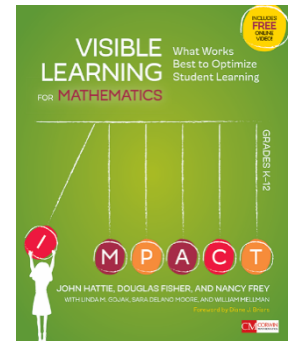


Visible Learning for Math

NCTM Session 411.3 - Making Mathematics Learning Visible in Every Classroom with Teacher Clarity for Student Achievement

Presented by: Joseph Assof – jassof@hshmc.org
Sara Delano Moore – sara@sdmlearning.com

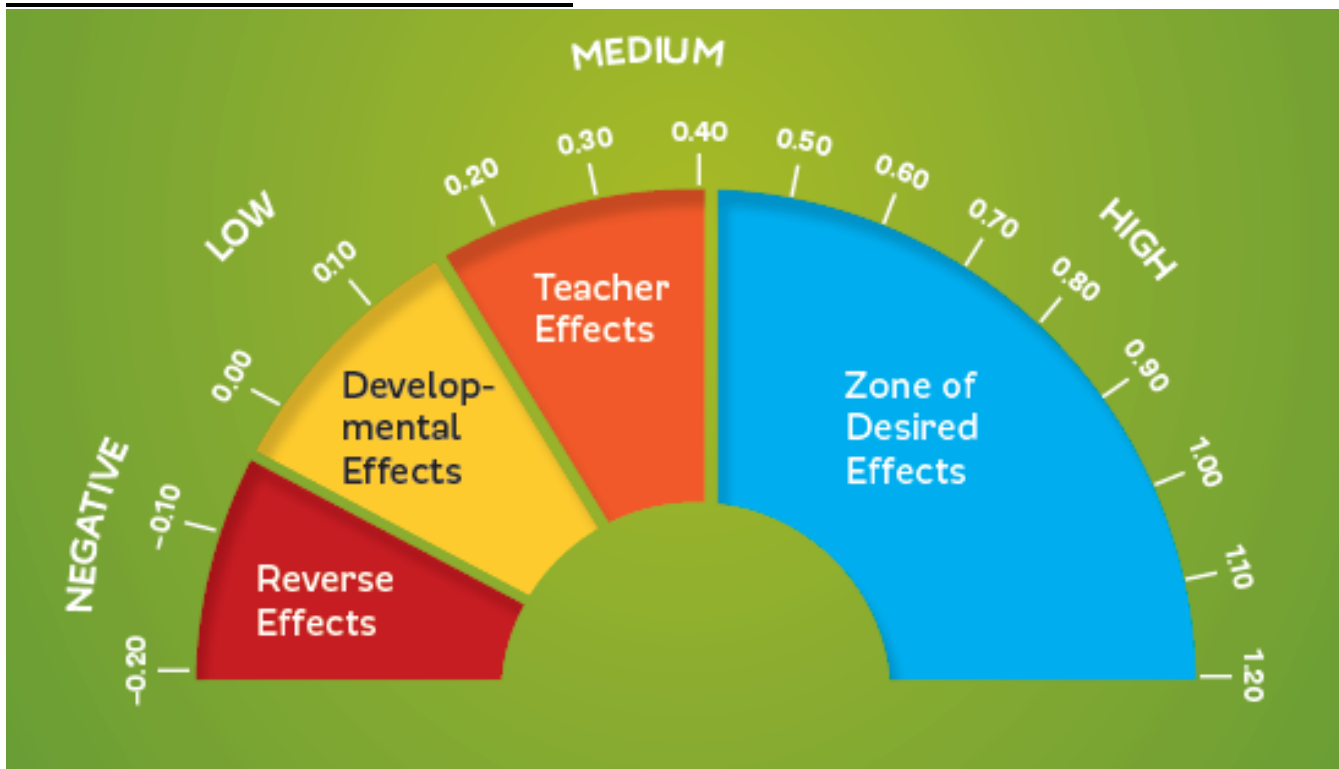


Learning Intention and Success Criteria

I am learning to connect teacher clarity to multiple components of instruction.

- ☐ *I can identify how teacher clarity impacts learning intentions, questioning, selection of materials, assessment, and interventions*

The Barometer of Influence



- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

"The teacher does not hold any instructional strategy in higher esteem than his or her students' learning. Visible learning is a continual evaluation of one's impact on students. When the evidence suggests that learning has not occurred, the instruction needs to change (not the child!)"

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What is teacher clarity?

- "A cluster of teaching behaviors that result in learners gaining knowledge or understanding of a topic." (Cruickshank, 1985, p. 43)
- "Clarity, then, is the teacher's ability to present knowledge in a way that students can understand." (Simonds, 2009, p. 279)
- "Making content clear and accessible to students." (Saphier, Haley-Speca, & Gower, 2009, p. 3)
- "A state in which a teacher who is in command of the subject matter to be transmitted is able to do that which is required to communicate with learners successfully." (Hines, 1981, p. 88).

Fendick (1990) defined teacher clarity as "a measure of the clarity of communication between teachers and students in *both directions*" (p. 10)

- Clarity of organization
- Clarity of explanation
- Clarity of examples and guided practice
- Clarity of assessment of student learning

Teacher Clarity

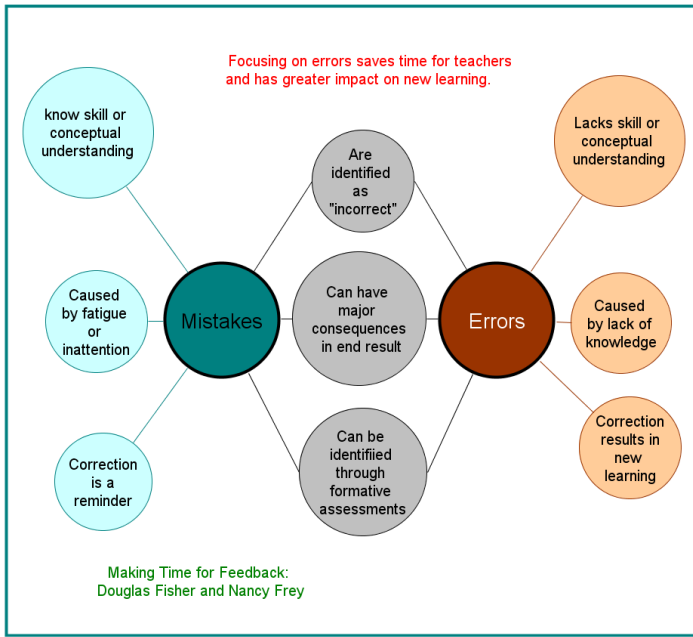
Quality Questions



Selection of Materials

Assessments

Interventions



- ✓ Learning Intentions
- ✓ Resources and Materials
- ✓ Assessments
- ✓ Activities
- ✓ Interventions
- ✓ Questions

Teacher clarity is
necessary for
_____ because...

Nine Components of Teacher Clarity

Module 1: Identifying Concepts and Skills

Module 2: Sequencing Learning Progressions

Module 3: Elaborating Learning Intentions

Module 4: Crafting Success Criteria

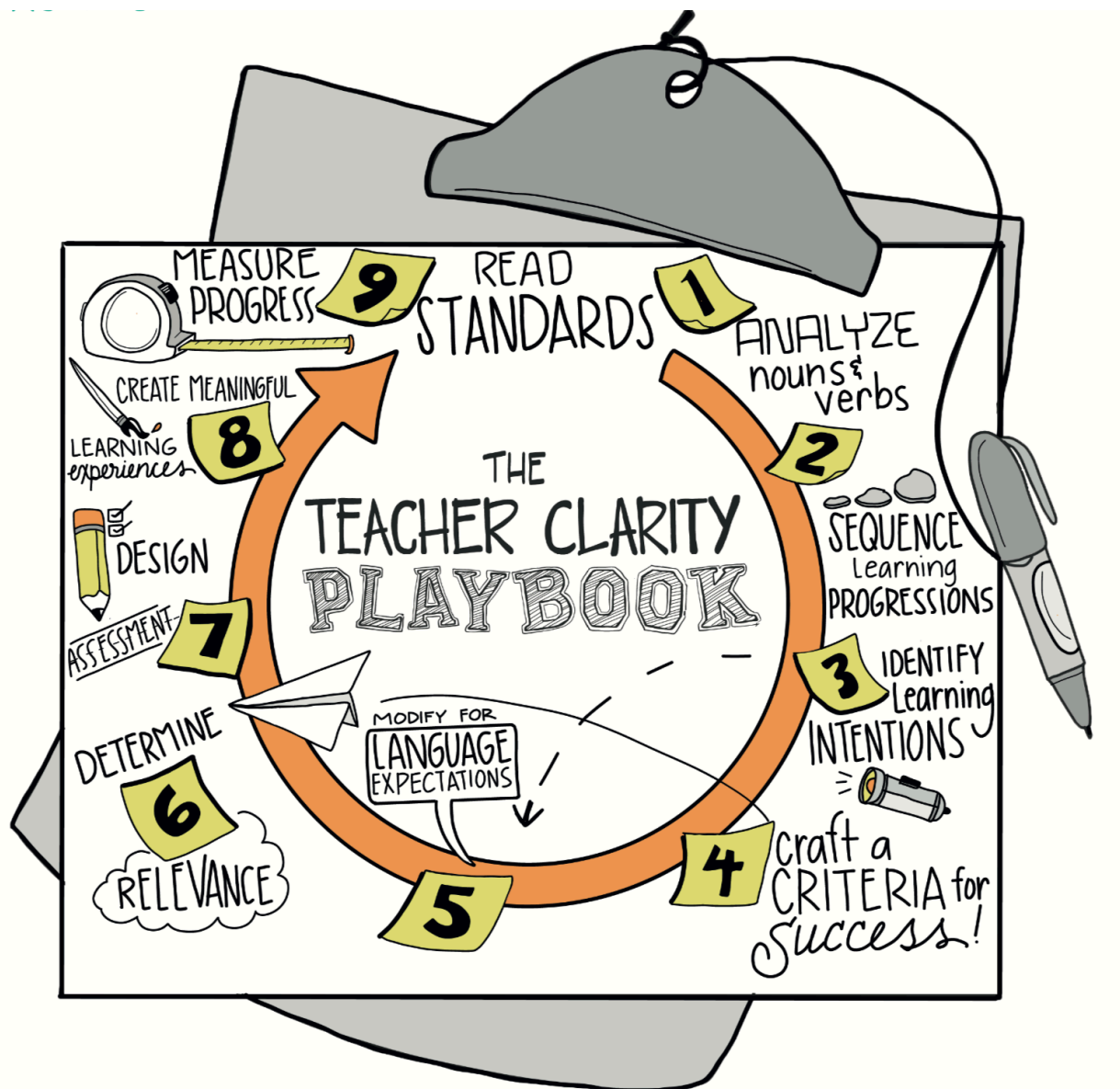
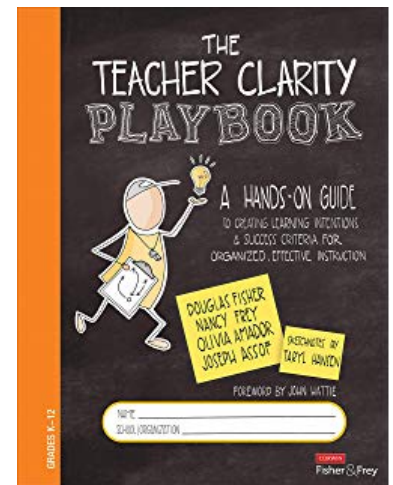
Module 5: Modifying Learning Intentions w/Language Expectations

Module 6: Determining the Relevance of the Learning

Module 7: Designing Assessment Opportunities

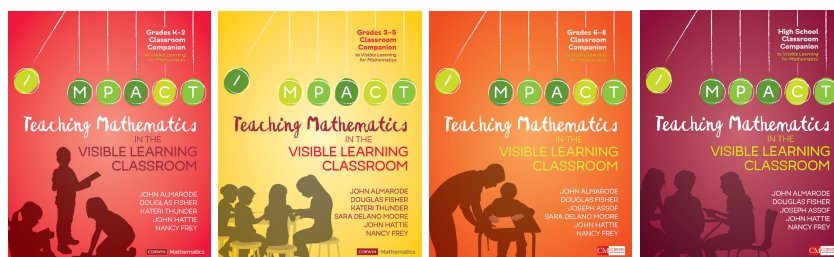
Module 8: Creating Meaningful Learning Experiences

Module 9: Establishing Mastery of Standards



Teaching Mathematics in the Visible Learning Classroom

John Almarode | Douglas Fisher | Nancy Frey | Kateri Thunder | John Hattie | Sara Delano Moore | Joseph Assof



Grades K-2

Grades 3-5

Grades 6-8

High School

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