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MINI-MANUAL

# Community Building: Fluent Corrections



INSTRUCTIONAL  
COACHING  
GROUP

Jim Knight

For more detailed information regarding the information contained in this mini-manual, refer to:

***High Impact Instruction: A Framework for Great Teaching***

Chapter 15

By Jim Knight

Also view the High Impact Instruction introduction video:



**Community Building: Fluent Corrections**

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# *Fluent Corrections*

*“The fact is that people are good. Give people affection and security, and they will give affection and be secure in their feelings and their behavior.”*

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ABRAHAM MASLOW

*“The enemy of art is the absence of limitations.”*

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ORSON WELLES

## KEY CONCEPTS FOR COACHES

### FIVE WAYS TEACHERS CAN GET BETTER AT FLUENT CORRECTIONS

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- 1 Recognize that correcting students when they step out-of-bounds impacts everyone's learning positively.
- 2 Work to prevent conflict.
- 3 Pay attention to students' underlying needs that may not be addressed.
- 4 Watch students vigilantly.
- 5 Provide corrections that are calm, planned in advance, consistent, immediate, and smooth.

# *Turning Ideas Into Action*

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### STUDENTS

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- 1 Consider involving students in identifying appropriate consequences.
- 2 Have students complete their own assessment of how they did on acting consistently with expectations.

### TEACHERS

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- 1 Craft corrections for the most common misbehaviors you see among your students.
- 2 Become masterful at corrections by practicing one common behavior at a time. Use video or ask a coach to assist you.
- 3 Consider adjusting your consequences if they are too tight or too loose for your students.
- 4 Make sure your consequences are enforceable.

### INSTRUCTIONAL COACHES

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- 1 Collaborate with teachers to develop consequences for common misbehaviors.
- 2 Consider partnering with your collaborating teacher to gather data.
- 3 Create a video library of teachers who masterfully correct their students.

PRINCIPALS

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- 1 Discuss with teachers the importance of corrections being calm, planned, consistent, immediate, and smooth.
- 2 During walk-throughs, be especially mindful of whether or not behaviors are being corrected consistently.

## *What It Looks Like*



Teachers who correct fluently allow teaching and learning to continue smoothly even when disruptions occur. Sometimes it will be almost unnoticeable that a teacher is making a correction. The more skilled a teacher becomes at correcting fluently, the less noticeable the corrections become. When this happens, everyone feels more respected and time on task automatically increases.