TEACHER CLARITY

AVON INSTRUCTIONAL MODEL

Definition

Teacher Clarity means that students clearly understand:

- What they are learning (Learning Target)
- Why they are learning it (Purpose)
- How they will know they've learned it (Success Criteria)
- Where they are in their learning (Progress Monitoring)
- What's next in the progression (Next Steps)

Why It's Important

When students know what they're learning and why, they:

- Are more engaged and motivated
- Can self-assess and monitor their growth
- See relevance and purpose in their work

Do

- Use student-friendly language
- Make it visible and interactive
- Begin and end with the learning target
- Revisit it throughout the lesson
- Clarify vocabulary within the target
- Connect it to formative assessments
- Use the learning target to guide instruction
- Plan how you will be clear in your lesson design

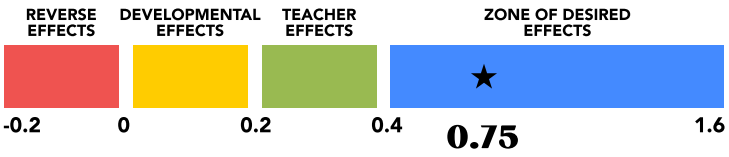
Don't

- Just post the standard
- Keep the target only in teacher language
- Skip the "why" behind the learning
- Assume posting it = understanding
- Keep clarity as a solo teacher activity

Teacher Tips

- **Plan for clarity first, not after the lesson starts**
  - Exemplar: Write learning targets before designing activities
- **Revisit targets throughout the lesson to keep students anchored**
  - Exemplar: Pause mid-lesson to ask how the task connects to the goal.
- **Display learning progressions and let students identify their current stage**
  - Exemplar: Students place sticky notes on a "Where am I?" skill chart.
- **Share clarity with families and support staff (especially for students needing additional support)**
  - Exemplar: Send home unit overviews with goals and key vocabulary.
- **Align clarity across grade levels and departments for coherence**
  - Exemplar: Teams use the same structure for writing learning targets.
- **Include the "why" and make connections to the real world**
  - Exemplar: You'll use this in job interviews or college essays

Hattie Check



Activities

- Turn and Talk: "Explain the learning target to your partner"
- Fist to Five: "Rate your understanding at beginning and end of lesson"
- Exit Tickets: Based on success criteria, use exit tickets to assess student understanding and inform next steps.
- Reflection Questions: "What did I learn? How do I know?"

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Teacher Rubric Connection

Domain 1: Planning and Preparation for Learning

- B - Standards
- C - Units
- E - Anticipation
- F - Lesson Objectives
- K - Involvement

Domain 2: Classroom Management

- G - Efficiency

Domain 3: Delivery of Instruction

- C - Goals
- E - Clarity
- F - Repertoire
- G - Engagement
- J - Closure

Domain 4: Monitoring Assessment & Follow Up

- A - Criteria
- B - Prior Knowledge
- C - Check for Understanding
- E - Self-Assessment

Implementation Steps

- Select a standard.
- From the standard, look at the learning targets and pick a target to focus on. What will success look like?
- Co-create with students a visual that answers the following questions:
  - What am I learning?
  - Why am I learning it?
  - How will I know I have learned it?
- Ensure clarity of explanation (logical lesson flow, simple language, visual aids, examples, chunking)
- Provide opportunities for practice and feedback. (formative assessment)
- Share learning and progress between students and teachers

Future Ideas

- Develop clarity portfolios and have students maintain a digital or paper-based "clarity journal" where they reflect on their learning targets, track progress, and write about how the target connects to real life.
- Create "Clarity Check" where teaching teams share how they unpacked standards, wrote student-friendly targets, and designed success criteria.
- Align clarity with data discussions by using clarity language when analyzing student work. For example: "Based on this CFA, how clear was the learning target to students?
- Use visual clarity boards to display student work matched with success criteria to help others "see" what mastery looks like in various subjects and grade levels.