

# TEACHER CLARITY

**EFFECT SIZE: 0.85**

## High-Quality Instruction Cycle Connection:

Step 1: Goals and Outcomes  
Step 2: Planning Instruction  
Step 3: Instruction  
Step 4: Assessment  
Step 5: Data and Reflection

## Utah Effective Teaching Standards Alignment:

- Standard 2, Element 1
- Standard 3, Elements 1

## Personalized, Competency Based Learning Framework Essential Component:

Culture of Learning

## WHAT?

**Teacher Clarity** relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

## WHY?

The effect size of teacher clarity is 0.85 which is approximately two years of growth for one year of learning. It is only when teachers know and can articulate why students are learning what they are learning that they are in a position to design learning experiences that are personalized, relevant, and actively engage the students.

## HOW?

Teacher clarity is a measure of the clarity of communication between teachers and students in both directions (Fendick, 1990). Teacher clarity requires that teachers know what students need to learn, communicate those expectations to students, and present lessons in a coherent way. Teacher clarity focuses students on what they are learning and how they are driving their learning. There are multiple dimensions of clarity: clarity of organization, clarity of explanation, clarity of

examples and guided practice, and clarity of assessment of student learning.

### **PREPARATION:**

- Analyze the Utah Core Standards for concepts and skills.
- Design authentic, well-sequenced learning experiences aligned to clear learning intentions and success criteria.
- Utilize student progress data to scaffold learning and adjust as necessary.

### **IMPLEMENTATION:**

#### **Teacher Actions**

- Communicate learning intentions and success criteria to students.
- Facilitate opportunities for students to reflect on and discuss their learning.
- Provide work samples, writing exemplars or solved problems that represent the success criteria.

#### **Student Look-Fors**

- Articulate “what they are learning,” “why they are learning it” and “how they know they learned it.”
- Articulate what they understand and where they still may have areas of further growth/work.
- Articulate where they are and what they need to do next.
- Monitor their own progress and adjusting their learning.

#### **Reflection**

- Did I provide opportunities for students to reflect on and discuss their learning?
- Did I ensure students could articulate “what they are learning,” “why they are learning it” and “how they know they learned it”?

#### **Go Deeper—Resources to learn more**

Fisher, D., Frey, N., Amador, O., & Assof, J. (2018). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Corwin Press.

<https://www.evidencebasedteaching.org.au/teacher-clarity/>

<https://sites.google.com/jefferson.kyschools.us/mtssengagement/teacher-clarity>

### **HOME CONNECTIONS:**



- Provide opportunities for parents and family members to help their children understand the difference between knowing something and doing something with that knowledge.
- Communicate with family regarding classroom expectations as established by the teacher AND contributed to by their students.