

# Turning Ideas Into Action

From High-Impact Instruction (Knight, 2013)

## Students

1. Consider involving students in identifying appropriate consequences. If everyone agrees that there should be no side conversations during teacher-led instruction, then ask students what they think should happen if those expectations are ignored. Such a conversation can lead to broader, important conversations about why you will be monitoring to ensure everyone follows guidelines.
2. Have the students complete their own assessment of how they did on acting consistently with the expectations. You might have students complete an exit ticket at the end of class to write down on a scale of 1 to 5 how well they think they did in acting consistently with expectations.

## Teachers

1. Craft corrections for the most common misbehaviors you see your students do. For each common misbehavior, identify your first, second and third actions.
2. Become masterful at corrections by practicing on common behavior at a time. Gather data (by video or audio recording, or by having a coach visit your classroom). Keep practicing until you make it a habit to be consistent for each of the common behaviors.
3. Consider adjusting your consequences if they are too tight or too loose for your students.
4. Make sure your consequences are enforceable. If you can't enforce them, change either your approach or your consequences.

## Instructional Coaches

1. Collaborate with teachers to develop consequences for common misbehaviors.
2. Consider partnering with your collaborating teacher to gather data, perhaps video data, until the teacher is consistent with corrections.
3. Create a video library of teachers who masterfully correct students.

## Principles

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

1. Identify a target behavior that a teacher wants to correct, such as side conversations. Each time you see the behavior, note it and not whether or not the correction was calm, planned, consistent, immediate, and smooth.
2. Keep track of the number of disruptions in a class. Disruptions refer to anything a student does that interrupts the learning of a student or the teaching of a teacher. As the ratio of interactions shifts to more positive comments and as correction become more fluent, disruption should decrease.
3. Ask students whether or not their teacher consistently corrects their behavior.