



# NH Intermediate School

## *Improving Teacher Clarity through the use of consistent grade level Success Criteria*

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*Tasha Dommer & Shyra Belcher*

**Snodgrass IPLI Year 2 Action Research**



# NH Intermediate School

## BACKGROUND:

*In the spring of 2018 East Allen County began studying the Visible Learning research of John Hattie. This background made our team very excited to attend the IPLI 2019 summer seminar. Dave Nagel's presentations made us begin to think about the potential power of success criteria.*

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# NH Intermediate School

## Purpose:

**The purpose of our action inquiry was to craft grade level consistent success criteria for the critical ELA standards of the EACS curriculum.**

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## Wondering:

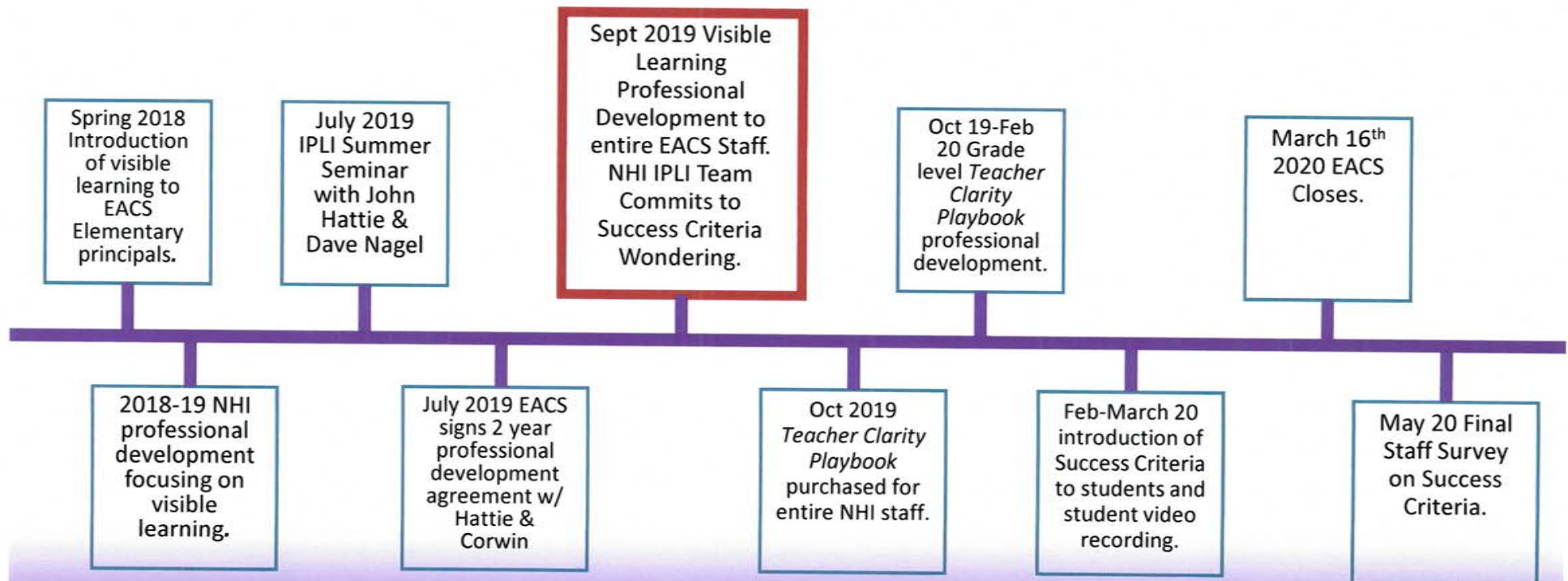
**Will grade level consistent success criteria for the critical ELA standards of the EACS curriculum lead to better student outcomes?**

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## TIMELINE:



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## Actions:

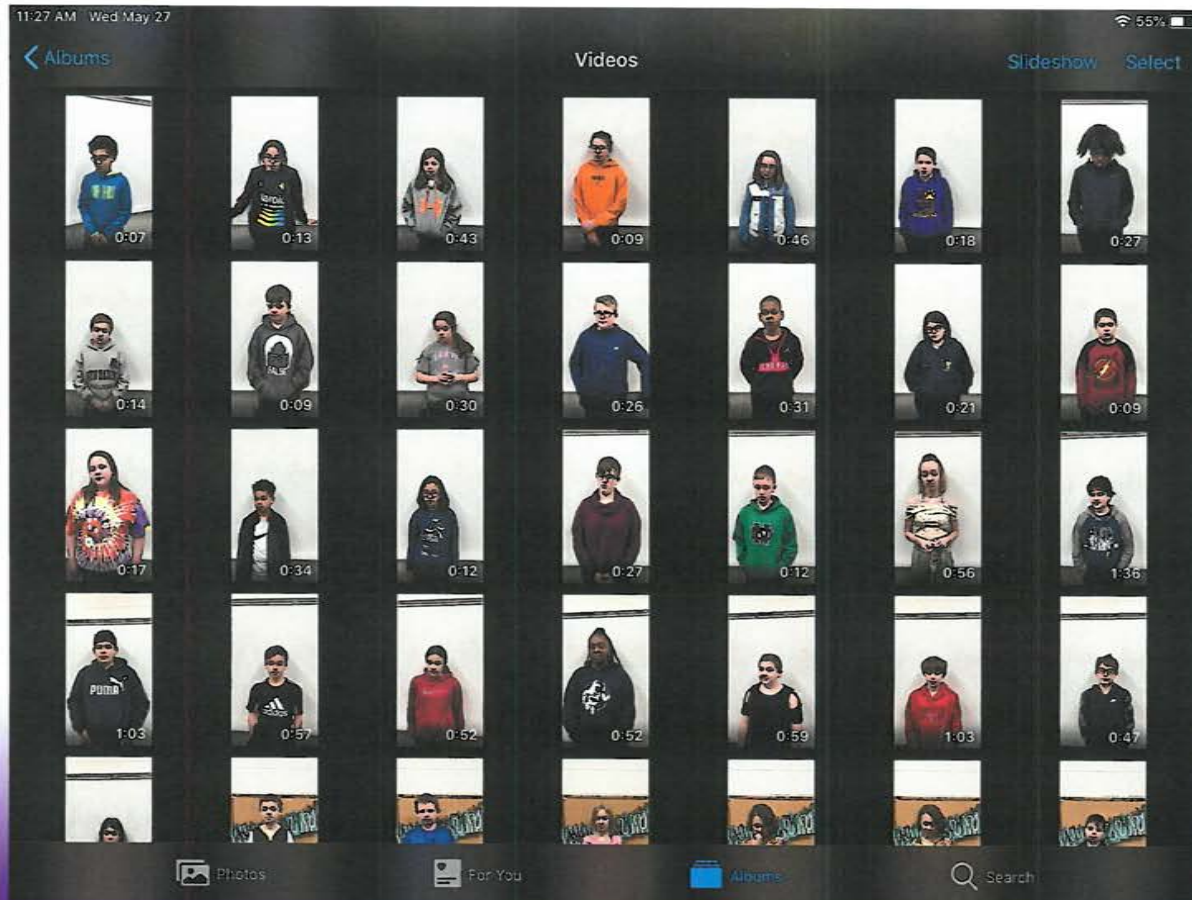
- Teacher leaders introduced success criteria.
- Every NHI teacher given *The Teacher Clarity Playbook*. “When learning progressions and success criteria are clear, students achieve. It’s that simple—because it indicates that teachers are intentional and learners know both the why and the how behind every endeavor.”
- Grade level team professional development/book study on *The Teacher Clarity Playbook* led by Administration and Teacher Leaders.
- Video recordings of students stating success criteria at the beginning of EACS ELA Bundle 6.
- Video recordings of students stating success criteria at the end of EACS ELA Bundle 6. INCOMPLETE DUE TO COVID SHUTDOWN.
- Staff survey on initiative's impact.

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## DATA:



- 56 students were recorded.
- A critical grade level ELA standard was read to each student.
- Each student was then asked, “how will you know that you have learned that information at the end of the bundle?”
- Recording each student again at the end of the bundle was not completed due to the Covid Shutdown.

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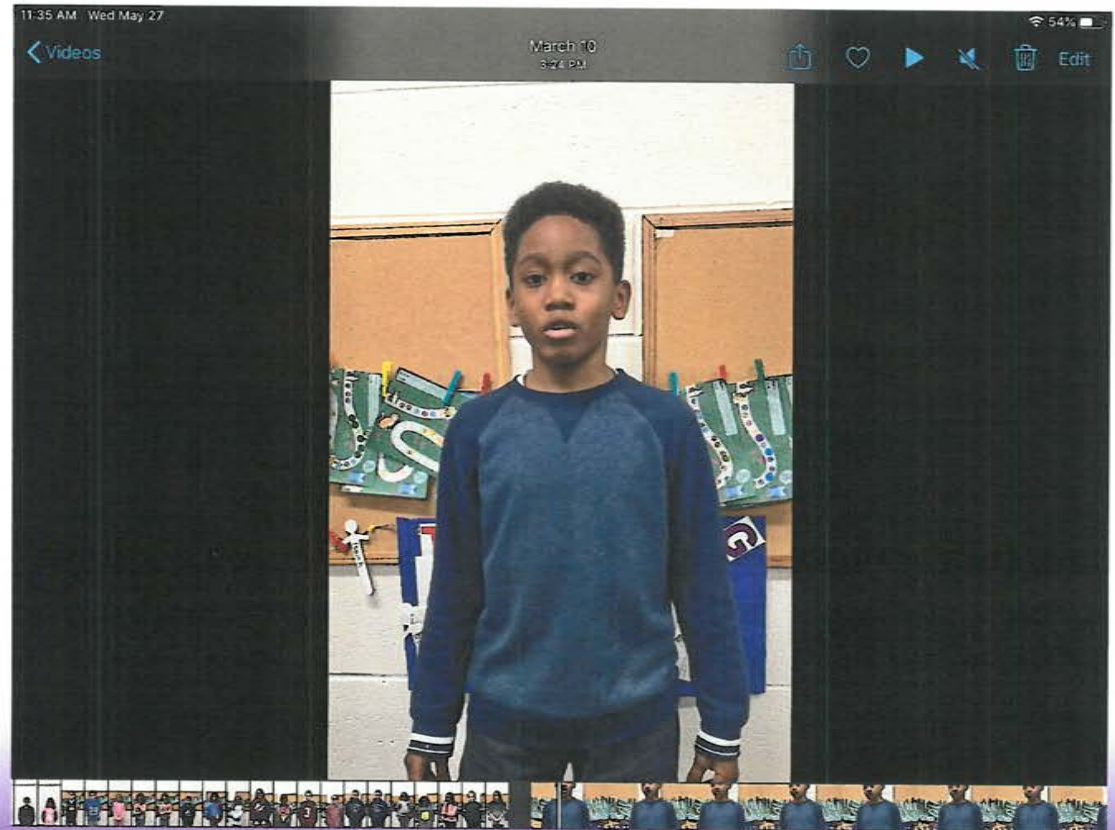


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## DATA:

**Student answers fell into 3 basic categories:**

- 13 students- Inability to fashion an answer.
- 31 students- Answer revolved around a grade or comments that a student might receive from a teacher.
- 12 students- Attempted to put the standard into their own words and/or connect it to real life.



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## DATA: Teacher Survey

Success Criteria Evaluation

Success Criteria Evaluation

1. Do you think that implementing success criteria was a worthy school goal?

Mark only one oval.

☐ yes

☐ no

2. Do you believe the process will help improve student learning at NHI?

Mark only one oval.

☐ yes

☐ no

3. Do you think the process should be continued in 2020/21?

Mark only one oval.

☐ yes

☐ no

4. How would you rate the implementation timeline?

Mark only one oval.

1 2 3 4 5

unreasonable ☐ ☐ ☐ ☐ ☐ fair

5/27/2020 Success Criteria Evaluation

5. How would you rate the professional development of the success criteria implementation?

Mark only one oval.

1 2 3 4 5

poor ☐ ☐ ☐ ☐ ☐ excellent

6. Suggestions for improving the success criteria implementation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Which of the components of the entire process do you think will benefit you the most?

Mark only one oval.

☐ unpacking the standard

☐ writing better objectives

☐ introducing success criteria

\_\_\_\_\_

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Google Forms

<https://docs.google.com/forms/d/1LmVH8QzTgNZ05vR8u8uFVEuq4UkNulFgR7s0kss/edit>

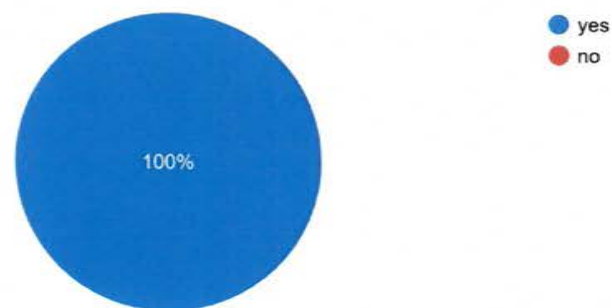
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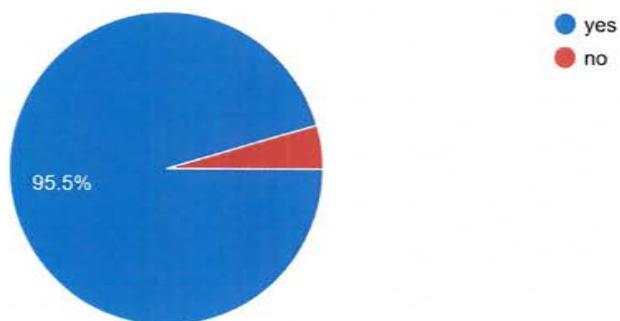
# NH Intermediate School

## DATA: Teacher Survey

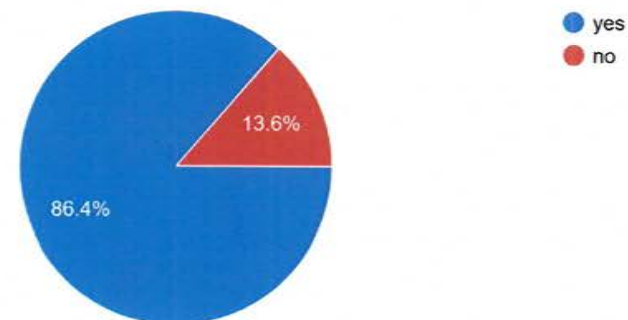
Do you think that implementing success criteria was a worthy school goal?  
22 responses



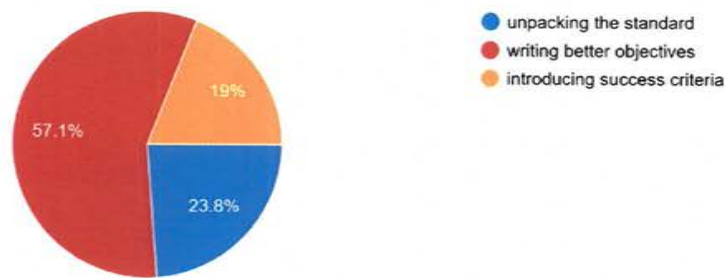
Do you believe the process will help improve student learning at NHI?  
22 responses



Do you think the process should be continued in 2020/21?  
22 responses



Which of the components of the entire process do you think will benefit you the most?  
21 responses

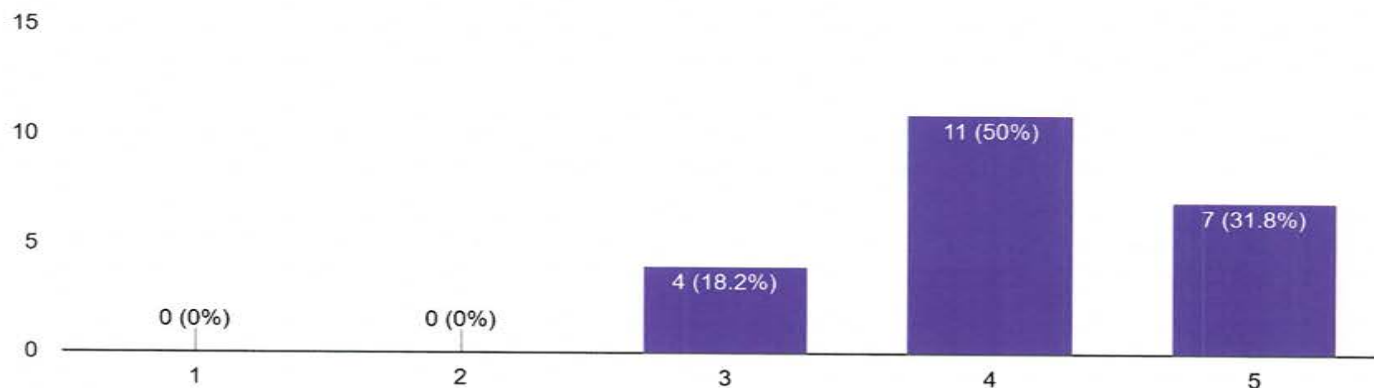




# NH Intermediate School

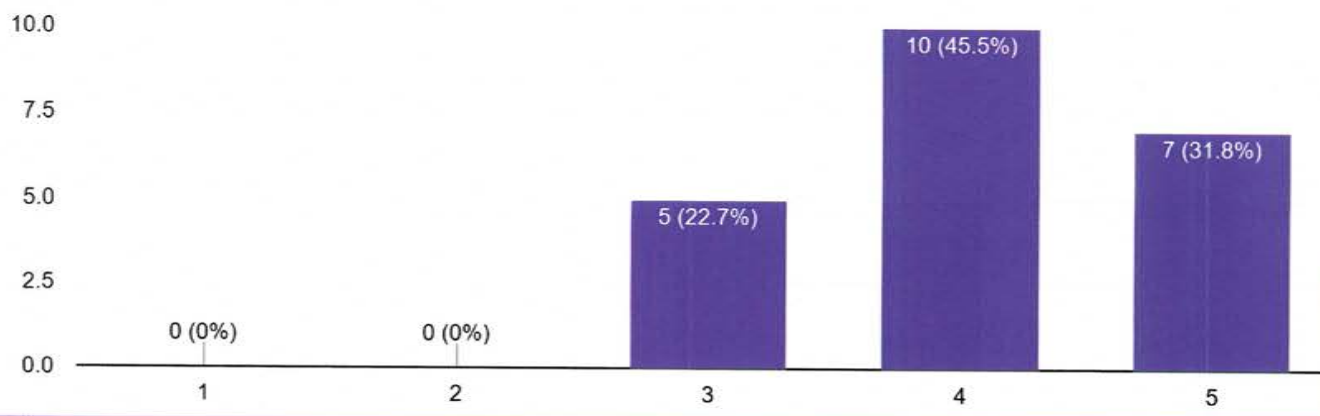
How would you rate the implementation timeline?

22 responses



How would you rate the professional development of the success criteria implementation?

22 responses



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## **DATA: Teacher Comments**

- I believe most good teachers naturally teach using a similar method without specifically spelling it out in their lesson plans or I can statements. I like the idea of giving the students an end goal “plane destination” which can be beneficial when introducing a new topic/standard.
- Continue to do them during weekly PD meetings with the guidance of IC. At least at the beginning so we can re-learn the expectations and practice with our new teams with her guidance.
- A lot of modeling and coming into the classroom
- More practice sessions of doing a standard
- Continue working as grade levels to implement
- I am still somewhat foggy on the shared definitions of terms. I would like to spend more time on that to ensure everyone is on the same page.
- Make sure we have criteria finished in time to post in our classrooms
- I would like to have a work day where we create success criteria for all red standards.
- Just reminding ourselves that next year will look different and that criteria may change and change again due to learning gaps.

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## DISCOVERIES:

- The students need success criteria. 78.6% of recorded students could not verbalize how they would know that they learned the standard.
- 100% of teachers thought it was a worthwhile goal & 95.5% state that this project will improve student outcomes at NHI.
- A slow steady approach to new initiatives is appreciated.
- Addressing success criteria provided improved instruction and teacher clarity on many different levels. Unpacking the standard and writing better objectives were positive developments.

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## GOING FORWARD:

### Finish the project!

- a. Continue writing the success criteria as grade level teams.
- b. Have teachers consistently teach & post objectives and success criteria.
- c. Repeat and finish the student recording component.

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# NH Intermediate School

## ***Bibliography:***

- The Teacher Clarity Playbook

Douglas Fisher, Nancy Frey, Olivia Amador, & Joseph Assof  
Corwin, 2019.

- Visible Learning for Mathematics

Linda M. Gojak, Sara Delano Moore, William Mellman, Nancy Frey,  
Douglas Fisher, & John Hattie  
Corwin, 2016

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## ***Improving Teacher Clarity through the use of consistent grade level Success Criteria***

**Principal:** Steve Snodgrass

**Teacher Leaders:** Tasha Dommer & Shyra Belcher

**School Name:** New Haven Intermediate

**Principal's Email Contact:** ssnodgrass@eacs.k12.in.us

### **Background Leading to Our Inquiry**

In the spring of 2018 East Allen County began studying the Visible Learning research of John Hattie. This background made our team very excited to attend the IPLI 2019 summer seminar. Dave Nagel's presentations made us begin to think about the potential power of success criteria.

### **The Purpose of Our Inquiry**

The purpose of our action inquiry was to craft grade level consistent success criteria for the critical ELA standards of the EACS curriculum.

### **Our Wondering**

Will grade level consistent success criteria for the critical ELA standards of the EACS curriculum lead to better student outcomes?

### **Our Actions**

- Teacher leaders introduced success criteria.
- Every NHI teacher given *The Teacher Clarity Playbook*. "When learning progressions and success criteria are clear, students achieve. It's that simple—because it indicates that teachers are intentional and learners know both the why and the how behind every endeavor."
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- Staff survey on initiative's impact.

#### **Data Collection**

- Video recordings of students.
- Staff survey.

#### **Our Discoveries**

- The students need success criteria. 78.6% of recorded students could not verbalize how they would know that they learned the standard.
- 100% of teachers thought it was a worthwhile goal & 95.5% state that this project will improve student outcomes at NHI.
- A slow steady approach to new initiatives is appreciated.
- Addressing success criteria provided improved instruction and teacher clarity on many different levels. Unpacking the standard and writing better objectives were positive developments.

#### **Where I Am Heading Next**

Finish the project!

- a. Continue writing the success criteria as grade level teams.
- b. Have teachers consistently teach & post objectives and success criteria.
- c. Repeat and finish the student recording component.

#### **Bibliography**

- *The Teacher Clarity Playbook*  
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Corwin, 2019.
- *Visible Learning for Mathematics*  
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