

Teacher Clarity Snapshot

Main Components

1. Clarity of organization

Lesson tasks, assignments, and activities are aligned to the objectives and outcomes of learning.

2. Clarity of explanation

Information is relevant, accurate, and comprehensible to students.

3. Clarity of examples and guided practice

Lesson includes information that is illustrative and illuminating as students gradually move to independence, making progress with less support from the teacher.

4. Clarity of assessment of student learning

Teacher is regularly seeking out and acting upon the feedback he or she receives from students, especially through their verbal and written responses.

Guiding Questions

For Students

What am I learning today?

Why am I learning this?

How will I know that I have learned it?

For Teachers

What is the purpose of the lesson?

How do the tasks align with the purpose?

How does the teacher know which students learned/mastered the purpose?

Teacher Clarity Implementation Cycle

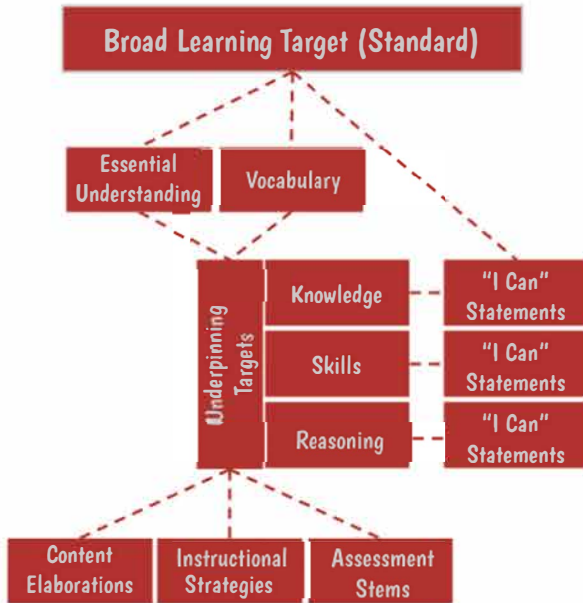


Adopted from The Teacher Clarity Playbook (Fisher, Frey, Assof, Amador, 2018)

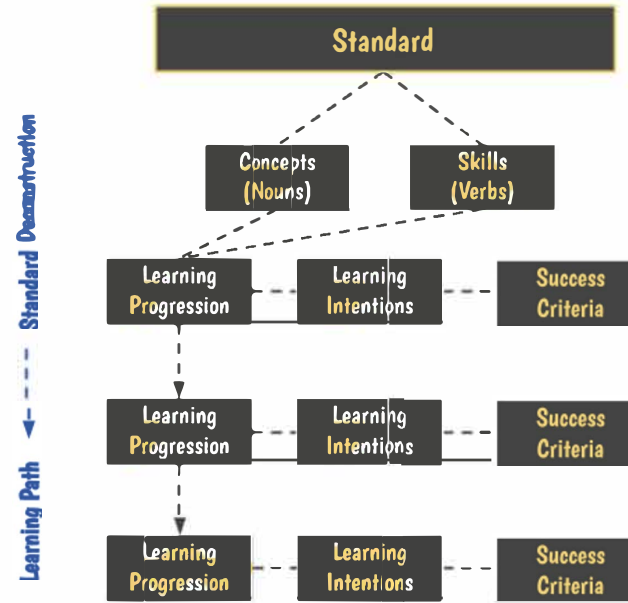
Note: If planning with end in mind, then starting with steps 6 - 8 would also be appropriate

Clear Learning Targets & Teacher Clarity

 **CCS Clear Learning Targets**
Columbus City Schools, Office of Teaching and Learning



 **Teacher Clarity Playbook**
Doug Fisher, Nancy Frye, Olivia Amador, Joseph Assof



Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grades 11-12

RI.11-12.8

Delineate and evaluate
the reasoning in seminal
U.S. texts, and the

**premises, purposes, and arguments in
works of public advocacy (e.g., *The
Federalist*, presidential addresses).**

CCR Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Understanding

-Identify premises, purposes, arguments, and reasoning in seminal U.S. texts and works of public advocacy
-Delineate and evaluate premises, purposes, arguments, and reasoning in works of public advocacy and seminal U.S. texts

***Extended Understanding**
-Intertextuality of national documents

Academic

Vocabulary/Language

-argument
-claim
-delineate
-evaluate
-premises
-presidential addresses
-public advocacy
-reasoning
-relevance
-seminal U.S. texts
-sufficiency
-validity
-warrant

**ULTIMATE
LEARNING TARGET
TYPE: REASONING**

BROAD LEARNING TARGETS:

The student can **3.** delineate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy.

The student can evaluate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy.

Underpinning Knowledge Learning Targets:

The student can **1.** define and **2.** identify premises, purposes, and arguments in seminal U.S. texts and works of public advocacy.

The student can identify and understand public advocacy.

The student can identify claims, counterclaims, warrants, and supports in an argument.

The student can identify several types of reasoning (inductive, deductive, causal, etc.).

CCS ELA 6-12 PAGE:

<https://tinyurl.com/CCSEnglish6-12>

(**CAREER
CONNECTIONS**)

Integration of Knowledge and Ideas

I can delineate and evaluate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8)

I can define and identify premises, purposes, and arguments in seminal U.S. texts and works of public advocacy.

I can identify claims, counterclaims, warrants, and supports in an argument, as well as several types of reasoning (inductive, deductive, causal, etc.).

Success Criteria

Learning Progression:

- Define premises, purposes, and arguments
- Identify premises, purposes, and arguments in seminal U. S. texts
- Delineate the reasoning in seminal U. S. texts including premises, purposes, and arguments