

Welcome.

Thank you for attending this session.

Teacher Clarity is a powerful instructional strategy that significantly enhances student learning by making learning intentions and success criteria explicit. Advanced Collaborative Solutions helps educators master this strategy ensuring that both teachers and students have a clear understanding of what is to be learned and how success will be measured. This mutual clarity not only improves student outcomes but also fosters a more focused and effective classroom environment.

By the end of this session, participants will be able to:

- Deepen the alignment between learning intentions, success criteria, and learning progressions.
- Apply strategies to co-construct success criteria with students.
- Utilize success criteria to support feedback, self-regulation, and deeper learning.
- Design learning experiences that move beyond surface understanding to deep and transfer learning.

Outline of Session

Part One	Teacher Clarity and the Visible Learning Research
Part Two	Identify one standard for an instructional focus within a unit of study.
Part Three	Restate the standard in student-friendly wording. This is the learning intention—the what.
Part Four	Write the details of what students will do to achieve the learning intention. These are the success criteria—the how.
Part Five	Break the learning intention into learning progressions—the skills and concepts that lead to the learning intention. These are the “chunks” of learning, the “building blocks” of instruction.
Part Six	Instructional Strategies

Outline of Session

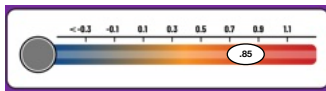
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Part One: Teacher Clarity and the Visible Learning Research

Visible Learning: The World's Largest Summary of Educational Research

This practice of clarity has a high probability of making a difference in the classroom. When teams of teachers work collectively on a common goal, the outcomes are more effective on student learning regardless of student home-life, demographics, and socioeconomic status. As teachers create learning intentions and success criteria, their collective ability strengthens and promotes better outcomes for students.

Developing learning intentions and success criteria allow teachers to align instruction with assessments. It also helps narrow the focus of instruction by identifying what matters most to student learning. By using learning intentions and success criteria in the classroom, students become self-regulated learners who perform up to two times more proficient than students who rely on teacher support. (Shattie 2010)



Number of studies = 101 | Number of people = 14,853

Teacher Clarity Update

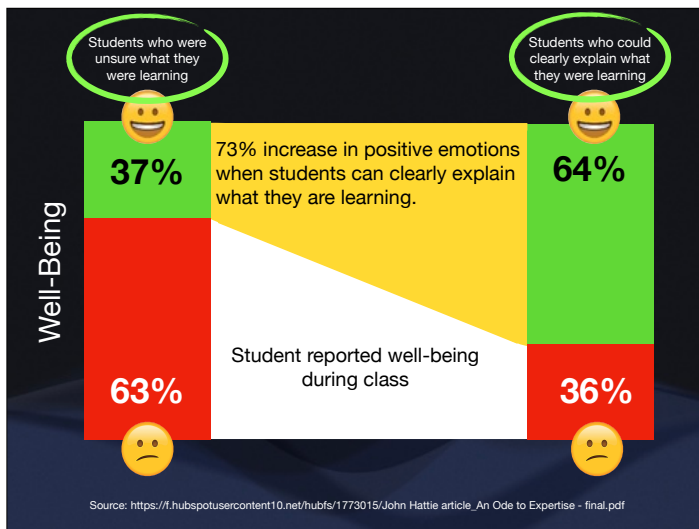
Using student sentence starters for Success Criteria

Metric	Value
Control Mean Completion Rate	0.58 (58%)
Treatment Mean Completion Rate	0.78 (78%)
Pooled Standard Deviation	0.46
Effect Size	0.44

Teacher Clarity Update

Using student sentence starters for Success Criteria

- An effect size of **0.44** represents an *educationally meaningful difference*.
- Effects around **0.40** are often considered worth the effort (and larger than many structural reforms).
- This suggests that providing sentence starters aligned to success criteria has a meaningful impact on student task completion.



Important!

Why You Should Learn the Process Before Using Artificial Intelligence to Create Success Criteria

1. AI Can Mask Shallow Understanding

If educators haven't learned how learning intentions and success criteria are derived from standards, AI-generated statements can sound right but be instructionally weak. Without understanding the process, it's difficult to judge quality or accuracy.

Clarity comes from thinking—not copying.

2. Effective Success Criteria Require Instructional Decision-Making

Strong success criteria reflect:

Cognitive demand

Common student misconceptions

Progressions of learning

Evidence of mastery

These are instructional judgments AI cannot fully make without educator input and expertise.

3. Misalignment to Standards Is Easy to Miss

AI may:

Over-simplify standards

Combine multiple skills into one criterion

Create criteria that reflect tasks rather than learning

Without knowing how to unpack standards, educators may unknowingly accept misaligned outcomes.

Bottom Line

AI is most effective after educators understand how learning intentions and success criteria are created not before.

When teachers know the process, AI enhances clarity.

When they don't, AI can unintentionally dilute it.



1. AI Can Mask Shallow Understanding
2. Effective Success Criteria Require Instructional Decision-Making
3. Misalignment to Standards Is Easy to Miss
4. Most effective when there is an understanding of how to create LISC, not after

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Step One: Selecting Learning Intentions (or Targets)

There are numerous definitions and descriptions of learning intentions. Here is a sampling of definitions that collectively convey the essential information about what learning intentions are and how they should be used, in and out of the classroom. Use these definitions to build a common vocabulary in your school, district, region, or state.

A summary or general restatement of the standard

A more global statement without specifics (i.e., "learn to write an opinion piece" or "learn to use a math formula to solve a problem")

Do not include specific details from the standard. These will appear in the success criteria.

Do include key terms for defining later.

Use age-appropriate, kid-friendly language.

Include why this is important—for students and teachers.

The learning intention represents the learning destination—"Where are we going?"

Definition

"Learning intentions describe what it is we want students to learn in terms of the skills, knowledge, attitudes, and values within any particular unit or lesson. Learning intentions should be clear, and provide guidance to the teacher about what to teach, help learners be aware of what they should learn from the lesson, and form the basis for assessing what the students have learned and for assessing what the teachers have taught well to each student. The activities planned for the lesson need to be focused on these intentions." (Pattie, 2009, pp. 162-163)

Students can hit any target they can see and that stands still for them.



- Sample answers, examples and guided practice are not definitive.
- They represent a collection of thinking from other educators, including teachers and leaders.
- Your criteria may be different than the samples being shared.
- All you have to do is justify your success criteria that are consistent with high expectations of student learning.**



LEARNING INTENTION DEFINITIONS

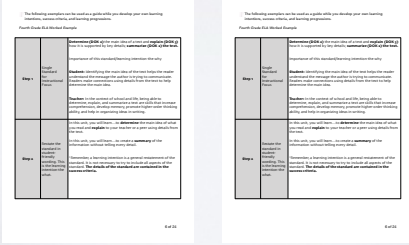
- Decide which of the following examples are learning intentions and which are **not**.

Worked Examples

Steps 1-2

ELE Math

Pages 1-8





Words like knowing learning, thinking and using (the senses, skills or tactics) emphasize the focus on learning:

- We are learning to...
- We are learning to know that...
- We are learning to understand that / how...
- We are learning to know how to work out...
- We are to know what strategies to use for...

What are Success Criteria?

- Identify the details needed to achieve the learning intention.
- Specify what students are to do to demonstrate learning.
- Use specific terms from the standard.



Why Success Criteria?



- Using success criteria help students perform up to **two times more proficiently** than students who rely on teacher support.

Step 3: Success Criteria and Definitions

There are numerous definitions and descriptions of success criteria. Here is a sampling of definitions that collectively convey the essential information about what success criteria are and how they should be used, in and out of the classroom. Use these definitions to build a common vocabulary in your school, district, region, or state.

"The purpose of the success criteria, or "what are we looking for?" is to make students understand what the teacher is using as the criteria for judging their work, and of course to ensure that the teacher is clear about the criteria that will determine if the learning intentions have been successfully achieved... The success criteria, or "how will we know?" need to state as exactly as possible what the students and teacher will want to see. (Hattie, 2009, p. 173)

SUCCESS CRITERIA – KEY POINTS

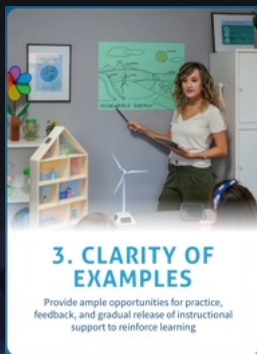
- Identify the details needed to achieve the learning intention.
- Specify what students are to do to demonstrate learning.
- Use specific terms from the standard.
- Include objective wording only; no subjective language (i.e., some, few, little, many, elaborate, etc.)
- Brainstorm other details not included in the standard, but needed.
- Compare success criteria with the standard to ensure they accurately match its concepts, skills, and intended rigor.

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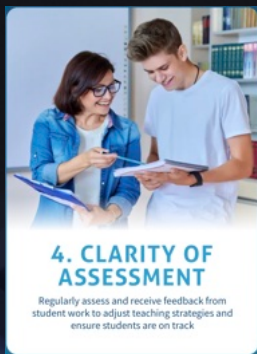
THE FOUR DIMENSIONS OF CLARITY
Master the Key Elements of Effective Instruction:

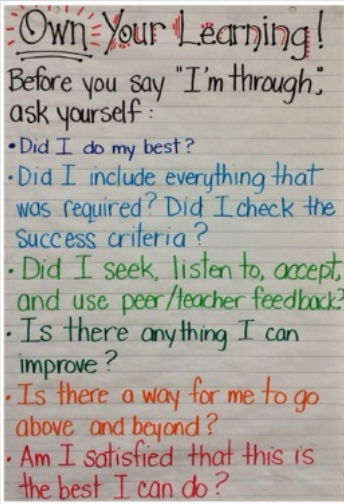


THE FOUR DIMENSIONS OF CLARITY
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Master the Key Elements of Effective Instruction:





Process success criteria for students helps them do these six things:

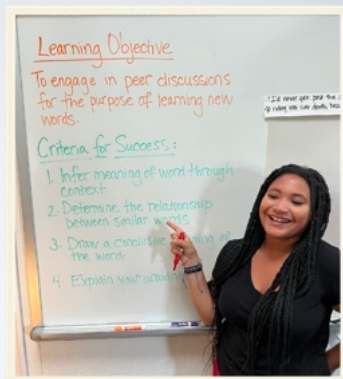
1. Ensure appropriate focus
2. Provide opportunity to clarify their understanding
3. Identify success for themselves
4. Begin to identify where the difficulties lie
5. Discuss how they will improve
6. Monitor their own progress

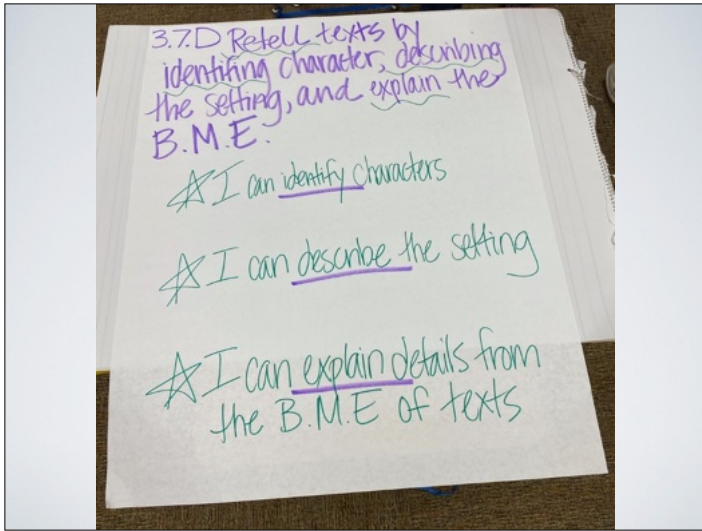
Clarke, S. (2008). Active learning through formative assessment. London: Hodder Education.

Too Vague	Task Focused	Overly Complex	Focus on Surface Level Skills
I can understand the text	I can complete the worksheet	I can identify and evaluate the sociocultural contexts that influence the protagonist's psychological development in the narrative	I can use proper punctuation and spelling
I can write a good essay	I can write five paragraphs	I can identify sociocultural contexts	I can raise my hand during the discussion
I can participate in class discussions	I can read Chapter 3	I can evaluate sociocultural contexts	I can turn in my assignment on time

Success Criteria:

1. Guided Practice
2. Independent Practice





Learning Intention: Determine (**DOK 2**) the main idea of a text and explain how (**DOK 3**) it is supported by key details; summarize (**DOK 2**) the text.

Good
Better

<ul style="list-style-type: none"> <input type="checkbox"/> Determine the main idea of a text <input type="checkbox"/> Explain how it is supported by key details <input type="checkbox"/> Summarize the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can Determine (state, identify) the main idea of the text (facts or events, quotes or visuals) <input type="checkbox"/> I can <u>give</u> 2-3 accurate text details that support the main idea <ul style="list-style-type: none"> 1. _____ 2. _____ <input type="checkbox"/> I can explain the main idea with 2-3 key details from the text <input type="checkbox"/> I can <u>include</u> only the most important details <input type="checkbox"/> I can <u>organize</u> the details in a way that makes sense with the text <input type="checkbox"/> I can summarize the text with key supporting details
--	--

- Determine** (state, identify) the main idea (and topic) of the text (facts or events, quotes or visuals)
- give 2-3 accurate text details that support the main idea
 - 1. _____
 - 2. _____

→ Day One

- explain** the main idea with 2-3 key details from the text
- include only the most important details

→ Day Two

- organize the details in a way that makes sense with the text
- summarize** the text with key supporting details

→ Day Three

Directions: Write the Learning Intention in the rectangle. Brainstorm and write the related Success Criteria in the lower ovals. Then copy the success criteria to Step 5 of the Independent Practice template.

Learning Target: Determine (DOK 2) the main idea of a text and **explain (DOK 3)** how it is supported by key details; **summarize (DOK 2)** the text.

state (determine)
the main idea of the text (facts or events, quotes or visuals)

give accurate text details that support the main idea

explain the main idea with details from the text

include only the most important details

organize the details in a way that makes sense with the text

summarize the text with key supporting details

Page 16:

Success Criteria Independent Practice

Step 3	Success Criteria — the How	Standard 1 can:

Success criteria provide the "way of knowing that the desired learning (learning intention) has been achieved."
(Hattie, 2009, p. 47)

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Figure 5.7 DOK Levels, Observable Success Criteria (Engagement), and Content/Skills to Be Learned

DOK Level + Purpose	Success Criteria from Novice to Expert I/we can...
1 Acquire Foundation	<ul style="list-style-type: none"> Follow specific steps to complete routine tasks Retrieve/focus/recall facts, details, terms Use required tools/resources for specific purpose Practice and self-monitor routine skills/processes Perform routine operations; apply rules Recognize/argue/define definitions, principles
2 Use, Connect, Conceptualize	<ul style="list-style-type: none"> Explain relationships (cause-effect; compare-contrast; if-then) Organize or graph information Summarize, sequence, sort, classify, infer Predict based on observations, prior knowledge Pose conceptual questions, problems, or topics to investigate Select and use tool/strategy for a specific purpose (e.g., word problem, collect data)
3 Deepen and Construct Meaning	<ul style="list-style-type: none"> Uncover relevant, accurate, credible information; flaws in a design/claim Investigate questions that explore underlying/implied meanings Use criteria to evaluate or develop supporting evidence for conclusions, solutions, claims, point of view/POV Conduct/investigate/define investigations Solve non-routine problems Self-assess/reflect; use feedback to improve quality Make connection to Big Ideas or themes
4 Extend Transfer Broaden Meaning	<ul style="list-style-type: none"> Initiate, transfer, and construct new knowledge Modify, create, elaborate, or evaluate based on analysis or integration of information from multiple sources Raise novel questions, investigate multi-faceted real-world problems or issues Self-assess/reflect; use feedback to improve quality Develop broader insights linked to Big Ideas, Essential Questions, or themes

Adapted with permission from Karin Hess (2020), *Applying Depth of Knowledge and Cognitive Rigor: An Educator's Guide to Supporting Deeper Learning*. Teachers College Press.

3. Example 1: Algebra I Success Criteria Tracker

Learning Intention

We are learning to solve systems of equations using multiple methods.

Success Criteria

Skill	Not Yet	Almost	Got It
I can identify a solution to a system.		X	
I can solve a system using graphing.	X		
I can solve a system using substitution.			X
I can solve a system using elimination.		X	
I can justify which method is most efficient.			X

4. Exemplars and Non-Exemplars

Show examples visually.

FIGURE 8.4 Summary Example

When students play, they take time away from studies and reduce stress by exercising. Playtime can help students become better learners and can increase their focus when they are in their classrooms. The more students play, the better their physical fitness, leading to a healthier lifestyle.



Playtime can help students improve their fitness, reduce stress, and become better learners.

5. Exemplars and Non-Exemplars

Show examples visually.

FIGURE 8.3 Objective Versus Nonobjective Statements

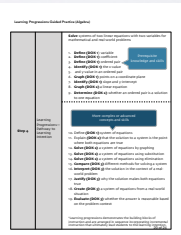
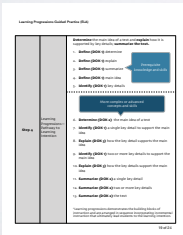
Objective Statements	Nonobjective Statements
A 2019 study from the Ohio State University suggests that children need time to play during school.	Children probably don't learn when they're having fun.
When children play, they develop their social skills as they interact with others.	Students who don't get opportunities to play never turn in their assignments.
Playtime helps children understand the rules of the game and how to improve their skills.	The best playtime activities are football, soccer, and baseball.

Worked Examples

Step 4: Learning Progressions

ELE Math

Pages 19-20



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LEARNING PROGRESSIONS DEFINITIONS

"Learning progressions are the sequenced 'building blocks' of instruction that lead students to understand the unit learning intentions. Look at each unit learning intention to decide what increments of instruction students will need to fully understand that learning intention. Then sequence these instructional building blocks in the order they will occur during the unit." (Ainsworth, 2015, p. 178)

Learning progressions are vertically sequenced steps to acquire expertise pertaining to skills, knowledge, or dispositions within a specific domain. This sequence uses the concepts of continuity and coherence. "Learning is not viewed as a series of discrete events, but rather as a trajectory of development over time in a vertical fashion connecting knowledge, concepts, and skills within a domain over multiple grade levels." (Heritage, 2008)

LEARNING PROGRESSIONS -- KEY POINTS

Learning progressions begin with lower-level thinking skills/concepts and progress to higher ones. They lead up to the more rigorous learning intention.

Reflect "simple to complex" learning. The learning intention typically (but not always) represents complex learning. The learning progressions represent the simple and complex learning skills needed to achieve the learning intention.

It helps to look back at the original standard statement for the specific skills and concepts it includes. These can help in brainstorming what the progressions should be.

Brainstorm progressions first, then sequence them in a logical order for instruction. Use your individual and collective teaching experience plus provided tools and resources.

LEARNING PROGRESSIONS DEFINITIONS

- "Learning progressions are the sequenced 'building blocks' of instruction that lead students to understand the unit learning intentions. Look at each unit learning intention to decide what increments of instruction students will need to fully understand that learning intention. Then sequence these instructional building blocks in the order they will occur during the unit." (Ainsworth, 2015, p. 178)
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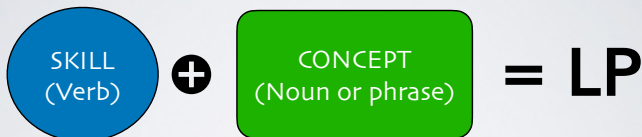
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- It helps to look back at the original standard statement for the specific skills and concepts it includes. These can help in brainstorming what the progressions should be.
- Brainstorm progressions first; then sequence them in a logical order for instruction. Use your individual and collective teaching experience plus provided tools and resources.

There are several definitions and descriptions of learning progressions. My favorite comes from author Larry Ainsworth:

"Learning progressions represent prerequisite knowledge and skills that students must acquire incrementally before they are able to understand and apply more complex or advanced concepts and skills." (Ainsworth, 2015, p. 178)

Learning Progressions Formula



RI.2.2: **Identify** the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

1. **Define** "Identify"
2. **Define** "main topic"

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1. **Define** "Identify"
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3. **Identify/recognize** each paragraph

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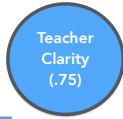
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8. **Identify** the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text



CCSS.ELA-Literacy.RI.7.2: Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.2: **Determine** the two or more central ideas in a text and **analyze** their development over the course of the text; provide an objective **summary** of the text.

7.61 **Determine (DOK 2)** experimental and theoretical probabilities related to simple and compound events **using (DOK 2)** data and sample spaces

Step 1: Define (DOK 1) Experimental and theoretical

Step 2: Define (DOK 1) data and sample spaces

Step 3: Define (DOK 1) Simple and compound

Step 4: Recognize (DOK 1) Differences between experimental and theoretical probabilities

Step 5: Identify (DOK 1) experimental probability

Step 6: Identify (DOK 1) theoretical probability

Step 7: Give examples and non-examples (DOK 2) of simple, compound events

***Step 8: Distinguish the difference between (DOK 3) simple events using data and sample spaces**

Prerequisite knowledge and skills

More complex or advanced concepts and skills

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6. **Identify (DOK 1)** focus of a single paragraph within the text
7. **Identify (DOK 1)** focus of multiple paragraphs of a text
8. **Identify (DOK 1)** the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

Pre-requisite skills

More complex or advanced concepts and skills

LEARNING PROGRESSIONS PLANNER – GUIDED PRACTICE
 Directions: List what students need to know (concepts/nouns) and be able to do (skills/verbs) to achieve the Learning Intention. Use the "Scaffold for Learning—From Simple to Complex" tool to assist you in identifying a progression of rigor from simple to complex.

Learning Progressions are the building blocks that teachers will use to teach the students the skills to mastering the standard. Using the standard and Webb's DOK begin with lower level thinking skills/concepts and move to the higher, more rigorous level of the standard.

Standard RL 7.1: Cite (DOK 3) several pieces of textual evidence to support **analysis (DOK 3)** of what the text says explicitly as well as **inferences (DOK 3)** drawn from the text.

steps	Skills (verbs)	Concepts (noun phrases)
1	Define (DOK 1)	Inferences
2	Define (DOK 1)	Cite
3	Define (DOK 1)	Analysis
4	Locate (DOK 1)	Evidence
5	Give Example/	Inferences cite analysis
