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MINI-MANUAL

Planning: Guided Questions



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 2

By Jim Knight

Also view the High Impact Instruction introduction video:



Planning: Guiding Questions

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Guiding Questions

“Success depends upon previous preparation, and without preparation there is sure to be failure.”

CONFUSIOUS

“Pay attention to where you are going because without meaning you might get nowhere.”

A.A MILNE

KEY CONCEPTS FOR COACHES

GUIDING QUESTIONS

- 1 Improve teaching through preparation.
- 2 Put learning ahead of activities.
- 3 Place proper emphasis on most important content.
- 4 Provide a learning target for students.
- 5 Support formative assessment.
- 6 Support differentiated instruction.

Turning Ideas Into Action

STUDENTS

- 1 Consider involving students in the writing of critical questions.
- 2 Test out questions with students to make sure the questions are clear and easy to understand.

TEACHERS

- 1 Consider posting the questions in the classroom so that they are always visible to students.
- 2 Refer to the guiding questions frequently so that students have many opportunities to construct their answers.
- 3 Collaborate with colleagues when possible to refine and deepen your guiding questions.

INSTRUCTIONAL COACHES

- 1 Use the checklist for guiding questions to work through the development of guiding questions with teachers.
- 2 Offer to review the guiding questions from the students' perspective and comment on the questions as you think students would.
- 3 Offer to share the guiding questions with students to see if they think they are clear and interesting.

PRINCIPALS

- 1 Consider advocating with central office leaders for district wide meetings of teachers who teach the same course, during which they can create guiding questions for the units they teach.
- 2 Advocate for time for teachers to work with their peers to develop guiding questions.

What It Looks Like



HOW TO CREATE GREAT GUIDING QUESTIONS

	CHECK
Address the standards.	
Identify the knowledge students need to learn.	
Identify the skills students need to learn.	
Identify the big ideas students need to learn.	
Choose meaningful or important topics.	
Choose personally relevant topics.	
Use the most appropriate words.	
Keep language easy to understand.	
Prompt students to use learning strategies.	
Prompt students to use technology.	
Prompt students to use communication skills.	