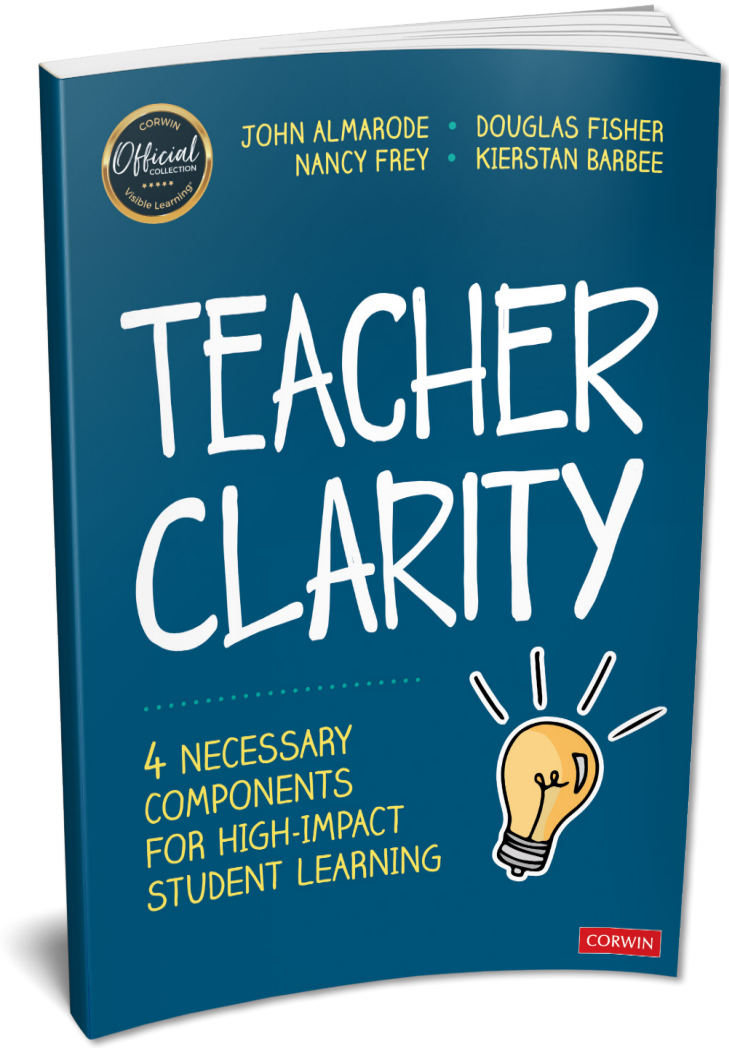

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CHAPTER 1

Story Behind Teacher Clarity

Although the weather may not have signaled the start of spring, the start of the T-ball season certainly did. It was a chilly evening in Waynesboro, Virginia, as 12 five- and six-year-olds made their way to the field at Ridgeview Park. There was a hint of nervousness for those who were playing baseball for the very first time and unfiltered excitement from those who aspired to playing in the majors.

John had volunteered to coach his son Jackson's team out of necessity—there was no one else willing to take on the role of head T-ball coach for Waynesboro Youth Baseball. Having only played baseball for a few years, the learning curve was going to be steep for both the players and John who had elicited the help of his own father, a retired baseball coach. Together, they agreed that the focus of T-ball was purely learning.

Learning in T-ball involves acquiring the fundamentals of the sport: throwing, catching, and hitting. Once those foundational skills were in place, players would have the capacity to transfer those skills to higher levels of competition or as part of their leisure activities as they got older. That is the big picture. At the very first practice, they decided to start with throwing.

As players arrived at the field, John introduced himself, let the players know how excited he was to have them on the team, and invited them to warm-up.

"Grab a ball and a partner. Start warming up your arms."

This simple task would allow him to quickly see their current capacity in this specific skill. And as you might suspect, some of the players had clearly thrown a baseball before and demonstrated a high level of proficiency for five- and six-year-olds.

Others appeared to confuse a baseball with the shot put. A few simply played in the grass. Luckily, John was ready for this range of capacity.

He had a lesson plan for the first practice. His goals were simple: meet the team and learn the fundamental components of overhand throwing. John had clear success criteria that involved throwing to a partner. This first practice would include multiple opportunities for, well, practice. Those practice opportunities would allow for lots of feedback and scaffolding. And, depending on how things unfolded over the next hour, he would have the information he needed to decide where to go for their next practice. This is where things took a turn, or to use baseball terminology, Coach John struck out.

To signal the official start to this first practice, John asked the players to line up along the fence in front of the first-base dugout. Yes, he had to remind a few of them to bring their baseball gloves with them. He numbered them 1, 2, 1, 2, until everyone had a number. He asked the 1s to simply take two giant steps away from the fence while the 2s took ten giant steps and turned to face the 1s. Quickly, he made sure each 1 had a partner 2. This was their throwing partner.

He then provided a minilesson on the components of overhand throwing, teaching them the cues of T, L, step, and throw. Turn to the side, facing your partner, make a T with your body, then an L with your ball hand, step with the dominant foot, and throw. Easy!

After everyone practiced the cues without a ball, John handed baseballs to all the 1s and had them turn to the side and face their partners. After a quick check to ensure the baseball was in the back hand, John said, "Okay, T, L, step and throw." In almost perfectly synchronized form, the 1s threw their baseballs in the direction of the 2s.

There was just one problem. Coach John did not tell the 2s to catch the ball. He assumed they knew to catch the ball. He assumed they knew to be ready to catch the ball. He assumed they knew how to catch the ball. He assumed they knew the partner to throwing was catching.

As he turned to the 2s, much to his horror, some were looking at the clouds, some were looking at dandelions in the grass, one was tossing his glove in the air and catching it, and several were following the coach's cues of T, L, step, and throw. Only one of the catching partners was looking at their partner and making any attempt to catch the ball.

This story ends well. The inaccuracy of the throws from the 1s prevented any mishap or injury. However, in the span of a few seconds, the importance of being clear became obvious to the adults watching practice in the stands, the players, and to John.

LET'S BE CLEAR

Clarity is an essential part of teaching and learning. Clarity in our schools, classrooms, and every interaction we have with learners is the foundation for moving learning forward in any content area, skill, or understanding. Finding clarity in our teaching and sharing that clarity with our learners lies at the core of learning, as learning and teaching are bidirectional. We learn from our students as our students learn from us. As learners develop the capacity to find clarity in their own learning and share that clarity with us, the circle is complete. We need to unlock the teaching potential in us so that we can unlock the learning potential in our learners. There are four benefits of clarity in teaching and learning:

1. Clarity helps us make *informed* decisions around teaching and learning.

2. Clarity demands that we keep the "big picture" in mind.

3. Clarity allows us to integrate optimal teaching and learning experiences at the *right* time.

(Continued)

(Continued)

4. Clarity tells us what evidence we must generate around teaching and learning.

Teacher clarity transcends writing learning intentions on the board or crafting a lesson plan. It is more than a pacing guide or curriculum framework. It's more than us knowing about principles of learning. That should be obvious from the T-ball experience.

A BRIEF HISTORY OF CLARITY

Born in 1930, Barak Rosenshine devoted his academic career to understanding the characteristics of effective teachers. However, his career in education began as a high school history teacher. Taking experiences from his own high school history classroom, he teamed up with Norma Furst and together, they identified five characteristics of teacher behavior associated with greater student learning (Rosenshine & Furst, 1971). They labeled those behaviors as follows:

1. Clarity (e.g., organization, explanation, examples, and assessments)
2. Enthusiasm (e.g., voice inflection, body language)
3. Task Orientation (e.g., focus on learning, not just having a good time)
4. Varied Approaches (e.g., variety of materials, techniques, assessments, and tasks)
5. Opportunities to Learn (e.g., time on task)

Subsequent work expanded this list to what is known today as Rosenshine's 10 Principles (Rosenshine, 2012). However, our focus here is on that first item: clarity. After all the research was done, clarity unexpectedly topped the list in all of Rosenshine's work on the characteristics of effective teachers. Clearly, this was something that stood out in his research in schools and classrooms. This is one interesting idea worth noting about

the history of clarity in teaching and learning: It was an afterthought. Yes, an afterthought.

Cruickshank and Kennedy (1986) completed a review of research on what they termed "clarity of teacher's presentations." These researchers had two questions in mind. First, was the continued focus on teacher clarity justified? And second, what impact did clarity have on student learning since Rosenshine and Furst's work in 1971?

The findings were interesting. The authors noted that most studies on teacher effectiveness did not intend to look for or measure teacher clarity. Looking at or giving any attention to clarity was an afterthought simply because of the impact it appeared to have on student learning. This impact was only recognized after the evidence was collected. In addition, the early concepts of clarity were so diverse that the credibility of the findings suffered. Furthermore, Rosenshine and Furst (1971) did not provide a clear quantitative result that would allow us to understand the magnitude of the impact on student learning. In other words, clarity had this mystic feeling about it, leaving the effective use of clarity to chance. Clarity seemed to be the "it factor," but there was no clear understanding of the magnitude of impact. That would come in 1990 with Frank Fendick.

THE FOUR COMPONENTS OF TEACHER CLARITY

Frank Fendick's dissertation accomplished two crucial things for those of us that spend our days in schools and classrooms. First, he provided a clearer understanding about what is meant by teacher clarity. Fendick (1990) defined *teacher clarity* as "a measure of the clarity of communication between teachers and students in both directions" (p. 10) and further described it across four dimensions:

1. **Clarity of organization.** This dimension points out that the lesson design and the parts of that design such as tasks, assignments, and activities are aligned with the goals of the learning and the assessments of that learning.
2. **Clarity of explanation.** The information conveyed in the learning experience matters, of course. The information conveyed during the tasks, assignments, and activities must be relevant, accurate, and understandable to students and move them along in their own understanding of the learning.

3. **Clarity of examples and guided practice.** This dimension points out the value in being intentional and purposeful in providing examples. Furthermore, the opportunity for learners to practice must also enhance their capacity to become independent learners.
4. **Clarity of assessment.** This final dimension is all about generating evidence of learning and then using that evidence to give, receive, and integrate feedback into future learning.

Second, Fendick (1990) provided a way for educators to integrate teacher clarity in schools and classrooms (Titsworth et al., 2015). His identification of the four dimensions of teacher clarity (i.e., organization, explanation, examples and guided practice, and assessment) provide a way to think about how we manifest clarity throughout our schools, classrooms, and learning experiences.

As educators, we are confronted by the value and importance of clarity, even if we are not consciously aware of it. For example, have you ever given instructions to students about a group task, laboratory experiment, or simply unpacking their bookbags, only to see your classroom erupt in chaos and confusion? Or maybe the transition from whole group to collaborative group work was arduous and time consuming. How we organize our classrooms, as well as the learning experiences within, is a function of clarity.

How about those moments in your classroom where you explain a particular concept or idea only to see blank stares and looks of confusion across the faces of your learners? John's daughter, Tessa, was learning about the periodic table of elements. While talking about the topic at the dinner table, she pointed out that she did not understand what Mr. Nunley meant by atomic mass and atomic number, stating, "I just don't see what he is talking about when he explains it to me." Our explanations can and do influence the clarity in our schools and classrooms.

What about practice? If the day's learning is about adding two fractions with unlike denominators or solving systems of equations, mathematics teachers are likely to work through examples or provide worked examples that spotlight the concepts, skills, and understandings around the specific mathematics learning. How often have you worked through an example or provided a worked example only to find students spinning their wheels in collaborative or independent tasks?

We often underestimate the power of examples. Too often we do not plan out or deliberately think through which examples we use and when. We simply generate them off the top of our head

or rely heavily on curriculum materials, forgetting the clarity in why we are using certain examples. How learners make meaning of those examples impacts their progression toward the learning goals.

A lack of clarity is perhaps best evidenced in assessment. Susan Ambrose and her collaborators (2010) share two stories that highlight the value of clarity in assessments. In art history and anatomy and physiology courses, learners utilize index cards and notes to learn about the characteristics of art during various time periods and the structures and functions of the human body. Yet, on the assessments, learners are asked to demonstrate their understanding of relationships and extend their thinking. Rather than simply listing the characteristics of impressionist art, learners had to look at various paintings, identify the period, and defend their answers. Similarly, rather than label a diagram of the digestive system, learners were asked to identify the systems of the body that help regulate blood pressure and explain how the systems work together to achieve homeostasis. Yet synthesis of concepts was not what students were taught, although it was what they were assessed on. Seems pretty unfair, doesn't it? The lack of clarity about the assessments created a contradiction between what was taught, how students learned, and how they were assessed. Clarity about what we need to assess, how we are going to assess, and sharing that clarity with our learners provides a clearer picture of their learning for both us and them.

THE STORY OF TEACHER CLARITY IN LEARNING

The very idea that we must be clear in our schools and classrooms is not, in and of itself, earth shattering. What is both profound and crucial in moving learning forward is the potential impact of clarity on student learning outcomes. In other words, we all likely strive to be clear about all aspects of teaching and learning without really understanding the potential impact and what it really means to be clear.

The effect size for teacher clarity is 0.85 (Hattie, 2023). This means teacher clarity has the potential to accelerate student learning in our schools and classrooms. So, yes, the importance of teacher clarity is not news. But how important clarity is in students' ability to self-regulate, make decisions, self-assess, and monitor their own learning is the true game-changer (Fisher et al., 2023). To do so, educators must create the conditions for students to do so using evidence-based principles. Take those four dimensions identified by Fendick and look more deeply at how each of these principles are put into play.

TABLE 1.1 ● Evidencing Teacher Clarity

DIMENSION OF TEACHER CLARITY	EFFECT SIZE
Clarity of Organization	0.70 (Lesson Design)
Clarity of Explanation	0.70 (Explaining Content)
Clarity of Examples and Practice	0.47 (Worked Examples) 0.49 (Deliberate Practice) 0.59 (Spaced Practice) 0.46 (Interleaved Practice)
Clarity of Assessments	0.70 (Formative Evaluation of Teaching) 0.67 (Alternate Assessment Methods)

Source: www.visiblelearningmetax.com

These four dimensions of teacher clarity and their potential to accelerate student learning are part of a complex and highly contextualized learning environment where the star players are teachers and students. This is the reason we have continued to use the word *potential* when talking about teacher clarity and the associated effect sizes.

FROM POTENTIAL TO POWERFUL PRACTICES

When speaking of educational research, there is a tendency to attribute more certainty to findings than may be warranted. Any finding in educational research gives us a hypothesis for practice in our own schools and classrooms. For example, if the average effect size for the Jigsaw strategy is 1.20 (Batdi, 2014), that does not necessarily mean that your use of the strategy tomorrow will triple the rate of learning. Instead, this incredibly large effect size highlights a possible intervention that has a high potential to move learning forward (Cohen, 1988). What separates potential from progress is how the strategy is integrated into our complex and highly contextualized learning environments. Although the steps of the Jigsaw are the same, in practice, the content and processes of Jigsaw may be unique in the context in which it is being used. Different classrooms may have different text sets, different products, different scaffolds, and different interactions between teachers and learners. It's really about the frequency, intensity, and duration of implementation that results in better outcomes.

This same thinking applies to the research on clarity. An average effect size of 0.85 for teacher clarity and the effect sizes associated with each of the four dimensions does not automatically translate to improved student learning. How teacher clarity is integrated into schools and classrooms moves this from research into reality. Again, it is the frequency, intensity, and duration of implementation that results in better outcomes.

UNINTENDED CONSEQUENCES

Over the past ten years, there has been a significant focus on clarity in teaching and learning. This focus is key in moving learning forward for all students in our schools and classrooms. However, we would be remiss if we did not point out some challenges that have emerged in the integration of clarity into our teaching and learning. These challenges are what American journalist, essayist, satirist, and cultural critic H. L. Mencken had in mind when he said, "*for every complex problem there is an answer that is clear, simple, and wrong*."

Does it help to know that one group of authors wrote that "*teacher vagueness* is the antithesis of *teacher clarity*" (Hunt et al., 1986, p. 87)? But the headline-grabbing reported effect size for teacher clarity (ES = 0.85) doesn't automatically translate from a hypothesis of practice into a powerful practice. Lost in translation, we encounter clarity challenges each day. Let's revisit the work of Rosenshine and Furst (1971) to see where we didn't quite move from research into reality, idea to impact, and potential to progress.

CATEGORIES OF TEACHER CLARITY PROBLEMS

With any finding from research, the translation from study to students is not trivial or linear.

What we believe the path to clarity should look like

Source: istock/Oleksandr Melnyk

What the path to clarity really looks like

Source: istock/Oleksandr Melnyk

This is the fundamental purpose of teacher clarity, and each subsequent chapter will connect the dots on the dotted line to obtaining clarity in teaching and learning for your school and classroom. But to connect those data, or returning to the story that began this chapter, to ensure that both the 1s and 2s are ready in throwing and catching the baseball, we need to identify the most common challenges to teacher clarity. Our research and work in schools and classrooms have identified seven educator misconceptions that create a disconnect between us and our learners.

SEVEN EDUCATOR MISCONCEPTIONS

1. A posted learning intention and success criteria is sufficient.
2. A lesson plan template ensures teacher clarity.
3. Fragmented teaching and learning don't matter that much.
4. Activity-driven instruction equals learning.
5. All instructional strategies work.
6. Progress-monitoring of learning is an afterthought.
7. A quantity of evidence is enough, regardless of the quality of the evidence.

Through our work with districts and schools, we have engaged with educators and leaders in coaching and learning walks. The evidence generated from these interactions points to common aspects of the clarity problem and the misconceptions that inhibit attainment.

MISCONCEPTION: POSTING LEARNING INTENTIONS AND SUCCESS CRITERIA IS ENOUGH

Shirley Williams is a third-grade teacher who routinely posted her learning intentions and success criteria on chart paper for each learning block. She shared with us, "I used to post them on the chart paper so that I could change them out for mathematics block, literacy block, and content block." However, Ms. Williams has stopped posting them because "learners really didn't pay much attention to them and did not really look at them."

Ms. Williams has the misconception that having learning intentions and success criteria is all that is needed to have clarity. Learning intentions and success criteria are simply taking up time and space if they do not

1. help educators make *informed* decisions and keep the "big picture" in mind;
2. allow educators to integrate optimal teaching and learning experiences at the *right* time; and
3. guide the collection of evidence around teaching and learning.

In other words, it's the decisions that teachers and students make because of the learning intentions and success criteria that make the difference. We are not dumping on Ms. Williams. This is a common challenge that we have experienced in our own classrooms, and it relegates teacher clarity to unnoticed wall hangings that neither support nor enhance learning. How we leverage learning intentions and success criteria so that they leap off the board and into a more direct role in the learning experience will help us overcome this challenge.

MISCONCEPTION: A LESSON PLAN TEMPLATE GUARANTEES TEACHER CLARITY

Tom Eckstrom is a middle school mathematics coach. During the math department's team meetings, he and his colleagues work out the plans for the following week. Although they devote significant time to thinking about where their learners are going next, Mr. Eckstrom believes that "we spend too much time getting the lesson template filled in and not focusing on the coherence, cohesiveness, and clarity of the learning progression. Basically, we are developing a recipe."

Recipes are deceiving. You can follow a family recipe with the utmost accuracy and precision and the dish will still never taste as good as grandma's. Recipes set up the guardrails, but we must have room to adjust for taste. Furthermore, it is how the ingredients go together more so than it is about the list of ingredients and steps.

Clarity *can* be scaffolded using a lesson planning document. However, this is only successful when the focus is on the coherence, cohesiveness, and clarity of how the lesson plan will be implemented in the classroom when adjusted for the taste of the learners. How we design a learning experience around

where learners are going next in their learning journey matters more than the template.

MISCONCEPTION: FRAGMENTED TEACHING AND LEARNING ISN'T A BIG DEAL

Brandi Ava's geography students are learning about the physical, cultural, and economic geography of Southeast Asia. Unfortunately, Ms. Ava is overwhelmed by the sheer depth and breadth of this standard. She maps out an approach to move through the standard, the curriculum framework, and chapters in the textbook that begins with vocabulary, switches to memorizing maps, and then separately discusses each of the types of geography. In this scenario, learning becomes a series of fragmented or discrete topics, and learners may not develop a clear understanding that the geographies of a particular region are interrelated and operate as a whole system.

Fragmented and discrete learning experiences that are not linked in a way that fosters connections and deepens learning result in students who believe that learning is about memorizing a list of facts. Unfortunately, these students experience the content as a series of disconnected concepts, skills, and ideas. No wonder many students are not able to see how Tuesday's lesson was a bridge to Friday's learning. As a result, our learners acquire discrete concepts and skills but fail to see the big picture and make deep connections, and misconceptions are prevalent due to the disconnectedness and lack of deep understanding. In these situations, students may not fully transfer new learning into future learning in other subjects. Understanding geographies, for instance, has implications for how students understand environmental science, history, and literature.

MISCONCEPTION: ACTIVITY-DRIVEN INSTRUCTION EQUALS LEARNING

If you have not yet seen yourself in the previous challenges, this one should close that loop. How often have we discovered a cool activity that we just had to do with our class, even if it did not really fit? Amil Rashad shared a similar story about his high school chemistry class. "Chemistry can be a blast to teach because of the amazing demonstrations and laboratory experiments that smoke, smell, or make a mess. I often find myself doing demonstrations and experiments just for entertainment value but then I have to force the connections between the cool

experience and the actual concept. In the end, they only remember the experience, not the science behind it. This has made me change my practice and focus on phenomenon that build student's conceptual understanding of the learning for the day."

Unfortunately, sometimes the activity takes precedence over learning. This usually happens for the best of reasons: We want to engage students. For example, activity-driven learning occurs when a teacher does their favorite unit on cup stacking, astronomy, or Agatha Christie simply because students enjoy the unit and we are passionate about the content. Learning the necessary skills and concepts is inadvertently put on the back burner behind what is enjoyable to learners or matches a teacher's passion. Because engagement in classrooms around the world is a common issue, teachers spend a great deal of time searching for exciting, entertaining, and, quite possibly, engaging activities. This often takes place at the beginning of learning, prior to establishing learning intentions and success criteria, and it can lead to students focused on the specifics of the task and not what they are learning from the task and why they are being asked to complete the task.

MISCONCEPTION: ALL EVIDENCE-BASED STRATEGIES WORK

In Tammy Napier's first-grade social studies class, learners are identifying national monuments and their meaning in the history of the United States. The standard of learning specifies that learners must only identify the monuments and explain their representative meaning. To get her students excited about and engaged with the monument's exploration, Ms. Napier asked learners to work in groups and build models of the monuments. During the process, learners spent so much time on the selection of materials, the construction of the model, coloring, cutting, pasting, and the dynamics of working in a group that the outcome of this learning was lost. When asked, her students couldn't explain how certain national monuments represented the history of the United States; rather, they described what they created and how they went about creating it.

Before going any further into this challenge, we want to be clear: The collaborative and project-based experience is not discouraged. In fact, there is considerable evidence that suggests that collaborative and project-based learning has the potential to accelerate student learning. However, that potential will not be actualized simply because a strategy is being

used (i.e., collaborative learning and project-based learning). If the strategy does not match the learning needs of the students, as evidenced by their work samples and assessment evidence, it's likely to have limited or no impact on learning.

If you have a headache, you are not going to put a Band-Aid on your forehead. Likewise, if your car has a flat tire, you are not going to schedule an appointment at the auto body and paint shop. How we gain clarity about the level of thinking expected and demonstrated during the learning will ensure our approaches and strategies are aligned with the learning intentions, success criteria, student work, and evidence of learning.

MISCONCEPTION: PROGRESS MONITORING OF LEARNING IS GOOD, IF YOU HAVE TIME

Martha Hevener, a middle school English teacher, recalls a painful professional experience from her early years in the classroom. "I was completely shocked by my students' performance on the end-of-course writing assessment. Students that I thought would perform well didn't. One student performed far better than I could have ever predicted. I was shocked by the whole thing." Ms. Hevener's honesty puts a pit in our stomachs as well. We have all be here—unsure or unaware of the progress made toward the intended learning.

As her learners engaged in the writing process, the successful progression of their writing requires that Ms. Hevener monitor students through checks for understanding, evaluating those checks for understanding, and providing effective feedback. Furthermore, Ms. Hevener and her learners must integrate that feedback into the next steps in the learning process. However, if we do not offer students opportunities to make their thinking visible, we cannot adjust instruction to support their learning, and they are not able to think about their own learning and make their own adjustments as self-directed learners.

MISCONCEPTION: A QUANTITY OF EVIDENCE MAKES UP FOR A LACK OF QUALITY OF EVIDENCE

Last, and certainly not least, let's look at Tara Weekly's high school government class, where students are working on their understanding of popular sovereignty as represented in the Constitution and its significance in America today

(learning intention). Ms. Weekly provides the success criteria for her learners both on the board and in a handout. For this lesson, learners "can (1) describe popular sovereignty, (2) identify specific statements in the Constitution that define popular sovereignty, and (3) give examples of how this concept is significant today."

Ms. Weekly has provided skeleton notes that students will fill in as they move through a presentation projected on a screen at the front of the room. Although the process of filling in notes may keep students busy, it provides no evidence about how students are progressing in their understanding of popular sovereignty or their progress toward meeting the success criteria. Furthermore, her learners do not have a real indication of their own learning simply because their thinking is not visible. Filling in worksheets, blanks, and boxes does not generate the right kind of evidence needed to inform next steps in teaching and learning. The only evidence available is evidence of spelling, filling in the blanks, and learners' capacity to copy information.

This misconception reinforces a belief that all data are good data. But the data don't tell us what we need to know about learning. This scenario happens regularly in schools and classrooms, as assessments may be developed from the previous year, curriculum materials, state assessment items, or a test generator. Such assessments may not fully align to the teaching and learning that has taken place thus far in the classroom, the students' needs, or the learning intentions and success criteria.

This also happens when teachers are given or find rubrics to base the learning on that are vague and give little information about how students can progress in their learning. Some rubrics are well written, align to success criteria, and are useful in moving learning forward, while others fall far short. This issue often stems from the use of subjective or unclear terms such as *adequate* or *sometimes*. It can stem from a rubric that fails to illuminate what it means to meet the success criteria. Tools like this are unclear for teachers, students, and families or guardians alike. Just because we found it on a subscription website or used a rubric-builder app does not mean we have a tool that moves learning forward. The assessment is only as good as the evidence it generates. The evidence generated is only as good as the information it provides about our teaching and students' learning.

SO, NOW WHAT?

Our intent is to accelerate student learning by ensuring we have clarity about learning, clarity in the learning, and clarity for learning. From this point forward, we will explore the ins and

outs of finding clarity in our teaching and sharing that clarity with our learners. And most importantly, we will explore how to support students in developing the capacity to find clarity in their own learning. Although starting with the misconceptions of teacher clarity may seem like deficit thinking, they are front and center in our effort to spotlight the *why* of clarity. When we find clarity in our teaching and share that clarity with our learners, we overcome the seven challenges.

Clarity helps us make *informed* decisions around teaching and learning by keeping both the big picture in mind while noticing the moment-to-moment shifts that happen during the process of learning. To do so, we must integrate optimal teaching and learning experiences at the *right* time. And finally, we seek and generate valuable evidence to signal learning to our students and ourselves. This book is organized into four parts based on the four components of teacher clarity: *organization, explanations, examples*, and *assessments*.

But first, we need to gather additional insight into a major question that centers the clarity work: *Where are we going?* Without a clear understanding of where we are going, and the ability to engage in backward planning (Jacobs, 2004), then organization, explanations, examples, and assessments fall short. You might be asking, "How do I do that?"

We are glad you asked. Let's look and see what the research says.