

# THE IMPORTANCE OF CLARITY



## WHAT IS TEACHER CLARITY

John Hattie describes teacher clarity as a communication of learning intentions as well as the success criteria for those learning intentions.

Teachers and students should be able to answer three questions:

**What am I learning?**

**Why am I learning it?**

**How will I know when I have learned it?**

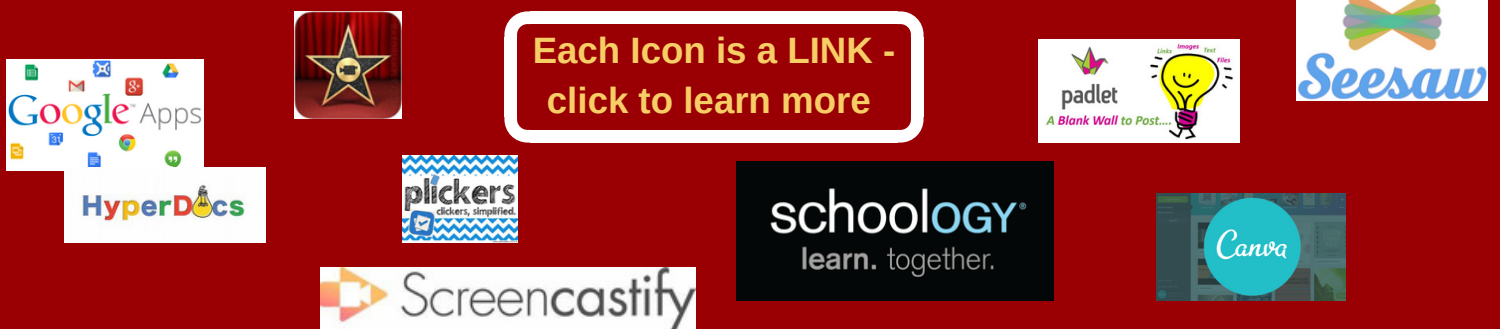
When learning intentions and criteria on how to successfully meet those intentions are clearly communicated, the curriculum becomes viable and responsive, framing a learning dialogue and a collaborative learning environment - where teaching is learning and learning is teaching.

## WAYS TO PROMOTE TEACHER CLARITY

1. Identify and state the purpose and learning goals for lessons;
2. Give explicit criteria for how students can be successful;
3. Provide modelS or exampleS - I Do, We Do, You Do;
4. Ask students to restate, summarize, model and reflect upon the lesson purpose or goal;
5. Give time for students to discuss and demonstrate understanding in small and large group and use discussion as a formative assessment;
6. Create a strong feedback system - "FEED UP clarifies the goal/ purpose or learning, FEED BACK is a response to student work and FEED FORWARD is modification of instruction"; Fisher & Frey. "Feed Up, Back, Forward", ASCD, November, 2009
7. Use formative assessments frequently and routinely. Hattie suggests devoting the same amount of time on formative and summative assessments.

## TOOLS/TASKS TO SUPPORT CLARITY

1. Use state or District standards to develop curriculum, graded tasks and formative and summative assessments;
2. Post learning targets / I can statements in digital or classroom spaces - Schoology, Google Hyperdocs, Seesaw, Padlet, Canva;
3. Use audio/visual tools to offer alternative ways to hear, see, and apply skills to meet learning targets - Podcasts, Screencasts, iMovie, Schoology discussion;
4. Post to Google or Schoology calendars, Peek at the Week, checklists, graphic organizers, Hyperdocs, rubrics in digital or classroom spaces to guide learning;
5. Use feedback tools - Google Forms, Schoology, Plickers.



**Teacher Clarity**

**Develop Clarity for Learning**

**TEACHER CLARITY**

Developed by Larry Ainsworth

**Read L. Ainsworth's Six Step Process**

**Click Below**

The Clarity Problem - and the Teacher Solution

<http://corwin-connect.com/2017/10/clarity-problem-teacher-solution/>

Define and describe learning intentions and success criteria

Apply the process to a single standard

Break a learning intention into learning progressions

Continue the process with multiple standards within a unit of study

Co-construct success criteria

Transfer ownership of learning by partnering with students

## TO LEARN MORE ABOUT TEACHER CLARITY, ONE OF THE MOST EFFECTIVE OF HATTIE'S STRATEGIES ...

<https://us.corwin.com/en-us/nam/what-is-teacher-clarity>

[https://www.youtube.com/watch?v=dvzeou\\_u2hM](https://www.youtube.com/watch?v=dvzeou_u2hM)

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

<https://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>

