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MINI-MANUAL

Community Building: Expectations



INSTRUCTIONAL
COACHING
GROUP

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

High Impact Instruction: A Framework for Great Teaching

Chapter 13

By Jim Knight

Also view the High Impact Instruction introduction video:



Community Building: Expectations

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Expectations

“Checking the results of a decision against its expectations shows executives what their strengths are, where they need to improve, and where they lack knowledge or information.”

PETER DRUCKER

“I want to top expectations. I want to blow you away.”

QUENTIN TARANTINO

KEY CONCEPTS FOR COACHES

HOW TEACHERS CAN GET BETTER WITH CREATING AND MANAGING EXPECTATIONS

- 1 Create an awareness of all classroom activities and transitions and think carefully about associated expectations of behavior.
- 2 Write down and teach expectations for every situation.
- 3 Remember that rules and norms suggest behaviors that occur in every situation. High Impact expectations teach students how to act, talk and move during all activities and transitions.
- 4 Know that students may be more committed to the expectations if they are involved in the creation of them.

Turning Ideas Into Action

STUDENTS

- 1 Ask students for their suggestions for expectations.
- 2 Use informal assessments to gauge whether students have learned expectations.
- 3 Give students brief surveys to get their opinion on classroom expectations.
- 4 During activities, have students tell what the expectations are to check for understanding.
- 5 Ask students to assess how well they did with acting consistently with expectations.

TEACHERS

- 1 List all learning activities and transitions.
- 2 Identify your expectations by answering the ATM questions. (Act, Talk, Move)
- 3 Teach the expectations using High-Impact instructional practices.
- 4 Continually assess how students are doing acting consistently with expectations.

INSTRUCTIONAL COACHES

- 1 Deepen your knowledge of expectations by reading other books on the topic.
- 2 Collaborate with teachers to develop and refine precise expectations for most activities and transitions.
- 3 Collaborate with teachers to use effective instruction and assessment strategies to ensure students learn content.
- 4 Periodically offer to ask students brief questions to see if they understand expectations.

PRINCIPALS

- 1 Lead study groups to discuss expectations for common areas of the school.
- 2 Where appropriate, guide the school to make developing and teaching expectations a part of the instructional improvement target.
- 3 Ask teachers to share their expectations with you and look for them when visiting classrooms.
- 4 Resist temptation to have a small committee create expectations for the entire school.

What It Looks Like



Expectations will be posted throughout the building. At the beginning of the class period or when changing activities, expectations will be mentioned. Students are acting in accordance with expectations. If expectations are posted, are students acting accordingly. Another way of determining effectiveness of expectations is by observing transitions. Students should look purposeful—like they know what they *should* be doing.

PLANNING: GUIDED QUESTIONS

ACT, TALK, MOVE

ATM FOR:	
ACT:	
TALK:	
MOVE:	