

Teacher Clarity Pathways for Teachers Checklist

Teacher Clarity for Teachers Pathway 1

Learning Intention: Teachers will learn the foundational elements of teacher clarity.

Success Criteria:

- ☐ I can define teacher clarity.
- ☐ I can identify key components of teacher clarity.
- ☐ I can identify the skills in a standard
- ☐ I can identify the concepts in a standard.
- ☐ I can determine levels of rigor in the skills and concepts in standards.
- ☐ I can create learning intentions linked to the skills and concepts in standards.
- ☐ I can create success criteria that represents mastery of the learning intention.
- ☐ I can determine ways to make learning intentions and success criteria accessible to students.

Teacher Clarity for Teachers Pathway 2

Learning Intention: Teachers will learn how to implement the use of learning intentions and success criteria in the classroom.

Success Criteria:

- ☐ I can identify strategies to communicate the learning intentions and success criteria to students.
- ☐ I can identify strategies to build regular student interaction with the learning intention and success criteria.
- ☐ I can identify ways to collect student voice that shows understanding of the learning intentions and success criteria.
- ☐ I can design or select learning experiences that elicit evidence of learning against the learning intentions and success criteria.
- ☐ I can analyze learning experiences for appropriate levels of rigor against the learning intentions and success criteria.
- ☐ I can create differentiated learning experiences using the learning intentions and success criteria.

Teacher Clarity for Teachers Pathway 3

Learning Intention: Teachers will learn how to leverage learning intentions and success criteria in the classroom.

Success Criteria:

- ☐ I can determine gaps in student learning using learning intentions and success criteria.
- ☐ I can identify ways to use learning intentions and success criteria to progress monitor student learning.
- ☐ I can identify ways for *students* to use learning intentions and success criteria to progress monitor their learning.
- ☐ I can identify strategies to provide students feedback directly linked to the learning intentions and success criteria.
- ☐ I can identify strategies for students to use learning intentions and success criteria for peer feedback.
- ☐ I can use evidence of student mastery of the learning intentions and success criteria to reflect on my instruction and impact.