

Title: Providing Clarity in Lesson Design & Delivery

Overview & Reflection on Current Practice

What it is and Why it is important?

All of us are driven by goals and purposes. When we attach actions to goals and purposes, we engage in a much more focused way. We can note our progress, or lack of progress, to the goal, notice what has slowed us down in reaching the goal, guide our inquiry when we have questions, and let us gauge our success on reaching our goal or meeting our purpose. This is what we want for our students!

Clarity in teaching is a major contributor to student success. Additionally, at a time when students are moving toward adulthood, a significant number of young people struggle to find the purpose of their school experience and to see with clarity how their learning links to life after school.

Teacher clarity has a large effect size of 0.75 (Hattie, 2009), equivalent to two years' worth of growth for a year in school. When a teacher and a student are in agreement about what is to be learned and how both of them will know when intended learning has occurred, we save a whole lot of time that would have otherwise been spent floundering around looking for the purpose.

Thinking about your current practice:

Clarity of teaching consists of four essential elements (Fisher, Frey, Quaglia, 2018);

- The teacher knows what students are supposed to be learning
- The teacher knows how students learn (pedagogical content knowledge)
- The students know what they are supposed to be learning
- The teacher and the students know what success looks like

You will be exploring these elements of clarity to determine how clarity is linked to purpose and learning intention, the role that success criteria plays in providing clarity, and lastly to practice planning a multi-day lesson with clarity in mind.

Evidence of Skill and Implementation

The Task: Demonstrating Your Skill

Complete the following task as evidence of your learning, as well as for application or implementation in your classroom:

- Using current lesson plans for multiple consecutive days (minimum of 5) in any content area demonstrate the changes, revisions, and/or modifications you have made to provide clarity of learning intentions and success criteria.
- Clearly identify the 'original' lessons and the 'revised' lessons so the reader can recognize the changes.
- Explain (short paragraph) with each 'edit or change' why it was made and how it provides clarity.

Reflection on Task:

Reflect on your learning of clarity in the classroom by defining clarity, reviewing clear learning intentions (purpose), clear success criteria in terms of planning for learning and identify the challenges one may experience to reach clarity.

You can deepen your understanding of Clarity by reading, viewing, and/or studying the following resources related to the task above:

- Teacher Clarity is to Collective Teacher Efficacy As...

<http://corwin-connect.com/2017/10/teacher-clarity-collective-teacher-efficacy/>

- Video: John Hattie on Learning Intentions and Success Criteria (9:02)

<https://www.youtube.com/watch?v=OGyvDvOegXE&t=8s>

- Video: Teacher Clarity: Learning Intentions and Success Criteria (Fisher & Frey) (7:04)

http://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoId=5372286009001

- Video: Learning Intentions in the Elementary Classroom (5:46)

http://players.brightcove.net/268012963001/default_default/index.html?videoId=511751

- Video: Learning Intentions in the Secondary Classroom (5:36)

http://players.brightcove.net/268012963001/default_default/index.html?videoId=5117363656001

- Video: Achieving Teacher Clarity with Success Criteria (7:20)

http://players.brightcove.net/268012963001/default_default/index.html?videoId=5117489250001

Learning Targets:

You will be able to...

- Recognize and provide evidence of a multi-day lesson of your own practice that already has elements of clarity within it.
- Provide multiple examples of actual lesson plans that demonstrate the changes, revisions, and/or modifications you have made that indicate your understanding of learning intentions and success criteria as components of clarity. Clearly identify the components and include an explanation of why that component demonstrates improved clarity.
- Reflect on your learning of clarity in the classroom by defining clarity, reviewing clear learning intentions (purpose) and clear success criteria in terms of planning for learning, and describe the change in practice needed by teachers.

Possible Learning Pathway to Prepare for the Task:

The following activities and resources will help you deepen and sharpen your understanding of the content. Choose those that will fill your learning needs and help you complete the task.

- Success Criteria Definitions-Ainsworth

[https://us.corwin.com/sites/default/files/12 - day 1 lisc success criteria definitions-key points.pdf](https://us.corwin.com/sites/default/files/12_-_day_1_lisc_success_criteria_definitions-key_points.pdf)

- Learning Intentions Definition-Ainsworth

[https://us.corwin.com/sites/default/files/6 - day 1 lisc learning intentions definitions-key points.pdf](https://us.corwin.com/sites/default/files/6_-_day_1_lisc_learning_intentions_definitions-key_points.pdf)

- Video: Clarity-The Importance of Success Criteria (3:23)

https://players.brightcove.net/268012963001/rJenLPQx_default/index.html?videoId=5518300204001

- Video: Clarity- The Importance of Purpose (Learning Intentions)(4:43)

https://players.brightcove.net/268012963001/rJenLPQx_default/index.html?videoId=5518283738001

Additional tools to deepen and sharpen your understanding:

- Video: Clarity (Corwin) (50:43): <https://www.youtube.com/watch?v=QgcKIJ-YeCY>
- The Clarity Problem-And the Teacher Solution: <http://corwin-connect.com/2017/10/clarity-problem-teacher-solution/>
- Four Rungs on the Ladder of Teacher Clarity: <http://corwin-connect.com/2017/10/four-rungs-ladder-teacher-clarity/>

Success Criteria for Completing the Task:

Part I (Task): *Your (task) will be evaluated on the following rubric. You must earn a “yes” on this portion of the submission in order to earn the micro-credential.*

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	CONTENT: Using current lesson plans for multiple consecutive days (minimum of 5) in any content area provide evidence of the changes, revisions, and/or modifications you have made to provide clarity of learning intentions and success criteria.	

	CONTENT: Clearly identify the 'original' lessons and the 'revised' lessons so the reader can recognize the changes.	
	CONTENT: Explain in a short paragraph with each 'edit or change' why it was made and how it provides clarity.	
	CLARITY: The above reflection is clear and coherent.	

Questions for Reflection:

DETAILED REFLECTION:

Part A: Reflect on your learning of clarity in the classroom by defining clarity, reviewing clear learning intentions (purpose) and clear success criteria in terms of planning for learning:

Part B: Describe the change in practice needed by teachers to provide clarity and how you will use what you learned from this micro-credential in your classroom.

Iowa Teaching Standards:

The following Iowa Teaching Standards are closely aligned with this micro-credential.

- 1- Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- 2- Demonstrate competence in content knowledge appropriate to the teaching position
- ✓ 3- Demonstrate competence in planning and preparing for instruction
- 4- Uses strategies to deliver instruction that meets the multiple learning needs of students
- ✓ 5- Uses a variety of methods to monitor student learning.
- 6- Demonstrates competence in classroom management
- ✓ 7- Engages in professional growth
- 8- Fulfills professional responsibilities established by the school district

To continue toward a micro-credential or credit options, please continue for submission and reflection guidelines.

Additional work necessary for the following options...

- Micro-credential badge
- Recertification
- Graduate credit

Submission Guidelines and Success Criteria

Submission Guidelines

Following are items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must receive a passing evaluation for each part.

Part I (Task Submission)

- Using current lesson plans for multiple consecutive days (minimum of 5) in any content area provide evidence of the changes, revisions, and/or modifications you have made to provide clarity of learning intentions and success criteria.
- Clearly identify the 'original' lessons and the 'revised' lessons so the reader can clearly recognize the changes.
- Explain with each 'edit or change' why it was made and how it provides clarity.

Passing: All elements of the task are completed and score a Yes on the attached rubric.

Part II: Reflection (300-word limit):

Part A: Reflect on your learning of clarity in the classroom by defining clarity, reviewing clear learning intentions (purpose) and clear success criteria in terms of planning for learning:

Part B: Describe the change in practice needed by teachers to provide clarity and how you will use what you learned from this micro-credential in your classroom.

Passing: All elements of the reflection are included and score a Yes on the attached rubric.

Success Criteria for Completing the Task:

Part I (Task): *Your (task) will be evaluated on the following rubric. You must earn a "yes" on this portion of the submission in order to earn the micro-credential.*

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	CONTENT: Using current lesson plans for multiple consecutive days (minimum of 5) in any content area provide evidence of the changes, revisions, and/or modifications you have made to provide clarity of learning intentions and success criteria.	

	CONTENT: Clearly identify the 'original' lessons and the 'revised' lessons so the reader can clearly recognize the changes.	
	CONTENT: Explain with each 'edit or change' why it was made and how it provides clarity.	

Part II Reflection: *Your reflection (300-word limit) will be assessed on the following rubric. You must earn a "yes" on this portion of the submission in order to earn the micro-credential.*

Notes on What Needs Improvement	YES	Notes on How the Work Exceeds Expectation
	CONTENT: All components of the reflection are present. Part A: Reflect on your learning of clarity in the classroom by defining clarity, reviewing clear learning intentions (purpose) and clear success criteria in terms of planning for learning:	
	Part B: Describe the change in practice needed by teachers to provide clarity and how you will use what you learned from this micro-credential in your classroom.	
	DETAILED: Reflection includes sufficient detail for reader to know what the teacher has learned and how knowledge is/will be used in teaching and learning.	
	CLARITY: Reflection is clear and coherent.	