

EXPECTATIONS

From *High-Impact Instruction* (Knight, 2013)

Figure 13.1 Questions for Developing “Act” Expectations for Students

1. What learning goal should I be working toward?
2. What does excellent work look like?
3. What specific tasks do I need to do (e.g., take notes, organize notes, clean up, brainstorm, listen, contribute ideas, paraphrase others’ ideas, problem solve, write or speak in complete sentences)?

Figure 13.2 Questions for Developing “Talk” Expectations for Students

1. Can we talk during this activity?
2. What topics are appropriate?
3. What topics are not appropriate?
4. How loud can we talk (library voice, inside voice, conversational voice, hockey game voice)?

Figure 13.3 Questions for Developing “Move” Expectations for Students

1. For what reason, if any, may I leave my seat?
2. Do I need permission to leave my seat during those times?
3. How should I act when I leave my seat? (How quickly should I move? May I talk with anybody else? How many times can I repeat the process)

Figure 13.4 Act, Talk, Move

ATM for _____

Act: _____

Talk: _____

Move: _____
