High Impact Instruction

is about teaching practices that make a big difference

- by establishing the goal through content planning
- by monitoring progress through formative assessment
- by engaging students through instruction
- by reducing friction through community building
http://www.corwin.com/highimpactinstruction
www.instructionalcoaching.com/
Partners
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
</tbody>
</table>
High Impact Instruction is about teaching practices that make a big difference.

- by establishing the goal through content planning
- by monitoring progress through formative assessment
- by engaging students through instruction
- by reducing friction through community building
5 ideas
Instructional Coaching
3
Choice

EXIT NOW
High-Impact Teaching Practices

Content Planning

• Guiding Questions
• Learning Maps

Formative Assessment

• Specific Proficiencies
• Checks for Understanding
• Teaching Modifications

Instruction

• Thinking Prompts
• Effective Questions
• Cooperative Learning
• Stories
• Authentic Learning

Community Building

• Learner-Friendly Culture
• Power With, not Power Over
• Freedom Within Form
• Expectations
• Witness to the Good
• Corrections
Checklists

Checklists remind us of the minimum necessary steps and make them explicit. They ... instill a kind of discipline of higher performance.

The checklist manifesto: How to get things right
Students know . . .

<table>
<thead>
<tr>
<th>Students know . . .</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who their learning partner will be before they start.</td>
<td></td>
</tr>
<tr>
<td>What tasks, if any, they need to do before they turn to</td>
<td></td>
</tr>
<tr>
<td>their neighbor.</td>
<td></td>
</tr>
<tr>
<td>What tasks they need to do with their partner (for</td>
<td></td>
</tr>
<tr>
<td>example, confirm their understanding, compare answers,</td>
<td></td>
</tr>
<tr>
<td>share an opinion).</td>
<td></td>
</tr>
<tr>
<td>The outcome they need to produce for the class (a</td>
<td></td>
</tr>
<tr>
<td>written product, a comment to share with the class,</td>
<td></td>
</tr>
<tr>
<td>thumbs up, and so forth) at the end of the conversation.</td>
<td></td>
</tr>
<tr>
<td>How they should communicate with each other (in</td>
<td></td>
</tr>
<tr>
<td>particular, how they should listen and talk).</td>
<td></td>
</tr>
</tbody>
</table>

We all want to achieve personal bests
In what aspect of your life are you trying to improve?
High Impact Instruction is about teaching practices that make a big difference.

- Content planning by establishing the goal through.
- Formative assessment by monitoring progress through.
- Instruction by engaging students through.
- Community building by reducing friction through.
If you know your curriculum, that’s really key!
--Wendy Hopf
Guiding Questions
Sentence Writing Unit

1. How do I use capital letters and end punctuation?
2. How are subjects and verbs used in sentences?
3. What are the sentence types using independent and dependent clauses?
4. How do I identify subjects and verbs?
5. How can I make sure that a sentence makes sense?
6. Why should I worry about sentence writing?
Why?

• Preparation improves teaching
• Proper emphasis on core content
• Learning focus rather than an activity focus
Why?

• Provides a learning target
• Supports differentiation
• Supports formative assessment
<table>
<thead>
<tr>
<th>How to Create Great Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address the standards.</td>
</tr>
<tr>
<td>Identify the knowledge students need to learn.</td>
</tr>
<tr>
<td>Identify the skills students need to learn.</td>
</tr>
<tr>
<td>Identify the big ideas students need to learn.</td>
</tr>
<tr>
<td>Choose meaningful or important topics.</td>
</tr>
<tr>
<td>Choose personally relevant topics.</td>
</tr>
<tr>
<td>Use the most appropriate words.</td>
</tr>
<tr>
<td>Keep language easy to understand.</td>
</tr>
<tr>
<td>Prompt students to use learning strategies.</td>
</tr>
<tr>
<td>Prompt students to use technology.</td>
</tr>
<tr>
<td>Prompt students to use communication skills.</td>
</tr>
</tbody>
</table>

identify knowledge
identify skills
identify big ideas
The River-Merchant's Wife: A Letter
by Ezra Pound

While my hair was still cut straight across my forehead
  I played about the front gate, pulling flowers.
You came by on bamboo stilts, playing horse,
You walked about my seat, playing with blue plums.
And we went on living in the village of Chokan:
  Two small people, without dislike or suspicion.

At fourteen I married My Lord you.
  I never laughed, being bashful.
Lowering my head, I looked at the wall.
Called to, a thousand times, I never looked back.

At fifteen I stopped scowling,
  I desired my dust to be mingled with yours
Forever and forever and forever.
Why should I climb the look out?

At sixteen you departed,
You went into far Ku-to-yen, by the river of swirling eddies,
  And you have been gone five months.
The monkeys make sorrowful noise overhead.

You dragged your feet when you went out.
By the gate now, the moss is grown, the different mosses,
  Too deep to clear them away!
The leaves fall early this autumn, in wind.
The paired butterflies are already yellow with August
  Over the grass in the West garden;
They hurt me. I grow older.

If you are coming down through the narrows of the river Kiang,
Please let me know beforehand,
And I will come out to meet you
  As far as Cho-fu-Sa.

By Rihaku
### Figure 2.1  How to Create Great Guiding Questions

<table>
<thead>
<tr>
<th>Step</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address the standards.</td>
<td>✓</td>
</tr>
<tr>
<td>Identify the knowledge students need to learn.</td>
<td></td>
</tr>
<tr>
<td>Identify the skills students need to learn.</td>
<td></td>
</tr>
<tr>
<td>Identify the big ideas students need to learn.</td>
<td></td>
</tr>
<tr>
<td>Choose meaningful or important topics.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Use the most appropriate words.</td>
<td></td>
</tr>
<tr>
<td>Keep language easy to understand.</td>
<td></td>
</tr>
<tr>
<td>Prompt students to use learning strategies.</td>
<td></td>
</tr>
<tr>
<td>Prompt students to use technology.</td>
<td></td>
</tr>
<tr>
<td>Prompt students to use communication skills.</td>
<td></td>
</tr>
</tbody>
</table>

Learning Maps
A good map is both a useful tool and a magic carpet to far away places
Sentence Writing

Writing sentences that are clear and correct

Subjects and verbs

Independent and dependent clauses

Beginning and ending with

Capital letters and end punctuation

Including

Combining

Make sense

Is about...
Sentence Writing

Writing sentences that are clear and correct

- Capital letters and end punctuation
  - First letter of each sentence
    - Periods (.)
    - Exclamation points (!)
    - Question marks (?)
- Subjects and verbs
  - Subject is a noun that tells what the sentence is all about
  - A verb describes a mental or physical act or a state of being
- Independent and dependent clauses
  - Make sense
  - Simple: SV, SSV, SVV, SSVV
  - Compound: I, cl and O;l
  - Complex: ID and D,l
  - Compound-Complex:
    - I, cID
    - I;l,Id
    - D, ID
    - D;l, cl
    - ID, cl
    - ID;l

Capitalization
Overall presentation
Punctuation
Spelling
Why?

• Seeing supports learning
• Keeps students and teachers on track
• Shows the big picture
• Structures the beginning & ending of lessons
Why?

• Supports repeated review
• Makes connections explicit
• Helps struggling note-takers
• Is a living study guide
What do you think about learning maps? Would they be helpful in some classes in your school?
Working on learning maps at the High-Impact Instruction Institute.
http://www.facebook.com/instructional.coaching
High Impact Instruction

is about

teaching practices that make a big difference

- content planning
  - by establishing the goal through
  - guiding questions
  - learning maps

- formative assessment
  - by monitoring progress through

- instruction
  - by engaging students through

- community building
  - by reducing friction through
Content Planning

1. Guiding Questions
2. Learning Maps
High Impact Instruction

is about teaching practices that make a big difference

- by establishing the goal through content planning
- by monitoring progress through formative assessment
- by engaging students through instruction
- by reducing friction through community building

• guiding questions
• learning maps
Content Planning

1. Guiding Questions
2. Learning Maps
How helpful is it for students to know how well they are doing and for teachers to know how well students are doing?
Why?
Mihalyi Csikszentmihalyi
Flow-meister
What is the structure of happiness?

• Goals and feedback
What is the structure of happiness?

• Challenge and skills
Why?

- Increases engagement
- Increases hope
- Increases learning
Why?

• Increases engagement
• Increases hope
• Increases learning
3. Create specific proficiencies

- Ask, “What knowledge, skills, big ideas do students need to learn?”
- Write short sentences.
- Be concise (simple, not simplistic).
- Be comprehensive
- Be precise
### Figure 3.2 Specific Proficiency Checklist

<table>
<thead>
<tr>
<th>The specific proficiency is . . .</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted: . . . a partial answer to a guiding question.</td>
<td></td>
</tr>
<tr>
<td>Focused: . . . contains one idea.</td>
<td></td>
</tr>
<tr>
<td>Complete: . . . written as a complete sentence.</td>
<td></td>
</tr>
<tr>
<td>Short: . . . as concise as possible.</td>
<td></td>
</tr>
<tr>
<td>Accessible: . . . easily understood by students.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive: . . . in combination with all other specific proficiencies, represents a complete answer to the question.</td>
<td></td>
</tr>
</tbody>
</table>

How do you identify subjects and verbs?

• A subject is a noun
• A noun is a person, place, thing, quality, or idea
• A verb describes a mental or physical action or state of being
• Ask who or what plus the verb to find the subject
• Knowing how to identify subjects and verbs is a big part of effective writing
4. Identify checks for understanding
every identified specific proficiency. The form in Figure 3.3 is one way of organizing thinking around assessment.

To use the form, teachers write the guiding question in section 1. In section 2, they list all of the specific proficiencies. Finally, in section 3, they list the assessments they will use to assess whether or not students have learned each specific proficiency. There are numerous ways that what students are learning can be assessed. Some of the more popular ways of checking for understanding include the following.

**Exit Tickets.** Exit tickets are short tasks students can do before they leave class. Usually students complete the tasks by writing on small pieces of paper or index cards, and students hand their paper to their teacher as they exit class, in the same way they might hand over a ticket at a movie theater as they enter. The task could be a writing assignment, a short quiz, or a question students are to answer. Some teachers use exit tickets at the end of every class as a closing routine. Teachers can give students tasks that are untimed, such as “write as much as you know about this topic up until you hear the bell,” to ensure that students stay engaged until the end of class.

---

**Quick Informal Assessments**

- Exit tickets
- White boards
- Response cards
- Clickers
- Thumbs up, thumbs down, thumbs wiggly
- Turn-to-your-neighbor
- Paraphrasing
- Group answers
- Think, pair, share
- Question everyone
- Hot potato
- Soccer, hockey, basketball
- Graphic organizers
- Writing
- Game show
- Jigsaw or gallery walk
- Four corners
- Bell work
- Quizzes or tests
<table>
<thead>
<tr>
<th><strong>1. Guiding Question</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Specific Proficiency</strong></td>
<td><strong>3. Assessment</strong></td>
</tr>
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</tbody>
</table>
How is your school approaching formative assessment? Should you be doing anything differently?
<table>
<thead>
<tr>
<th>1. Guiding Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Specific Proficiency</td>
</tr>
<tr>
<td>3. Assessment</td>
</tr>
</tbody>
</table>

High Impact Instruction is about teaching practices that make a big difference by establishing the goal through content planning, by monitoring progress through formative assessment, by engaging students through instruction, and by reducing friction through community building.

- content planning
  - guiding questions
  - learning maps

- formative assessment
  - specific proficiencies
  - checks for understanding
  - changes to teaching

- community building
- instruction
3. Specific Proficiencies
4. Checks for Understanding
5. Modifications to Teaching
Effective Instruction
CURRENT REALITY -> Strategy -> GOAL
Why?

• happiness
• relationships
• productivity
Thinking Prompts
Thinking Prompts

Video clips
Cases or short stories
Cartoons
Songs
Quotations
Poems
Artifacts
Thinking Prompts

Provocative
Complex
Concise
Humanizing
Varied
“Not lame”
Thinking Prompts

Provocative
Complex
Concise
Humanizing
Varied
“Not lame”
Effective Questions
Type of Learning
Constructivist or Intensive Explicit
Kind of Question

Open or Closed
Kind of Question

Right/wrong or
Opinion
Level of Question

Knowledge

Skill

Big idea
<table>
<thead>
<tr>
<th>Question</th>
<th>Type</th>
<th>Kind</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Type:** Right or Wrong, Opinion  
**Kind:** Closed-ended, Open-ended  
**Level:** Know, Understand, Do

Cooperative Learning
### Figure 8.1 Success Factors Checklist

<table>
<thead>
<tr>
<th>Success Factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher clearly understands the learning structure.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher has created a psychologically safe environment.</td>
<td></td>
</tr>
<tr>
<td>The teacher has written expectations for how students should act, talk, and move while they perform the cooperative learning activity.</td>
<td></td>
</tr>
<tr>
<td>Students have learned the expectations for how to act, talk, and move during the cooperative learning activity.</td>
<td></td>
</tr>
<tr>
<td>Students have learned and use appropriate social skills to interact positively and effectively during the activity.</td>
<td></td>
</tr>
<tr>
<td>The teacher has carefully considered the optimal makeup of each group of students.</td>
<td></td>
</tr>
<tr>
<td>The teacher has given students sufficient time for each activity, without providing so much time that the learning loses intensity.</td>
<td></td>
</tr>
<tr>
<td>Students have additional activities they can do if they finish their tasks before others in the class.</td>
<td></td>
</tr>
<tr>
<td>The teacher has planned additional activities to use during the class if activities take less time than planned.</td>
<td></td>
</tr>
<tr>
<td>The teacher has planned how to adjust the lesson plan if activities take more time than planned.</td>
<td></td>
</tr>
<tr>
<td>The teacher uses an effective attention signal.</td>
<td></td>
</tr>
</tbody>
</table>

The teacher clearly understands the learning structure
The teacher has created a psychologically safe environment
The teacher has written and taught A.T.Ms
Students have learned A.T.Ms
Students have learned social skills
Students are in optimal groups
Students have optimal time for the activity
Students have additional activities if they get done
Teacher has a plan if the activity takes less time than planned
Teacher has a plan if the activity takes more time than planned
Teacher has an effective attention signal
Cooperative Learning

Turn to your neighbor
Think, pair, share
Jigsaw
Value line
Round table
Authentic Learning
High Impact Instruction is about teaching practices that make a big difference in content planning, formative assessment, instruction, and community building.

- Content planning by establishing the goal through
  - guiding questions
  - learning maps

- Formative assessment by monitoring progress through
  - specific proficiencies
  - checks for understanding
  - changes to teaching

- Instruction by engaging students through
  - thinking prompts
  - effective questions
  - cooperative learning

- Community building by reducing friction through
  - stories
  - authentic learning
6. Thinking Prompts
7. Effective Questions
8. Cooperative Learning
9. Stories
10. Authentic Learning
1. Create a learner-friendly culture
The **only thing** of real importance that **leaders** do is to **create** and **manage culture**. If you do not manage culture, **it manages you**, and you may not even be aware of the extent to which this is happening.”

--Edgar Schein
A. Artifacts
Everything you see, hear, smell, taste, touch
Make the Impossible Possible

One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary

Bill Strickland

with Vince Rause
The beauty we’ve designed into our center isn’t window dressing; it’s an essential part of our success. It nourishes the spirit, and until you reach that part of the spirit that isn’t touched by cynicism or despair, no change can begin. You can’t show a person how to build a better life if they feel no pleasure in the simple act of being alive. That’s why I built this place, and why I fill it with sunlight, and quilts, and flowers.

--Bill Strickland
Draw the following: Safety mark around the classroom with your pencil and punch the colored cards around the classroom. Describe your character, item, problem, and your favorite animal to be in the story. Read your story twice to your Chosen partner. Keep your essay safe. Have fun!
thecornerstoneforteachers.com
“The limits of my LANGUAGE are the limits of my UNIVERSE.”

-Ludwig Wittgenstein, philosopher
also... music, libraries, cleanliness, less offensive bells, minimized announcements ...
How does the learning environment shape student learning?
B. Espoused Values
What we say about a culture
Norms and Expectations
C. Assumptions
What we **do** within a culture
### Resource Learner-Friendly Environment Survey

<table>
<thead>
<tr>
<th>Order</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good lighting (natural, soft)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable and inviting (temperature, furniture)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everything has its own place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations/norms/targets posted</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleanliness</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clutter-free</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smells nice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean floor/carpet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean desks/furniture</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Signs of Life</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorful walls/posters/photos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student work displays</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Print-rich environment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Personality of students/teacher reflected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants/flowers/class pets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class library</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Layout/Accessibility</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to move around</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can easily access books, materials, supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy-to-do teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age-appropriate furniture/materials</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

This survey was developed in partnership with educators from Hazelwood and Riverview Garden School Districts.

Retrieved from the companion website for High-Impact Instruction: A Framework for Great Teaching by Jim Knight. Thousand Oaks, CA:
2. Choose power with, not power over
“Nearly all [people] can stand adversity, but if you want to test [their] character, give [them] power.”

--Abraham Lincoln
There is ample evidence that power turns people into insensitive jerks

--Robert Sutton
Choose Power With

- Build connections
- Get to know a lot about your students
- Offer choices
- Meet one to one
- Admit your imperfections
- Continually, ask “how are my students’ feeling now?”
- Ask for anonymous feedback
3. Use Freedom Within Form
Freedom Within Form

1. Tightly structured routines and rituals
2. Attention signals, timers,
3. Cooperative learning structures
4. Dialogue structures
5. Structured choices
6. Cues (such as thinking prompts) for transitions
4. Identify & teach expectations
ATM for _________
Act:__________________________
__________________________
__________________________
__________________________

Talk:________________________
__________________________
__________________________

Move:_______________________
__________________________
__________________________
5. Reinforce expectations
5 to 1
6. Correct Fluently
Well, Timmy. It looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers.
High Impact Instruction is about teaching practices that make a big difference.

- Content planning: by establishing the goal through
  - guiding questions
  - learning maps

- Formative assessment: by monitoring progress through
  - specific proficiencies
  - checks for understanding
  - changes to teaching

- Instruction: by engaging students through
  - thinking prompts
  - effective questions
  - cooperative learning

- Community building: by reducing friction through
  - stories
  - authentic learning
6. Thinking Prompts
7. Effective Questions
8. Cooperative Learning
9. Stories
10. Authentic Learning
High Impact Instruction is about teaching practices that make a big difference.

- **content planning**
  - by establishing the goal through
  - guiding questions
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- **formative assessment**
  - by monitoring progress through
  - specific proficiencies
  - checks for understanding
  - changes to teaching

- **instructor**
  - by engaging students through
  - thinking prompts
  - effective questions
  - cooperative learning

- **community building**
  - by reducing friction through
  - learner-friendly community
  - power with-not power over
  - freedom within form
  - expectations
  - reinforcing praise
  - authentic learning
  - stories
  - authentic learning
  - stories
How is your school building a learning community? Should you be doing anything differently?
http://www.instructionalcoaching.com
http://www.corwin.com/highimpactinstruction
Are you a radical learner?
Working on learning maps at the High-Impact Instruction Institute.
http://www.facebook.com/instructional.coaching
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