modify as needed to include language expectations.

Encourage participants to check for alignment between the learning progression, daily learning intentions, and success criteria and adjust as needed. Teams should use chart paper or digital collaboration tools to ensure active participation.

**On Your Own**

- Individually or in teams, use the same process to modify as needed the learning intentions you developed in Module 4.

- Check for alignment between the learning progression, learning intentions, and success criteria. Adjust accordingly.

- Complete this on chart paper, or using digital collaboration tools.
PLC Questions

f. Project PowerPoint Slide 7. Invite teams or the whole group to discuss any or all
of the three professional learning community questions displayed on the slide.

PLC Conversations

- What challenged you in this module?
- How can we ensure that students are learning
  language and content simultaneously in every lesson?
- How can we create assessments based on the
  language learning expected?
g. Sum up the session with PowerPoint Slide 8. Remind participants that modifying learning intentions to include language expectations is beneficial for all students, and especially for English learners. This further improves teacher clarity, which in turn positively influences student learning.

Wrap Up: Why Are We Doing This?

“Understanding the linguistic demands of the content is critical for mastery of the learning intention and is especially valuable for English learners who are doing double the work, learning content and language simultaneously.” (p. 42)

h. Invite participants to view either Video 5.2 Module 5 in Action – Elementary or Module 5.3 Module 5 in Action – Secondary outside of this session depending on what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.
i. Inform participants that the next session will focus on Determining the Relevance of the Learning.
Module 6: Determining the Relevance of the Learning

Estimated Time: 45 minutes

The purpose of this module is to develop talking points around relevance to enhance teacher clarity. The relevancy of much of the school-based knowledge we teach is not so readily apparent to the learner. It can be a struggle to frame the relevancy of content if one possesses a belief that everything needs to lead to a distant and aspirational ending, such as focusing on graduating from college when you’re still in fourth grade.

This module examines three techniques for communicating relevance: 1) using knowledge outside the walls of the classroom; 2) involving students directly by fostering their questions; and 3) valuing knowledge as the mark of a learned person.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 6.1, 6.2, 6.3
Purpose of This Session

a. Have participants view Video 6.1 Module 6 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

- **Understand** three ways of communicating relevance and its importance in teacher clarity.
- **Examine examples** of relevance talking points in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** to develop relevance talking points for the selected standard
b. Project **PowerPoint Slide 3**. Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 54-55 on determining the relevance of the learning. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. **Project PowerPoint Slide 4.** Invite participants to read and discuss the four examples that begin on page 56, using the process of relevance talking points with a range of standards. At the end of their partner or team discussions, ask the question on the slide before moving to the next activity.

**Modeling**

*Read and discuss the four examples beginning on page 56.*

Examine how the Relevance Talking Points enhance the value of the success criteria.

- In what ways do these Relevance Talking Points strengthen the teacher’s ability to clearly communicate the learning intentions?
Guided Practice

d. Project **PowerPoint Slide 5.** Review the instructions on page 63 and invite participants to choose the more effective relevance talking point and explain why. Next, complete the second task on pages 64-65, which is to develop relevance talking points for seven learning intentions. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones that appear in the appendix. Elicit examples developed by participants.

**Guided Practice**

- For the first task on page 63, choose the Relevance Talking Point you believe is more effective and explain why.
- Complete the second task on pages 64-65 by developing a possible Relevance Talking Point aligned to the listed learning intentions.
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
e. Project **PowerPoint Slide 6.** Ask participants to develop relevance talking points for the learning intentions modified in Module 5. Encourage participants to check for alignment between the learning progression, daily learning intentions, and success criteria and adjust as needed. Teams should use chart paper or digital collaboration tools to ensure active participation.

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**On Your Own**

- Individually or in teams, use the same process to develop relevance Talking Points for the learning intentions you modified in Module 5.
- Check for alignment between the learning progression, learning intentions, and success criteria. Adjust accordingly.
- Complete this on chart paper, or using digital collaboration tools.
f. Project **PowerPoint Slide 7**. Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

### PLC Conversations

- What challenged you in this module?
- What makes learning relevant for our students? What do we know about them that we could use to make connections?
- How can we develop internal motivation in our students?
Wrap-Up (approximately 5 minutes)

**g.** Sum up the session with **PowerPoint Slide 8.** Remind participants that relevance is an essential ingredient in student engagement, but one that is sometimes overlooked. While the relevance may be apparent to us as content experts, it is not necessarily so with novices. Take the time to build relevancy into instruction in ways that are developmentally appropriate for your students.

**Wrap Up: Why Are We Doing This?**

“Students ask themselves these questions, whether we address them explicitly, or not.

- **What am I learning today?**
- **Why am I learning this?**
- **How will I know that I learned it?**

The stated daily learning intentions address the first question, and success criteria supply the tools needed to answer the third question as students gauge their own progress. But the second question is about relevancy.” (p. 54)

**h.** Invite participants to view either **Video 6.2 Module 6 in Action – Elementary** or **Video 6.3 Module 6 in Action – Secondary** outside of this session depending on what is relevant for them. Explain that this will give them an example of what
this module might look like when put into practice.

i. Inform participants that the next session will focus on Designing Assessment Opportunities.
Module 7: Designing Assessment Opportunities

Estimated Time: 45 minutes

The purpose of this module is to design formative assessment opportunities so that the teacher and the students can check for understanding. Assessment is assessment. It’s what you do with it that matters. Embedded formative assessments can provide students with ways to gauge their progress, and the teacher with ways to be able to weigh what is working and what is not. This module highlights several ways to check for understanding such that the teacher and students benefit.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 7.1, 7.2, 7.3
Purpose of This Session

a. Have participants view Video 7.1 Module 7 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

• Understand methods for checking for understanding such that teachers and students can monitor progress.

• Examine examples of formative assessment in four grade levels

• Complete two guided learning exercises to check for understanding

• Apply the process to design assessment opportunities for the selected standard
b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 70-72 on checking for understanding using formative evaluation. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
c. Project PowerPoint Slide 4. Invite participants to read and discuss the four examples that begin on page 73, using the process of designing assessment opportunities with a range of standards. At the end of their partner or team discussions, ask the question on the slide before moving to the next activity.

Modeling

*Read and discuss the four examples beginning on page 73.*

Examine how the Assessment Opportunities and linked directly to the Learning Intention.

- In what ways do these Assessment Opportunities provide information to students about their learning?
Guided Practice

d. Project **PowerPoint Slide 5.** Review the instructions on page 81 and invite participants to choose the Assessment Opportunity they prefer and explain why. Remind participants that there is no “wrong” answer, and that the rationale is what is most important. Next, complete the second task on page 83, which is to develop Assessment Opportunities for seven learning intentions listed. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones in the appendix. Elicit examples developed by participants.

Guided Practice

- For the first task on page 81, choose the Assessment Opportunity you prefer and explain why. *There is no wrong answer.*
- Complete the second task on page 83 by developing a possible formative Assessment Opportunity aligned to the listed learning intentions.
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
On Your Own

e. Project PowerPoint Slide 6. Ask participants to develop Assessment Opportunities for the learning intentions modified in Module 5. Remind participants that the Assessment Opportunities that they develop should also serve a communicative function for students, too. Encourage participants to check for alignment between the learning progression, daily learning intentions, and success criteria and adjust as needed. Teams should use chart paper or digital collaboration tools to ensure active participation.

On Your Own

- Individually or in teams, use the same process to develop Assessment Opportunities for the learning intentions you modified in Module 5.
- Check for alignment between the learning progression, learning intentions, and success criteria. Adjust accordingly.
- Complete this on chart paper, or using digital collaboration tools.
f. Project **PowerPoint Slide 7**. Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

## PLC Conversations

- What challenged you in this module?
- What assessments and checks for understanding are we already using that we can continue to use? What new tools do we need to explore?
- How can we ensure that our assessments provide feedback to us about the impact of our teaching?
Wrap-Up (approximately 5 minutes)

**g.** Sum up the session with **PowerPoint Slide 8.** Remind participants that formative evaluation provides a way for us to reflect on our own teaching, and to make adjustments accordingly. Recall that an indicator of teacher clarity is that communication occurs in both directions, between students and teachers. If we fail to examine evidence of our teaching, and confine ourselves only to measures of student learning, we reduce teacher clarity.

### Wrap Up: Why Are We Doing This?

“Using assessments for the purpose of formative evaluation casts a light on teaching practices. It has the potential to be eye-opening—to help teachers consider what worked and what didn’t as they carefully examine the evidence of student progress.” (p. 70)

**h.** Invite participants to view either **Video 7.2 Module 7 in Action – Elementary** or **Video 7.3 Module 7 in Action – Secondary** outside of this session depending on
what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.

i. Inform participants that the next session will focus on Creating Meaningful Learning Experiences.
Module 8: Creating Meaningful Learning Experiences

Estimated Time: 60 minutes

The purpose of this module is to create a meaningful learning experience in the form of a lesson plan. The template used differs from those used previously, as it also includes space for instructional planning using the gradual release of responsibility instructional framework (Fisher & Frey, 2014). Participants will utilize content developed in modules one to seven to construct a lesson.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 8.1, 8.2, 8.3
Purpose of This Session

a. Have participants view Video 8.1 Module 8 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

*Participants will:*

- **Understand** instructional design using the gradual release of responsibility to promote access to learning.
- **Examine examples** of lesson design in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** to design a meaningful learning experience for the selected standard
b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 88-89 on creating meaningful experiences. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. Project PowerPoint Slide 4. Invite participants to read and discuss the four examples that begin on page 91, using the process of creating meaningful learning experiences with a range of standards. At the end of their partner or team discussions, ask the questions on the slide before moving to the next activity.

Modeling

Read and discuss the four examples beginning on page 91.

Examine how the lesson design is linked to the daily Learning Intention, Success Criteria, Relevance Talking Points, and Assessment Opportunities.

- How does this promote access for all students?
- In what ways does the reminder to “plan backward, teach forward” link to this approach to lesson design?
Guided Practice

d. Project **PowerPoint Slide 5.** Review the instructions on page 99 and invite participants to develop a meaningful instructional strategy for the access point listed. Point out that the instructional routine chosen is influenced by the learning intention and the assessment opportunity. Next, complete the second task on page 100, which is to develop a meaningful instructional experience using any access point for seven learning intentions listed. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones in the appendix. Elicit examples developed by participants.

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**Guided Practice**

- For the first task on page 99, design an access point for the learning intention and assessment opportunity listed.
- Complete the second task on page 100 by developing a possible access point using the gradual release of responsibility that is aligned to the listed learning intentions.
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
On Your Own

e. Project PowerPoint Slide 6. Ask participants to develop a Meaningful Learning Experience that is informed by the work they have done in Modules 1-7. Teams should use chart paper or digital collaboration tools to ensure active participation.

On Your Own

- Individually or in teams, use the same process to develop a Meaningful Learning Experience using all the elements you have developed in Modules 1-7.
- This is a new template, which includes modeling, guided instruction, collaborative learning, and independent learning.
- Complete this on chart paper, or using digital collaboration tools.
PLC Questions

f. Project PowerPoint Slide 7. Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

PLC Conversations

- What challenged you in this module?
- Which of these areas are our collective strengths?
  How can we develop our skill set in all phases of instruction?
- How can we match instructional routines and strategies to the learning intentions?
Wrap-Up (approximately 5 minutes)

g. Sum up the session with PowerPoint Slide 8. Remind participants that instructional planning too often begins with determining tasks and assignments. This process ensures that instruction is fully aligned with communicated learning intentions and success criteria, which contribute to teacher clarity.

h. Invite participants to view either Video 8.2 Module 8 in Action – Elementary or Video 8.3 Module 8 in Action – Secondary outside of this session depending on what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.

Wrap Up: Why Are We Doing This?

“When instruction is intentional, meaning that the tasks, activities, and assignments are directly linked with learning intentions and success criteria, students have a better chance of learning. It really is that simple... Student learning is our goal, and there are clear pathways to ensure that students learn more and better as a result of the experiences they have.” (p. 90)
i. Inform participants that the next session will focus on Establishing Mastery of Standards.
Module 9: Establishing Mastery of Standards

Estimated Time: 45 minutes

The purpose of this module is to bring planning for teacher clarity full circle. By beginning and ending with standards, we ensure alignment. The learning progressions, which mark the major “tent poles” of the unit, create a path for learning. They also inform the content to be assessed. Often overlooked, however, is whether the summative assessment is relevant to the learning. Therefore, a relevancy check is included in this final phase of the process.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 8
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
5. Videos 9.1, 9.2, 9.3
Purpose of This Session

a. Have participants view Video 9.1 Module 9 Overview. Then, project PowerPoint Slide 2. Share the objectives for the session.

Objectives for Today

Participants will:

- **Understand** principles of summative assessment.
- **Examine examples** of summative assessment items in four grade levels
- **Complete two guided learning exercises** to check for understanding
- **Apply the process** outline summative assessment details for the selected standard
b. Project **PowerPoint Slide 3.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Ask participants to read pages 106-107 on using summative assessments to establish mastery of standards. After they are finished, ask them to examine the graphic again. Are there further points of clarification needed?
Modeling

c. Project PowerPoint Slide 4. Invite participants to read and discuss the four examples that begin on page 108, using the process of summative assessment to establish mastery of a range of standards. At the end of their partner or team discussions, ask the question on the slide before moving to the next activity.

Read and discuss the four examples beginning on page 108.

Examine how the summative assessment is linked to the Standard, Learning Progression, daily Learning Intention, Success Criteria, and Relevancy Check.

- In what ways does this ensure that students are assessed on what they have learned?
Guided Practice

d. Project **PowerPoint Slide 5.** Review the instructions on page 115 and invite participants to design a sample item or assessment task for the standard and format listed. Next, complete the second task on page 116, which is to complete a relevancy check for the five assessment items listed. Encourage participants to work together as partners or in small groups. Invite participants to compare their answers to the ones in the appendix. Elicit examples developed by participants.

Guided Practice

- For the first task on page 115, design an sample item or assessment task aligned to the learning intention and assessment format listed.
- Complete the second task on page 116 by completing a relevancy check for the assessment item listed. *There may be more than one response for each item.*
- Check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.
e. Project PowerPoint Slide 6. Ask participants to plan for a summative assessment that is informed by the work done through this playbook. Teams should use chart paper or digital collaboration tools to ensure active participation.

On Your Own

- Individually or in teams, use the same process to plan a summative assessment using the template.
- This is a new template designed to capture your ideas for ways to determine mastery of the standard selected.
- Complete this on chart paper, or using digital collaboration tools.
f. Project PowerPoint Slide 7. Invite teams or the whole group to discuss any or all of the three professional learning community questions displayed on the slide.

**PLC Conversations**

- What challenged you in this module?
- What does it mean to have really learned something at a deep level?
- What will we do if students do not master the standards?
Wrap-Up (approximately 5 minutes)

g. Sum up the session with PowerPoint Slide 8. Remind participants that summative assessments, like other elements in this playbook, are a two-way street. They should convey information that allow students to gauge their learning. In addition, the results of summative assessments should provide us as educators with information about our teaching. Reciprocal feedback to student and teacher is at the heart of teacher clarity.

Wrap Up: Why Are We Doing This?

“Summative assessment is the link between teaching and learning. It is not sufficient to say that by virtue of the fact that we have taught something, students have learned it. On the other hand, it is also unacceptable to blame students for not learning. Summative assessments give students information about their learning, and they give teachers feedback about their teaching.” (p. 106)

h. Invite participants to view either Video 9.2 Module 9 in Action – Elementary or Video 9.3 Module 9 in Action – Secondary outside of this session depending on
what is relevant for them. Explain that this will give them an example of what this module might look like when put into practice.

i. Inform participants that the final session will focus on Moving Forward.
Conclusion: Moving Forward

Estimated Time: 30 minutes

The purpose of this final module is to move participants toward decision-making in regard to the work of achieving a higher degree of teacher clarity. Participants will be introduced to three methods for gauging one’s success. Two PLC Conversation questions encourage participants to continue the work beyond the session series.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 7
3. Sticky notes
4. Chart paper and markers or digital collaboration tools
Objective for Today

Participants will:

- Consider three ways to measure one’s own success with teacher clarity
b. Project **PowerPoint Slide 3.** Remind participants of the elements of teacher clarity discussed in the first session, and found on pages 1-2 in *The Teacher Clarity Playbook.* Invite participants to discuss the ways in which this process has addressed each of these four elements.

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**What is Teacher Clarity?**

Fendick (1990) defined teacher clarity as “a measure of the clarity of communication between teachers and students *in both directions*” (p. xiv)

- **Clarity of organization**
- **Clarity of explanation**
- **Clarity of examples and guided practice**
- **Clarity of assessment of student learning**

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c. Project **Power Point Slide 4.** Playbooks rely on words and visuals together to efficiently and effectively convey complex information. Explain that the *Playbook* graphics are not merely illustrations, but rather visual representations of the essential principles of the module. Invite participants to discuss what they expect the short reading that follows will contain, and what questions it may provoke. Revisit the nine steps addressed in these sessions. Invite discussion about which steps were challenging, and which drew on present strengths and skills.

**A Process for Planning for Teacher Clarity**
d. Project **Power Point Slide 5.** Ask participants to read pages 86-87 on Moving Forward. Invite them to note the three ways to measure one’s own clarity.

**Three Ways to Measure One’s Clarity**

- Ask students what they are learning and why.
- Use pre-assessment and post-assessment data to compare results.
- Share results with students.
e. Project **PowerPoint Slide 6**. Invite teams or the whole group to discuss one or both of the two professional learning community questions displayed on the slide.

**PLC Conversations**

- How will we measure our success toward achieving higher levels of teacher clarity?
- How will we continue to collaborate?
Wrap-Up (approximately 5 minutes)

f. Sum up the session with PowerPoint Slide 7. Remind participants that the goal of these sessions has been to increase teacher clarity in order to positively influence student learning. Their investment in an intentional planning process is designed to accomplish this goal. The purpose has not been to introduce a complex planning process that must be rigorously adhered to, but rather to build the habits of mind of individual teacher in developing units of study, and to equip professional learning communities with a common set of tools to discuss teacher clarity.

Wrap Up: Why Are We Doing This?

“When learning is organized and intentional, and when the learner knows what he or she is learning, great things can happen. When students don’t know what they are learning, don’t care about their learning, and have no idea if they are learning, great things are unlikely to happen.” (pg. xiv)