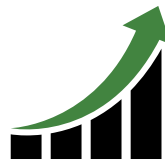


LiftED

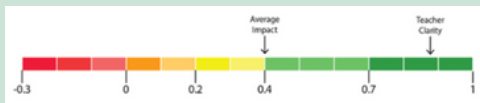


Stronger Instruction.
Lifted Learning for All.

What you need to know about:

TEACHER CLARITY

HATTIE'S EFFECT SIZE: .85



4 DIMENSIONS OF TEACHER CLARITY

- **Organization:** Lessons flow logically with clear learning intentions & success criteria that is *preplanned*.
- **Explanation:** Concepts & directions are communicated clearly, student understanding is checked throughout.
- **Examples & Guided Practice:** Relevant models and supported practice help students connect ideas.
- **Assessment:** Ongoing checks & specific feedback are given to improve progress and guide next instructional steps.

OVERCOME THESE COMMON PITFALLS:

- **Objective Overload:** Too many targets? → Pick the most critical target; write a single clear intention & success criteria for the day.
- **Task Overload:** Crammed activities? → Choose 1–2 tasks that directly advance the intention; cut extras & add reflection time.
- **Emphasis Error:** Completion over learning? → Emphasize the learning *not* the completion of a packet/ assignment.
- **Assuming:** Think they “got it”? → Discuss & randomize; use quick formative checks like Fact or Fib/ Odd One Out/ 4 corners.
- **Collecting, Not Analyzing:** Exit tickets unused? → Have students rank confidence on tickets from 1–4 (novice to expert); sort by level and create groups to reteach or extend based on patterns.

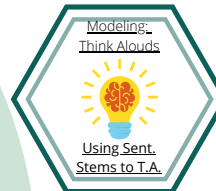
Based on insights from Teacher Clarity and The Teacher Clarity Playbook by Fisher, Frey, and Almarode



HIGHLIGHTS

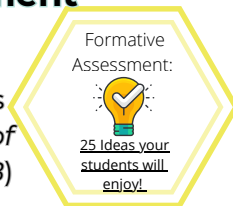
Think Alouds

Helps model the steps & language of thinking, reducing cognitive load & giving all learners, especially those who need explicit strategies, a clear path for thinking/prob. solving.



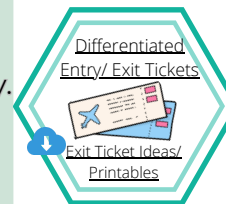
Formative Assessment

These uncover learning gaps early, allows you to provide targeted support & adaptations so all students grow. *Get more of these on the LIFT (formerly HUB)*



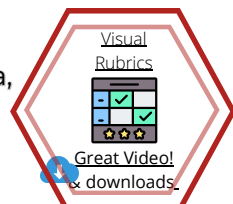
Exit Tickets

These should be “low stakes” meaning low pressure for students. They help you identify who needs reteaching or alternative approaches.



Rubrics

Rubrics are powerful because they define clear success criteria, helping students understand expectations and self-assess progress toward mastery.



New Year,
New Move!

WHAT am I
learning today?



WHY am I
learning it?



HOW will I know
I've learned it?



- ❄️ **Learning Intentions:** Interact with what students are **expected to learn** (* **not** just the task they will do).
- ❄️ **Purpose & Relevance:** Anchor why the learning matters /how it connects to prior or future learning.
- ❄️ **Success Criteria:** Share *at the start* how students (& staff) will know they have achieved the learning.

- **Color Code & Mark Up:** Box, circle, illustrate- key words/ phrases to chunk the objective with the class.
- **Simplify Language:** Help students reword tricky words in the objective in a student friendly way
- **Depth & Complexity:** Use magnetic icons or visuals to signal the type of thinking needed for the target.
- **30-Second Think & Talk:** Students restate the target & predict or make connections.
- **Future-Ready Connection:** Show a short hook video: connect to real-world skill, career or future learning.
- **Student Voice Hook:** Ask students to turn, talk, and share back where they've seen or will use this skill
- **Co-Create Criteria:** Work with students to define what success looks like/ make a checklist or rubric.
- **Exit Ticket Preview:** Share the exit ticket target & criteria at the start so students know the end goal.