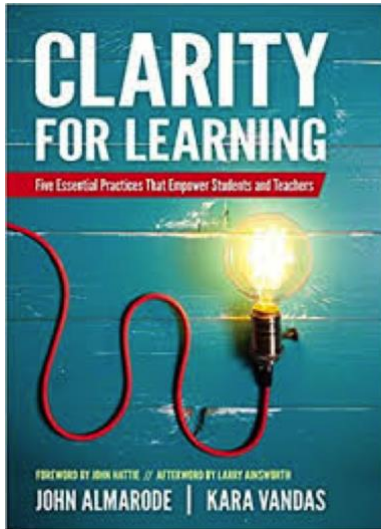


***Clarity for Learning* by John Almarode and Kara Vandas** **Book Study Learning Plan**



Initially designed by the Kentucky Department of Education Professional Learning Coordinators during the Fall of 2019 and implemented with educators from across the state, the *Clarity for Learning* book study was extremely successful so we packaged the plan in a form you can use to facilitate your own group.

This study focuses on how teachers gain clarity through constructing learning intentions and success criteria aligned to the standards that allow students to identify where they are going, how they are progressing and where they will go next and focuses on answering two critical questions:

1. How can clarity improve teaching and learning?
2. How does clarity serve as the foundation for other powerful, evidence-based practices?

In addition to the text, we have included other resources used during the study to deepen participant understanding of the five components of clarity and to take into account different perspectives from other leading educators.

Please modify this plan to set a pace and emphasis that is appropriate for your group. Using a google classroom environment to encourage a space for reflection and group discussion worked well for us, but using notebooks and face to face collaboration time may work better for your group.



KY Standards
Your home for Kentucky Academic Standards.

Clarity for Learning Book Study Learning Plan

| Topic | Purpose | Reading Assignment | Reflection Questions | Supporting Resources |
|-----------------|--|---|---|---|
| Why Clarity? | <p>Learning Intention: We are learning about the relationship between clarity and effective teaching and learning.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can articulate what is meant by clarity. ● I can explain the research regarding the impact of clarity on student achievement. ● I can analyze the 5 categories of clarity problems to determine whether I have a need for greater clarity in my classroom/school/district. ● I can assess my current level of understanding of the main components of clarity and set a goal for my learning. | <p>Introduction (pgs 1-12)</p> <p>Complete Clarity Self-Assessment (pgs 10-11)</p> <p>Chapter 1 (pgs 13-26)</p> | <p>In your own words, what is meant by clarity for learning and why is it important to teaching and learning in our classrooms?</p> <p>Based on the Clarity Self-Assessment (pgs 10-11), what is a personal goal you would like to achieve as a result of our work together?</p> | <p>Video Overview of Clarity for Learning by author John Almarode</p> <p>Introduction to Google Classroom Video</p> <p>Introduction to Book Study Video</p> <p>Introduction to Book Study Slide Presentation</p> <p>Why Clarity Reflection Questions Google Doc</p> <p>Why Clarity Matters - Larry Ainsworth</p> <p>Why Clarity Wrap Up Video</p> <p>Why Clarity Wrap Up Slide Presentation</p> |
| Gaining Clarity | <p>Learning Intention: We are learning about learning intentions and success criteria as a tool to gain greater clarity.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain the purpose of learning intentions and success criteria. ● I can identify common misconceptions about learning intentions and success criteria. ● I can explain the importance of using learning intentions and success criteria for me as a teacher and for my students. | <p>Chapter 2 (pgs 27-48)</p> <p>Chapter 3 (pgs 49-67)</p> | <p style="text-align: center;">Choose 2 of the 3</p> <p>Why are clear learning intentions and success criteria important for teachers and students?</p> <p>How can PLCs support teacher clarity around the standards? What connections can you make between teachers gaining clarity and the PLC process?</p> <p>What are your next steps for gaining clarity and what evidence might you collect to determine</p> | <p>Gaining Clarity Graphic Organizer</p> <p>Gaining Clarity Reflection Questions Google Doc</p> <p>A Map for Meaningful Learning - Fisher and Frey</p> <p>Connection between Teacher Clarity and Collective Teacher Efficacy - John Almarode</p> <p>Gaining Clarity Wrap Up Video</p> <p>Gaining Clarity Wrap Up Slide</p> |

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| | <ul style="list-style-type: none"> I can generate learning intentions and success criteria for standards in a current or upcoming unit. | | impact? (use the table at the bottom of page 48 to help guide your thinking) | Presentation |
| Sharing and Assessing with Clarity | <p>Learning Intention: We are learning strategies for sharing and assessing with clarity.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain the rationale for modeling, using worked examples and exemplars to further clarify success criteria and apply to a current or upcoming unit. I can explain the relationship between learning intentions, success criteria and opportunities to respond. I can examine characteristics of opportunities to respond that make student thinking visible and apply to a current or upcoming unit. | <p>Chapter 4 (pgs 69-84)</p> <p>Chapter 5 (pgs 85-103)</p> <p>Chapter 6 (pgs 105-123)</p> <p>Chapter 7 (pgs 125-130)</p> | <p>Choose 1 of the 2</p> <p>Why is it important to share what success looks like with our students? Which approaches do you currently use? Which might you need to incorporate? What might be your next step in sharing what success looks like with students?</p> <p>In your own words, explain the relationship between learning intentions, success criteria and opportunities to respond. Which type of opportunities to respond do you use most often? Which other types would you like and/or need to include on a more routine basis? What are some possible ways you can make student thinking more visible?</p> | <p>Sharing and Assessing with Clarity Reflection Questions Google Doc</p> <p>Clarity in Learning Webinar with John Almarode and Doug Fisher</p> <p>Sharing and Assessing with Clarity Wrap Up Slide Presentation</p> <p>Sharing and Assessing with Clarity Wrap Up Video</p> |
| Feedback with Clarity | <p>Learning Intention: We are learning about the relationship between clarity and effective feedback.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain the characteristics of effective feedback. I can explain how to pair effective feedback with effective delivery. I can make connections between effective feedback, | <p>Chapter 8 (pgs 131-147)</p> <p>Chapter 9 (pgs 149-157)</p> <p>Complete Clarity Self-Assessment (pgs 10-11)</p> | <p>Choose 2 of the 3</p> <p>Explain the relationship between clarity for learning and effective feedback. Using the guidelines on page 145, which are your areas of strength? What might be an area of growth? What might be your next step in providing quality feedback?</p> <p>In what ways might this learning</p> | <p>Feedback with Clarity Reflection Questions Google Doc</p> <p>Feedback with Clarity Graphic Organizer</p> <p>7 Keys to Effective Feedback - Grant Wiggins</p> <p>Feedback with Clarity Wrap Up Slide Presentation</p> |

| Topic | Purpose | Reading Assignment | Reflection Questions | Supporting Resources |
|-------|--|--------------------|---|--|
| | <p>teacher clarity and formative assessment.</p> <ul style="list-style-type: none"> • I can analyze my typical feedback to determine strengths and identify one area for improvement. • I can evaluate my change in understanding of the components of clarity for learning. | | <p>help with understanding and implementation of the <i>Kentucky Academic Standards (KAS)</i> in your school or district?</p> <p>Based on our learning and practice in the classroom, what progress have you made toward that goal? Where have you grown the most? Where would you like to focus as your next step?</p> | <p>Feedback with Clarity Wrap Up Video</p> |