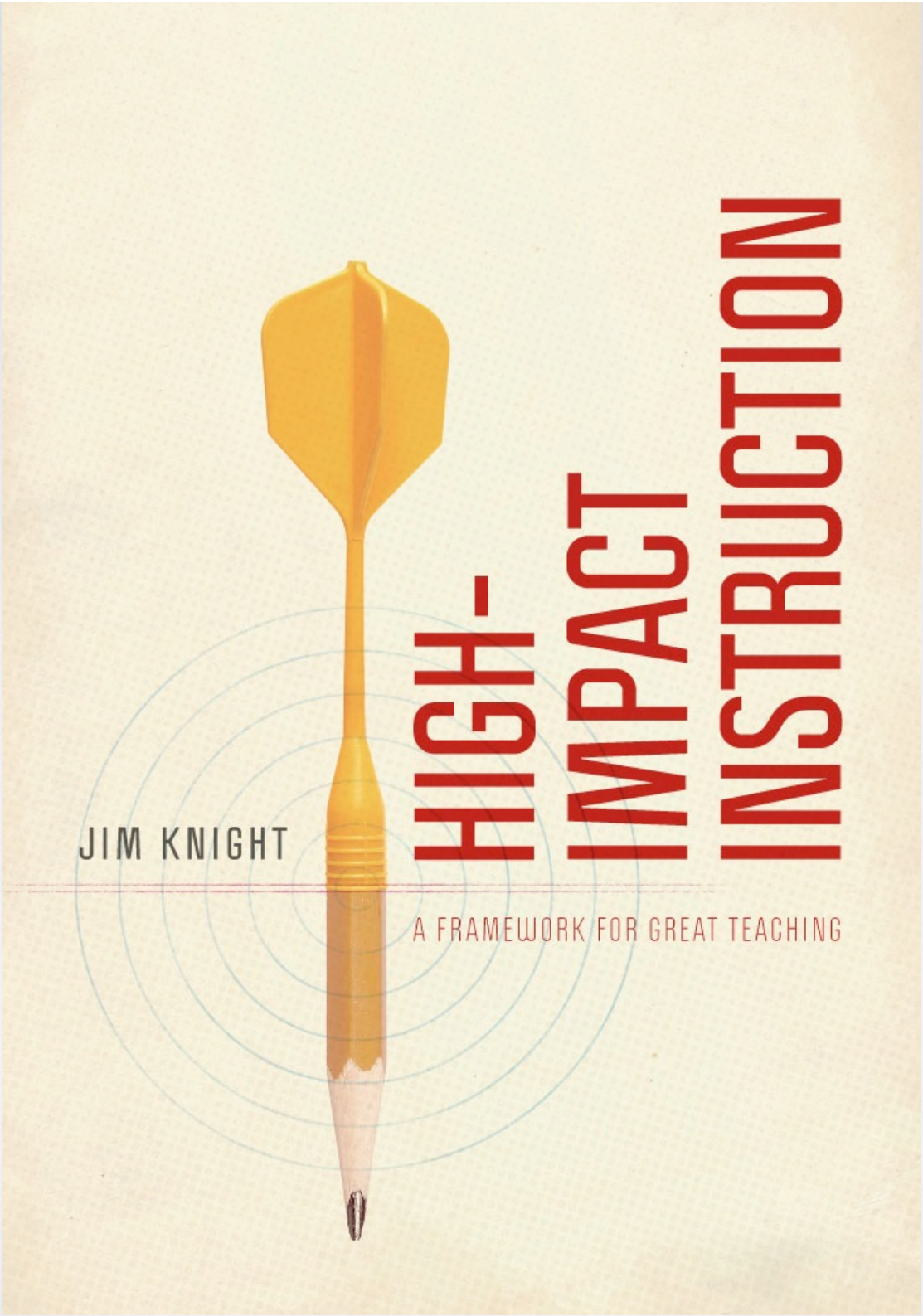
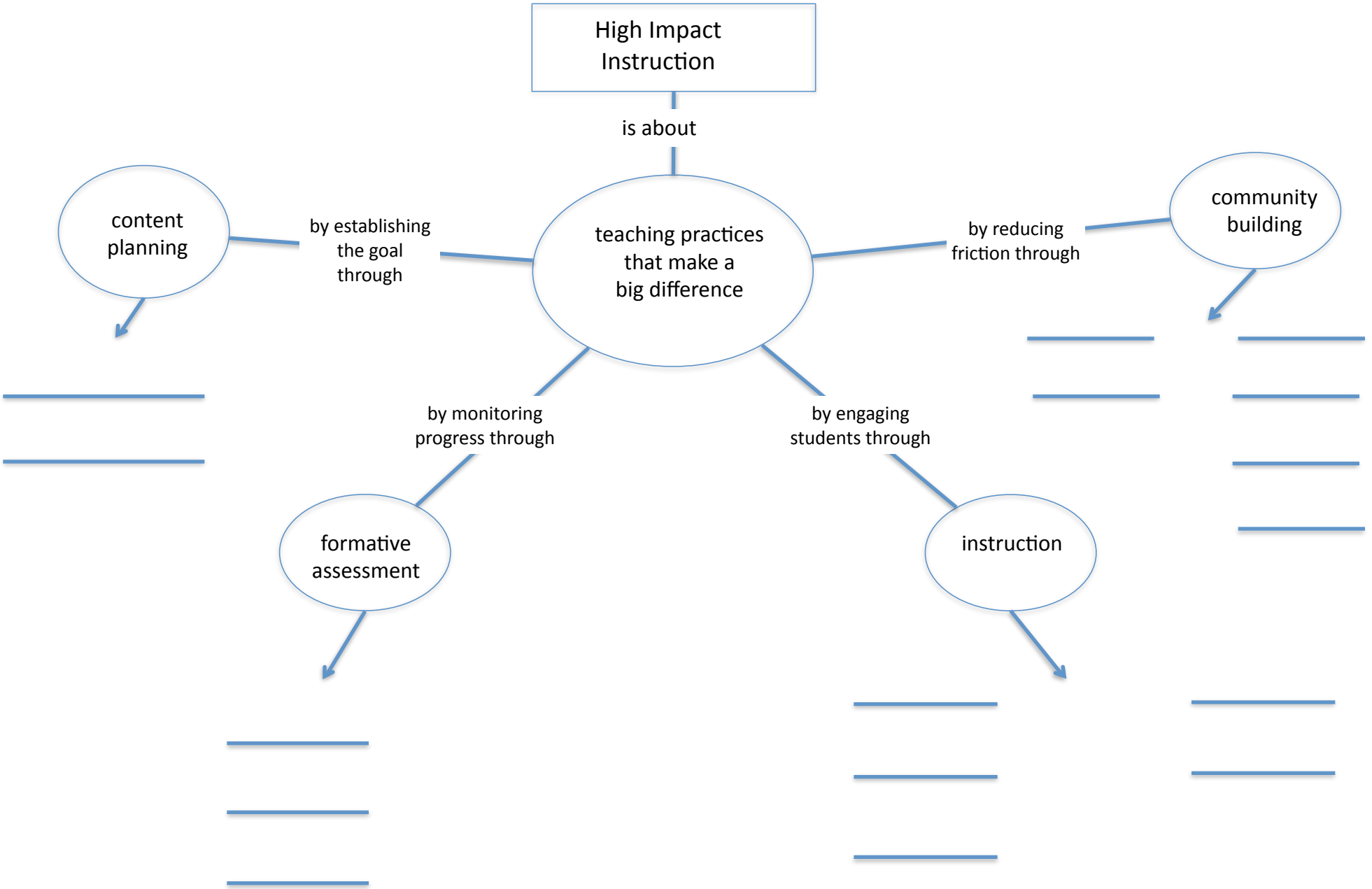

JIM KNIGHT
HIGH-IMPACT INSTRUCTION
A FRAMEWORK FOR GREAT TEACHING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is about
teaching practices that make a big difference
content planning
by establishing the goal through
by monitoring progress through
formative assessment
by engaging students through
instruction
by reducing friction through
community building

jim@instructionalcoaching.com

http://www.corwin.com/highimpactinstruction

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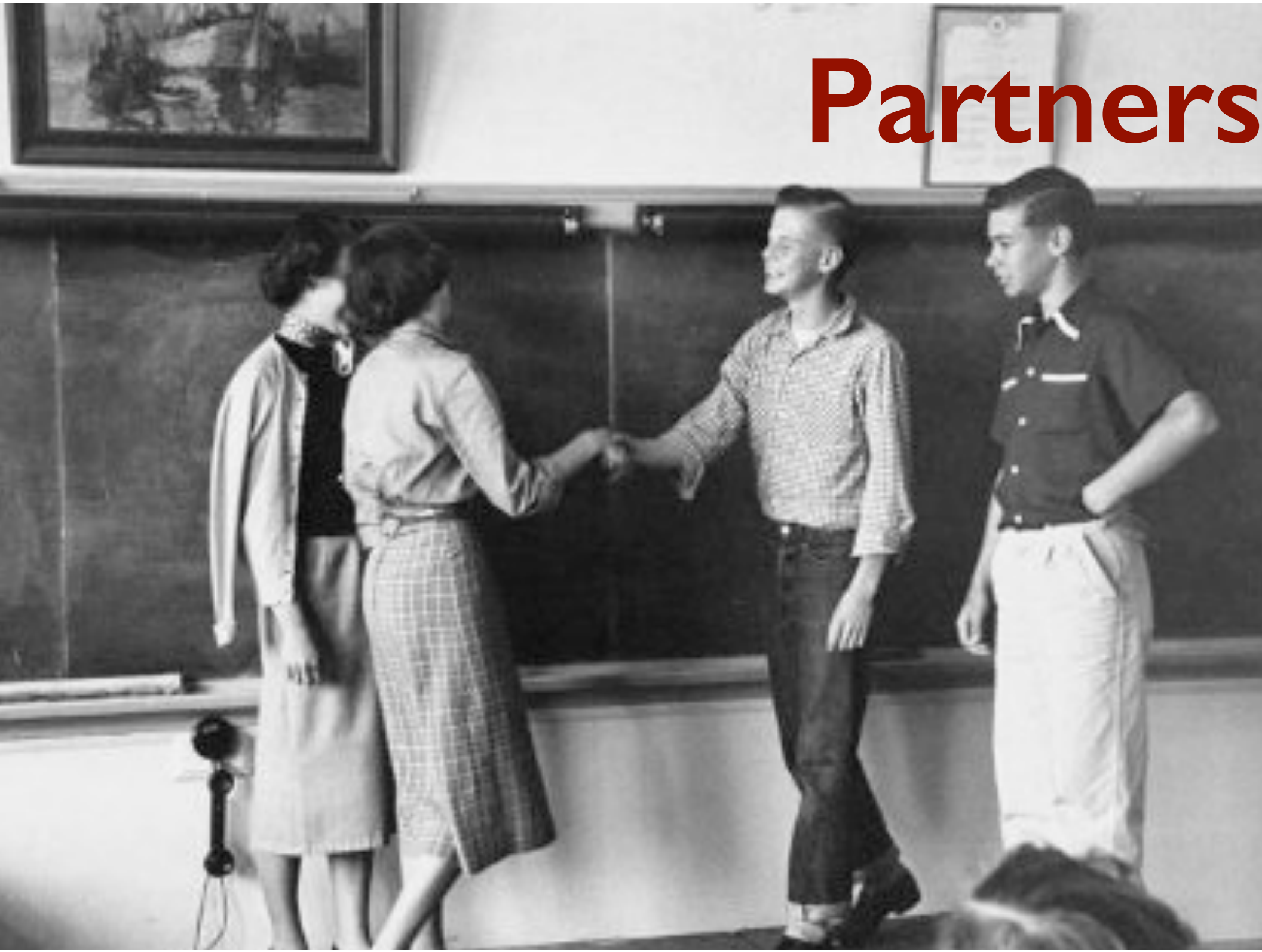
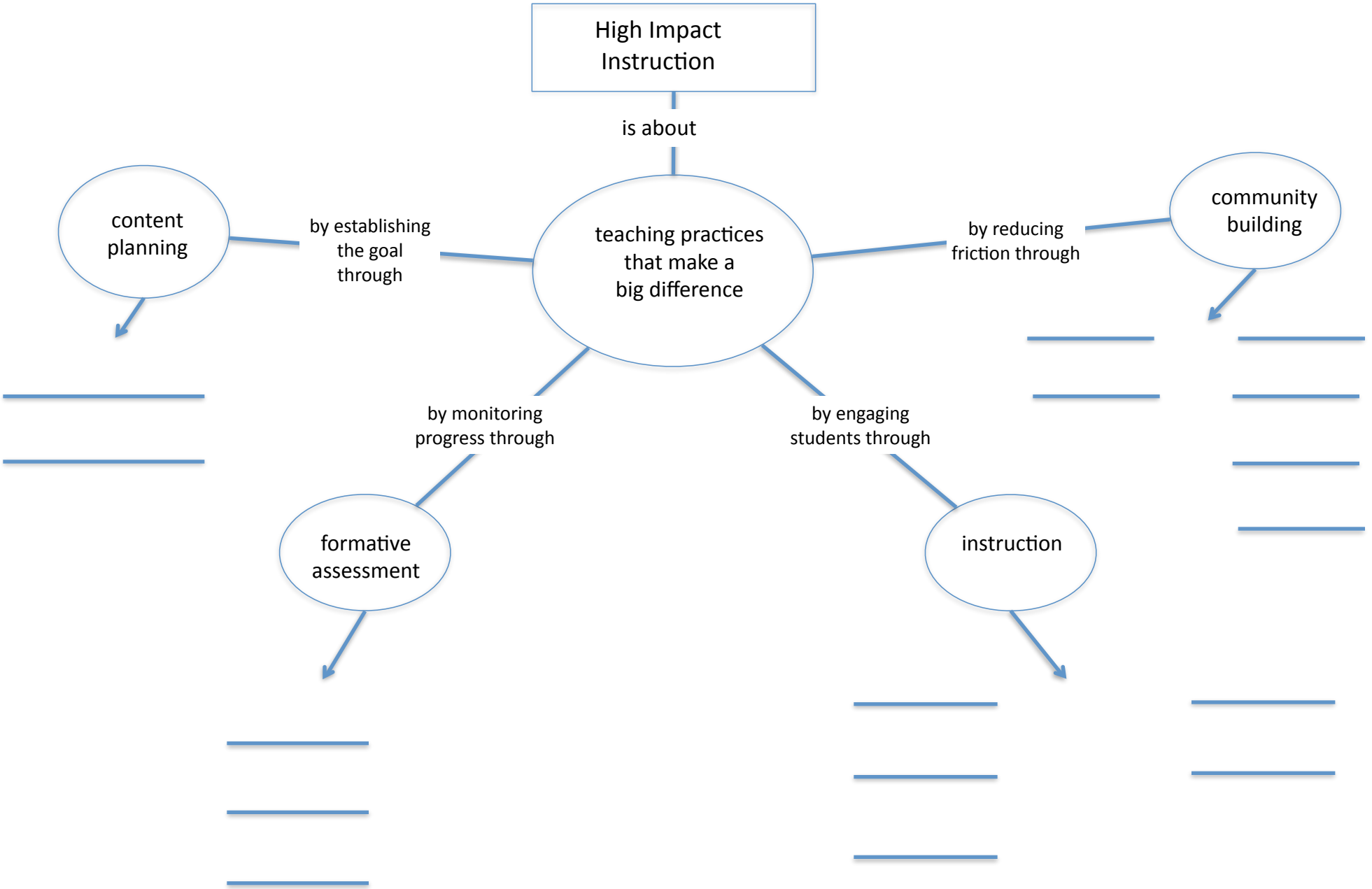
Partners



Spring	
Summer	
Fall	
Winter	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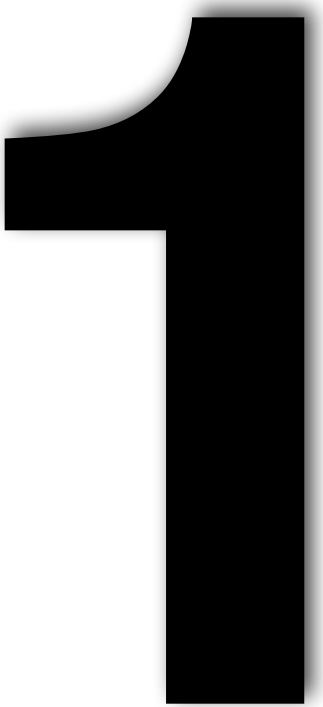
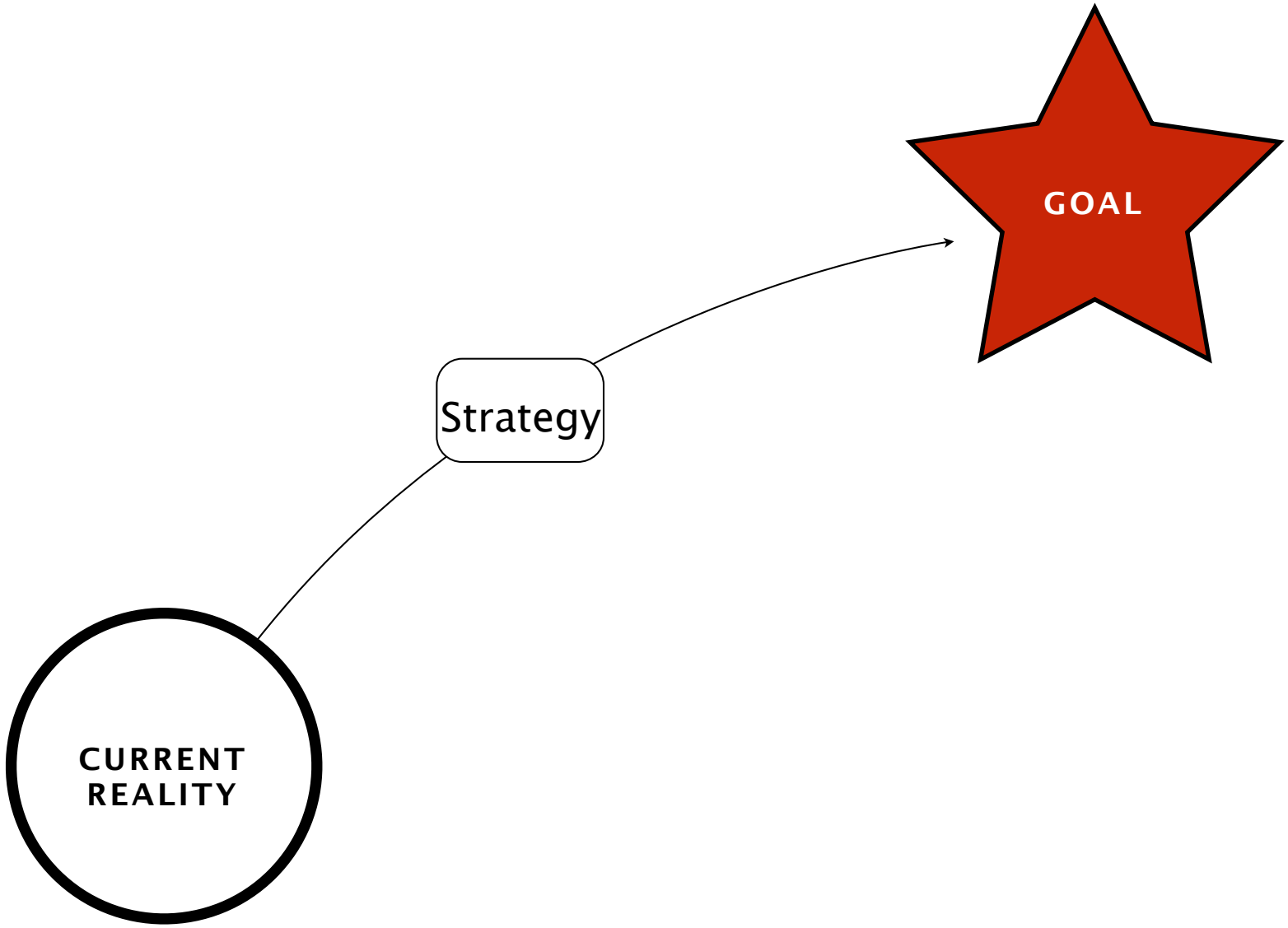
5 ideas



Instructional
Coaching


GOAL
Strategy
CURRENT
REALITY

2

BERGE NORD
1

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

Figure 8.3 Turn-to-Your-Neighbor Checklist

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

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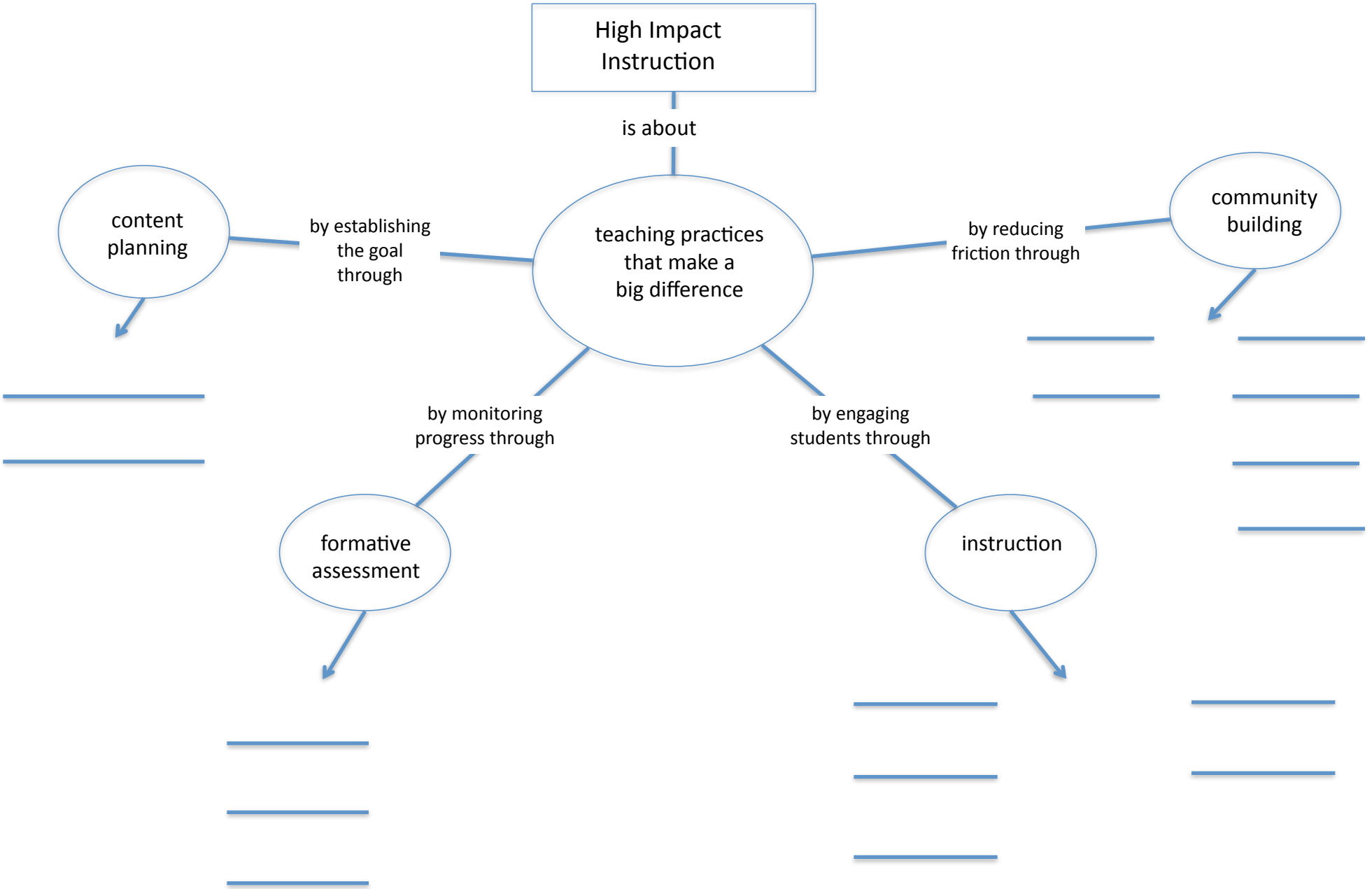
5

We all want to achieve personal bests

In what aspect of your life are you trying to improve?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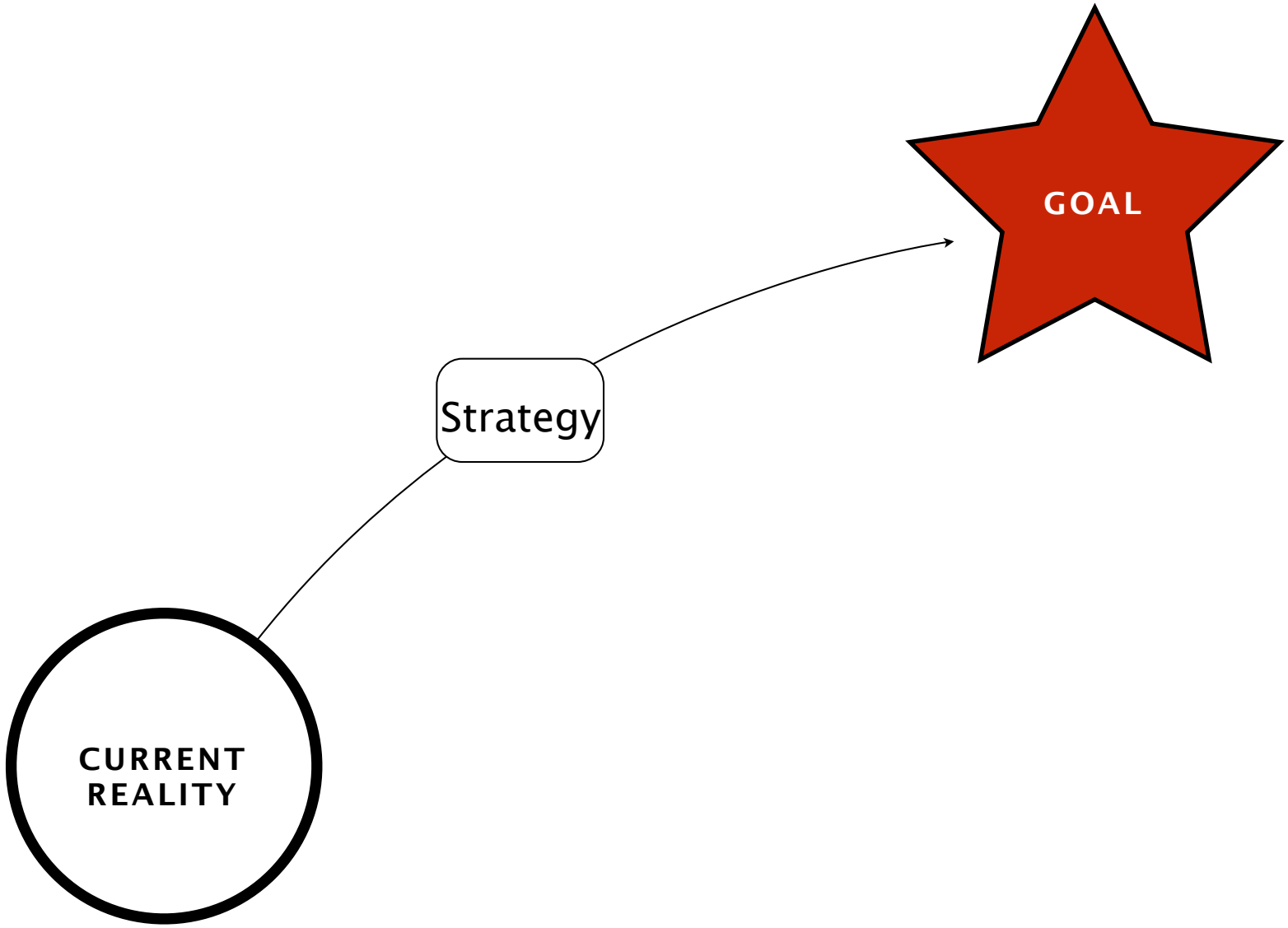
You Have To Study!
Content


GOAL
Strategy
CURRENT
REALITY

Absent?

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

Figure 2.1 How to Create Great Guiding Questions

	✓
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.	

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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

	✓
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.	
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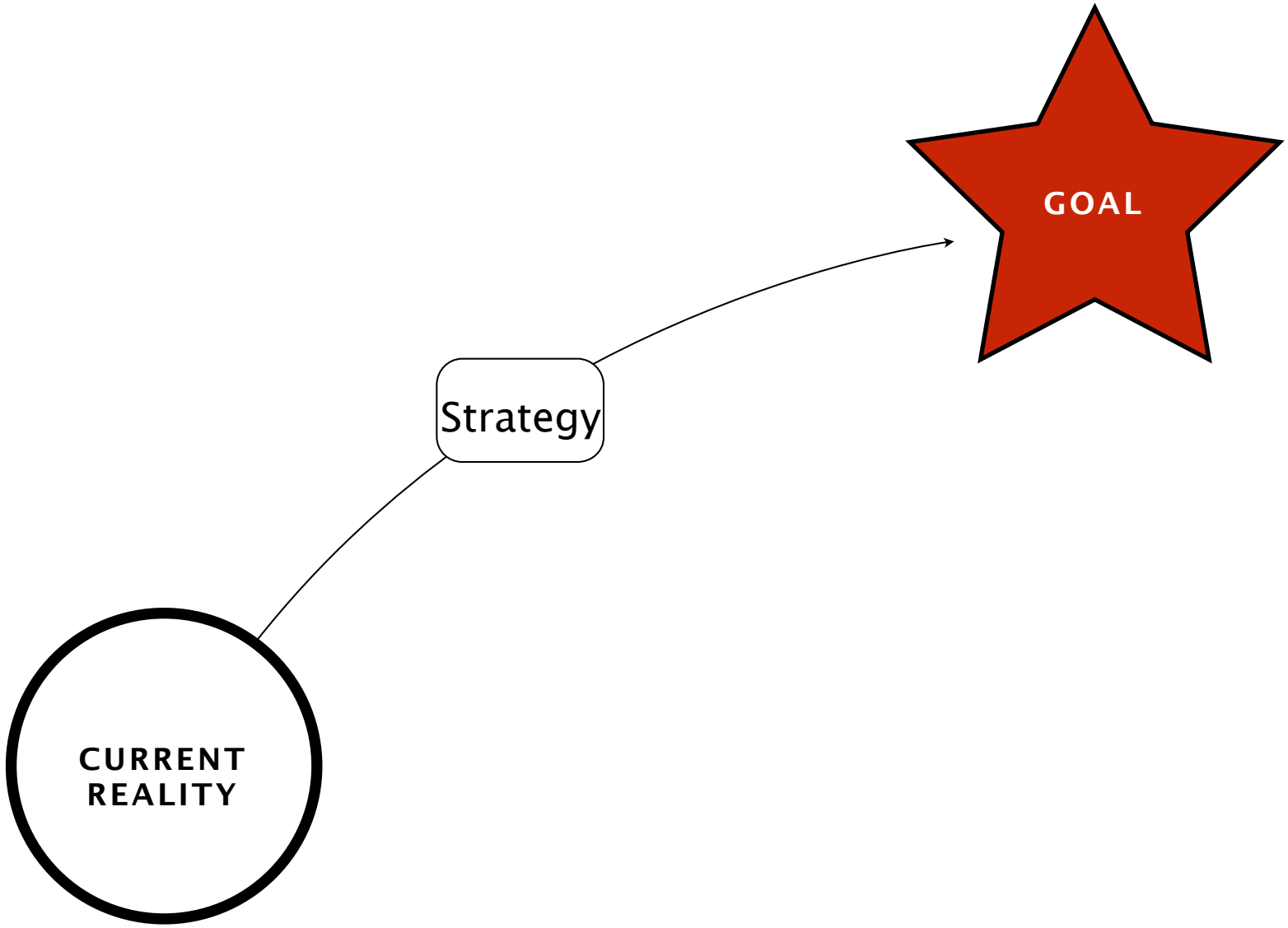
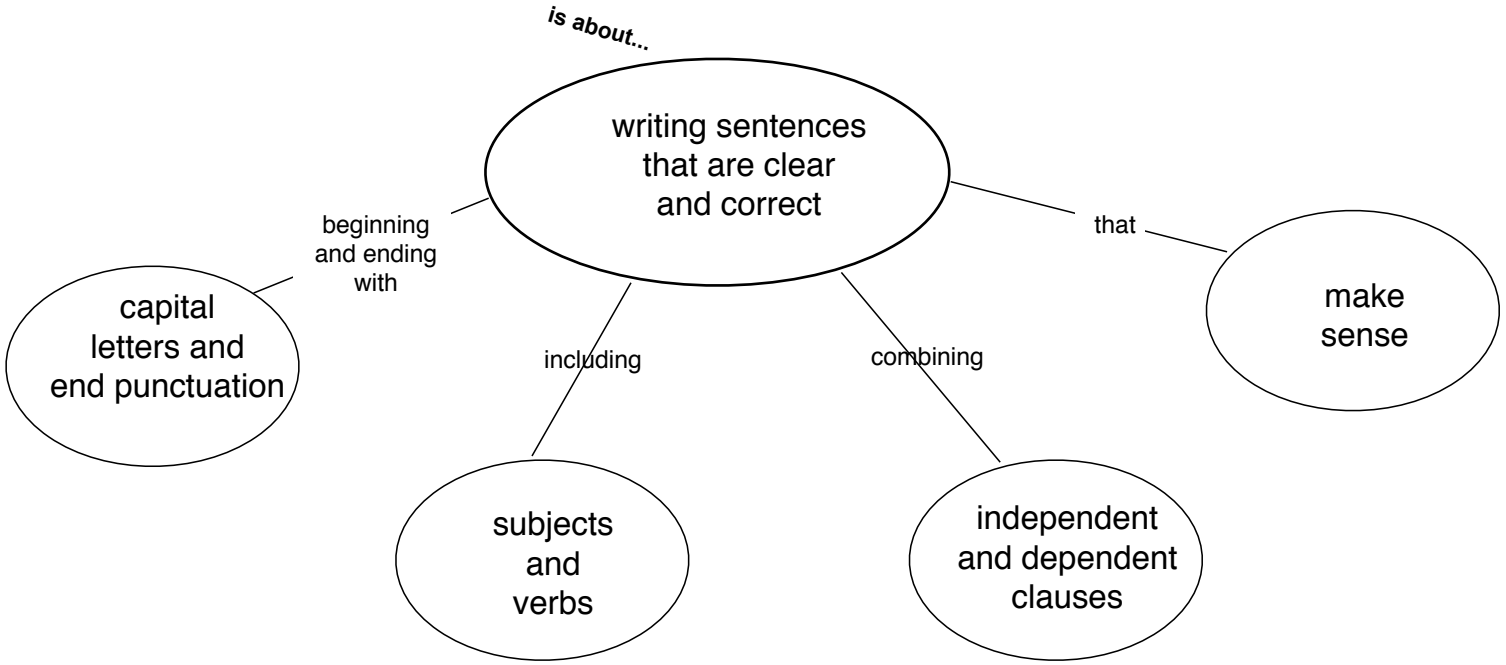
Learning
Maps

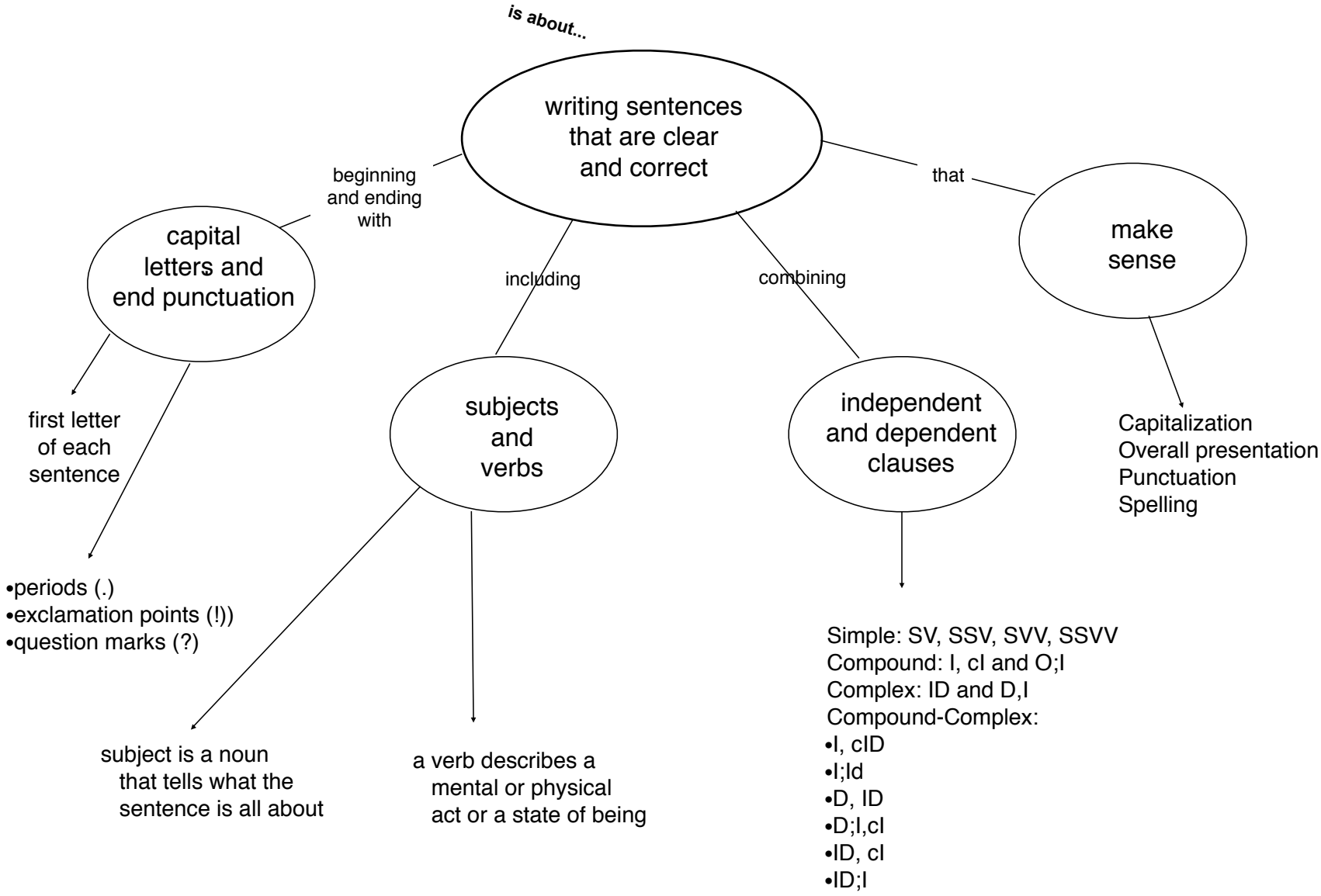

GOAL
Strategy
CURRENT
REALITY

A good map is both a useful tool and a magic carpet to far away places

Sentence Writing



Sentence Writing



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?

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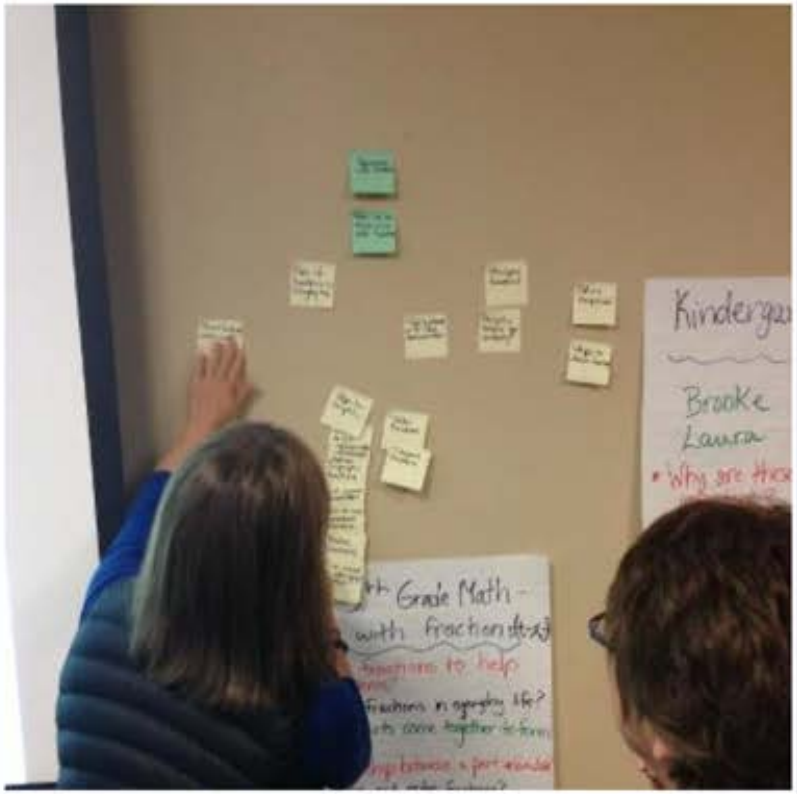

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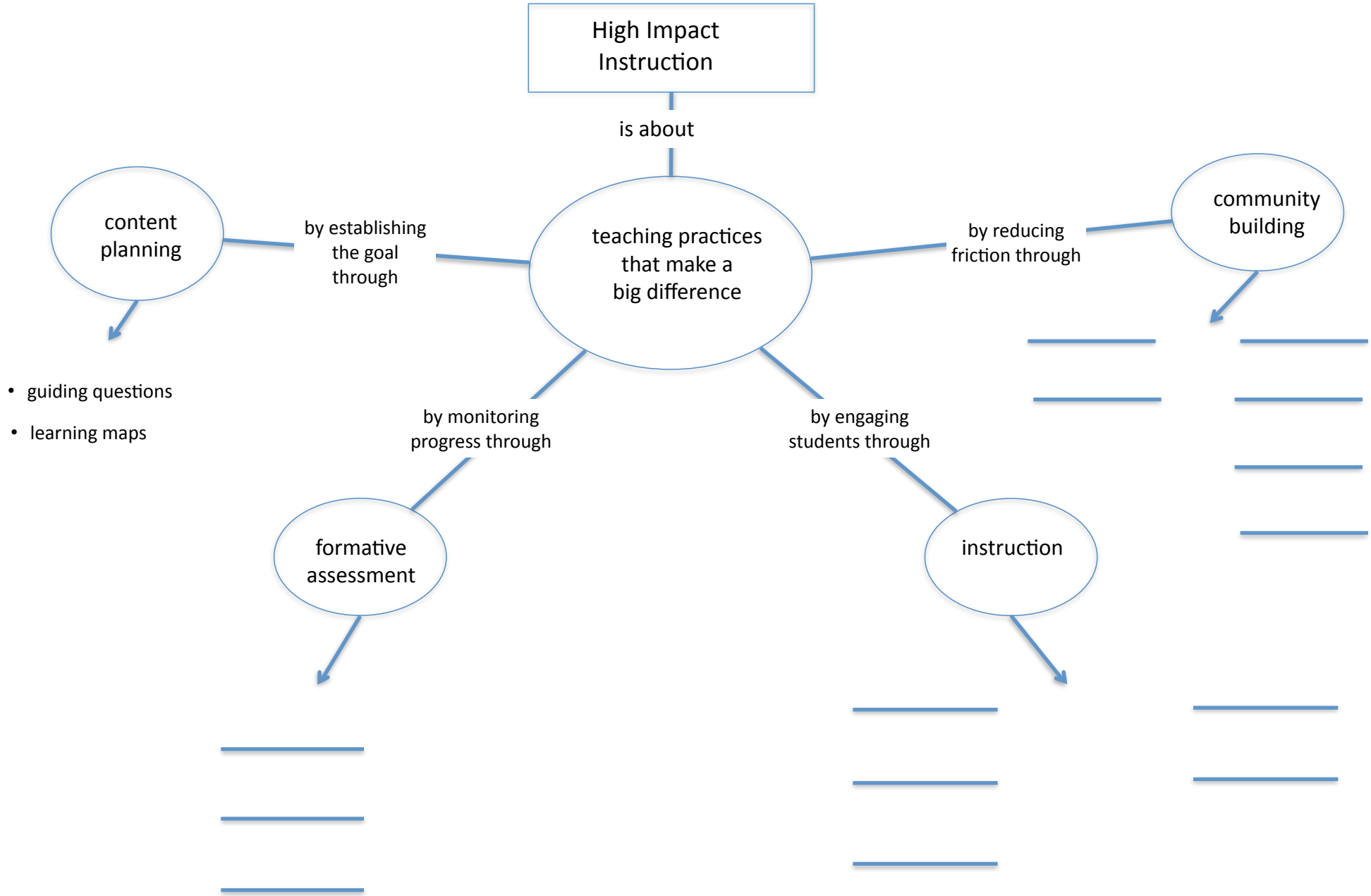
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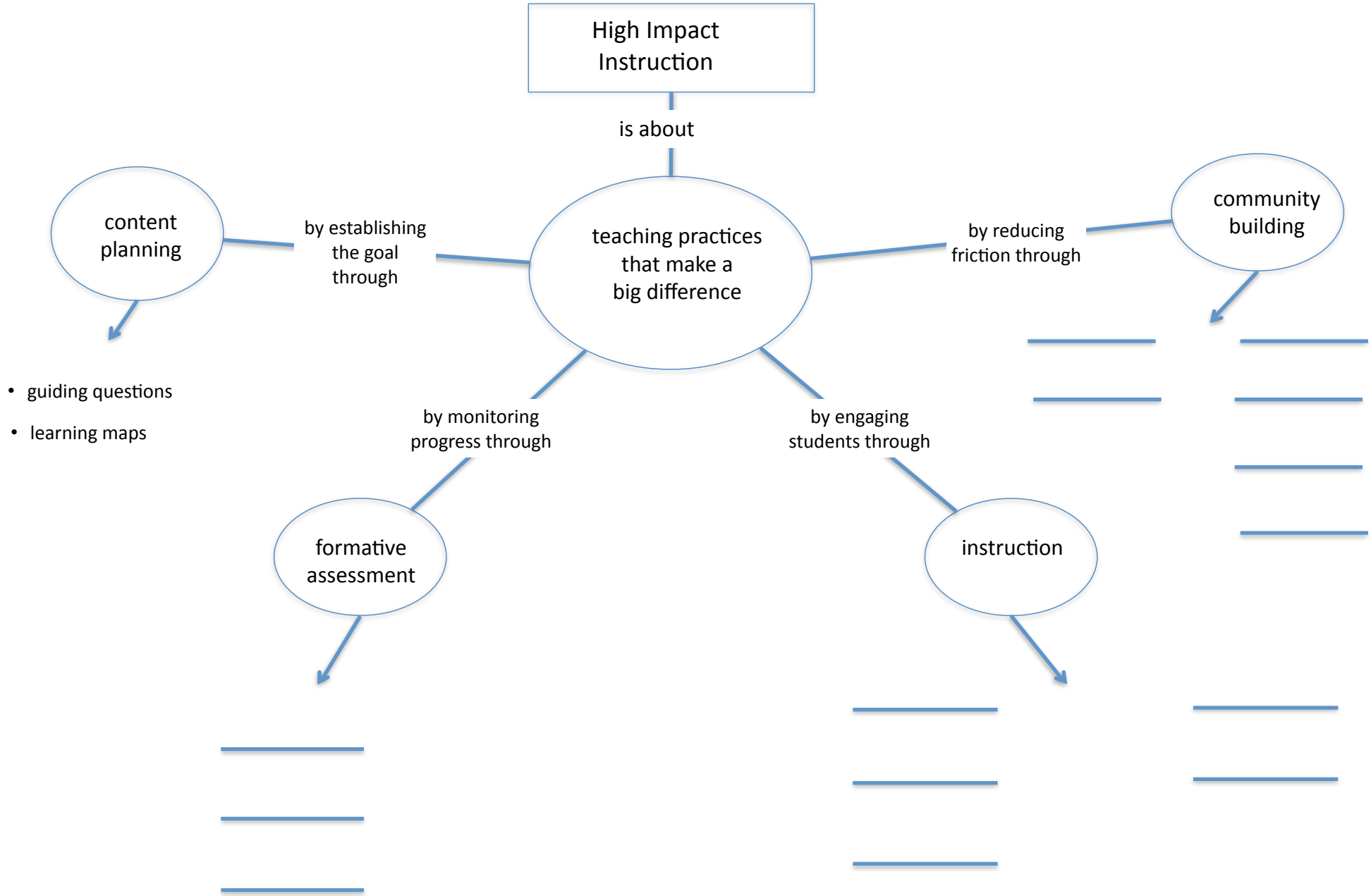
instruction
by reducing friction through
community building

Content Planning

1. Guiding Questions
2. Learning Maps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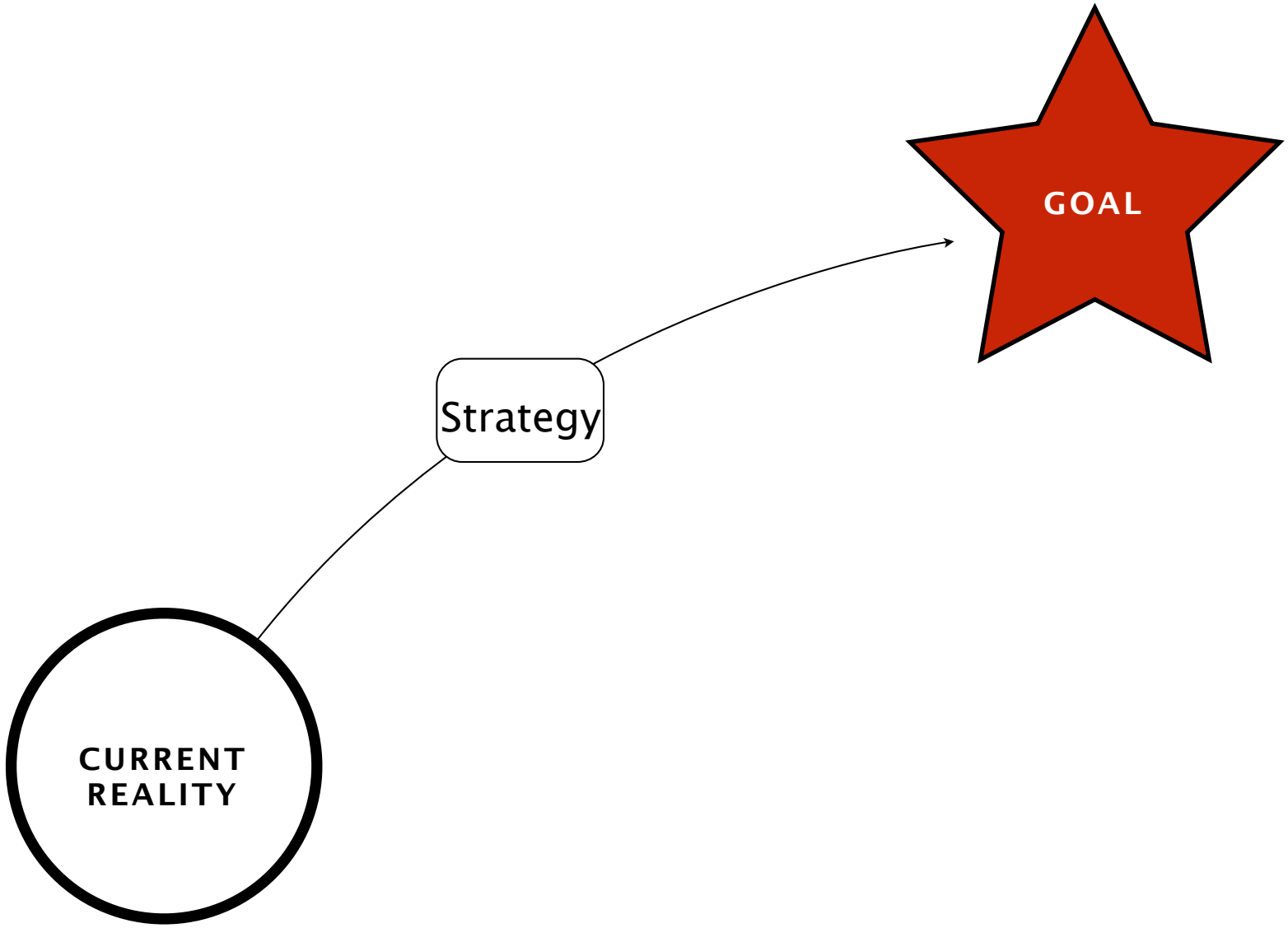
Content Planning

1. Guiding Questions
2. Learning Maps

Formative
Assessment


GOAL
Strategy
CURRENT
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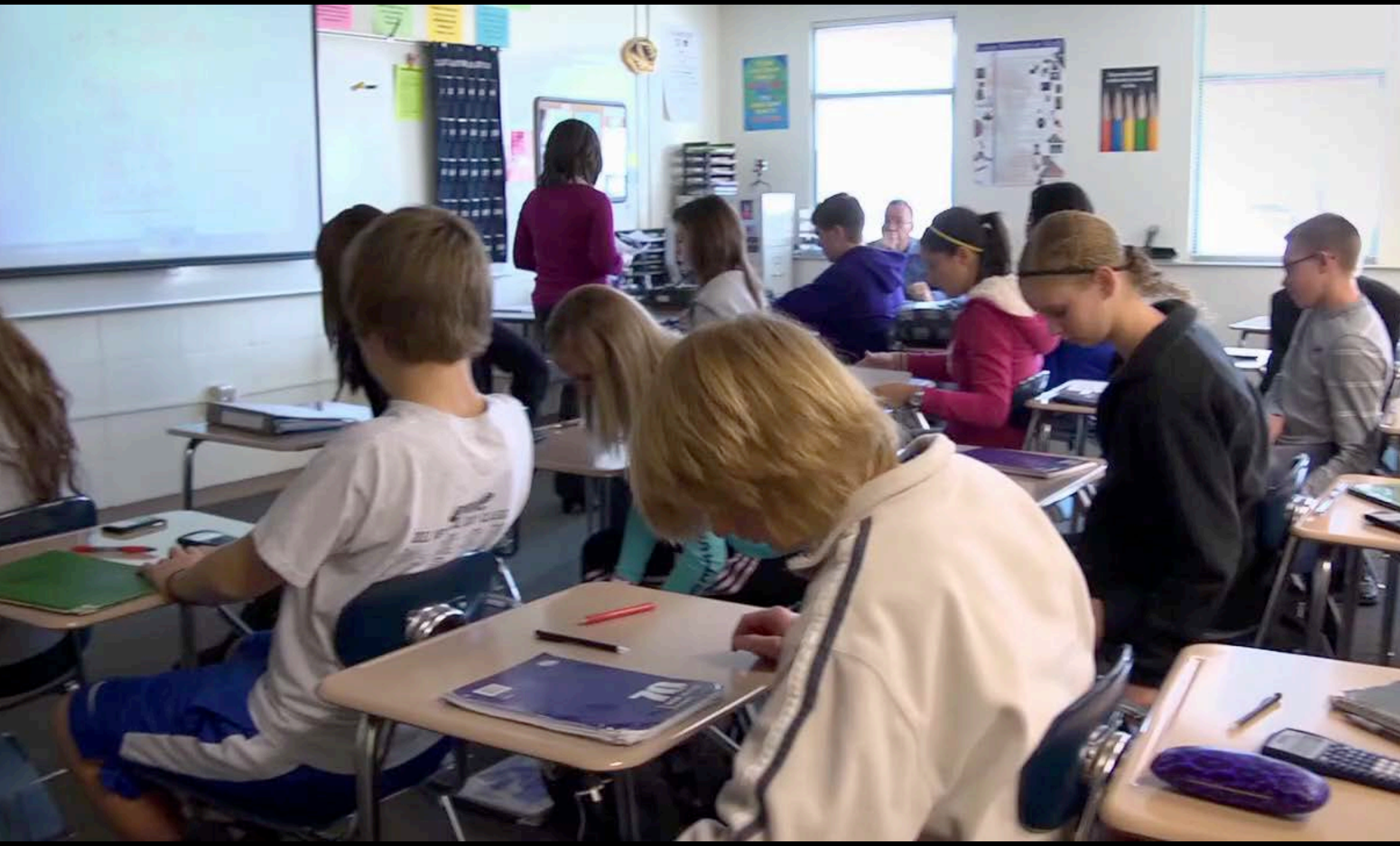

How helpful is it for students to know how well they are doing and for teachers to know how well students are doing?

Why?

Mihalyi Csikszentm-ihalyi

Flow-meister

What is the structure of happiness?

- Goals and feedback

What is the structure of happiness?

- Challenge and skills

Challenge
Skill

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

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

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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

Figure 3.3 Proficiency Assessment Form

1. Guiding Question	
2. Specific Proficiency	*3. Assessment*

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How is your school approaching formative assessment? Should you be doing anything differently?

Figure 3.3 Proficiency Assessment Form

1. Guiding Question	
2. Specific Proficiency	*3. Assessment*

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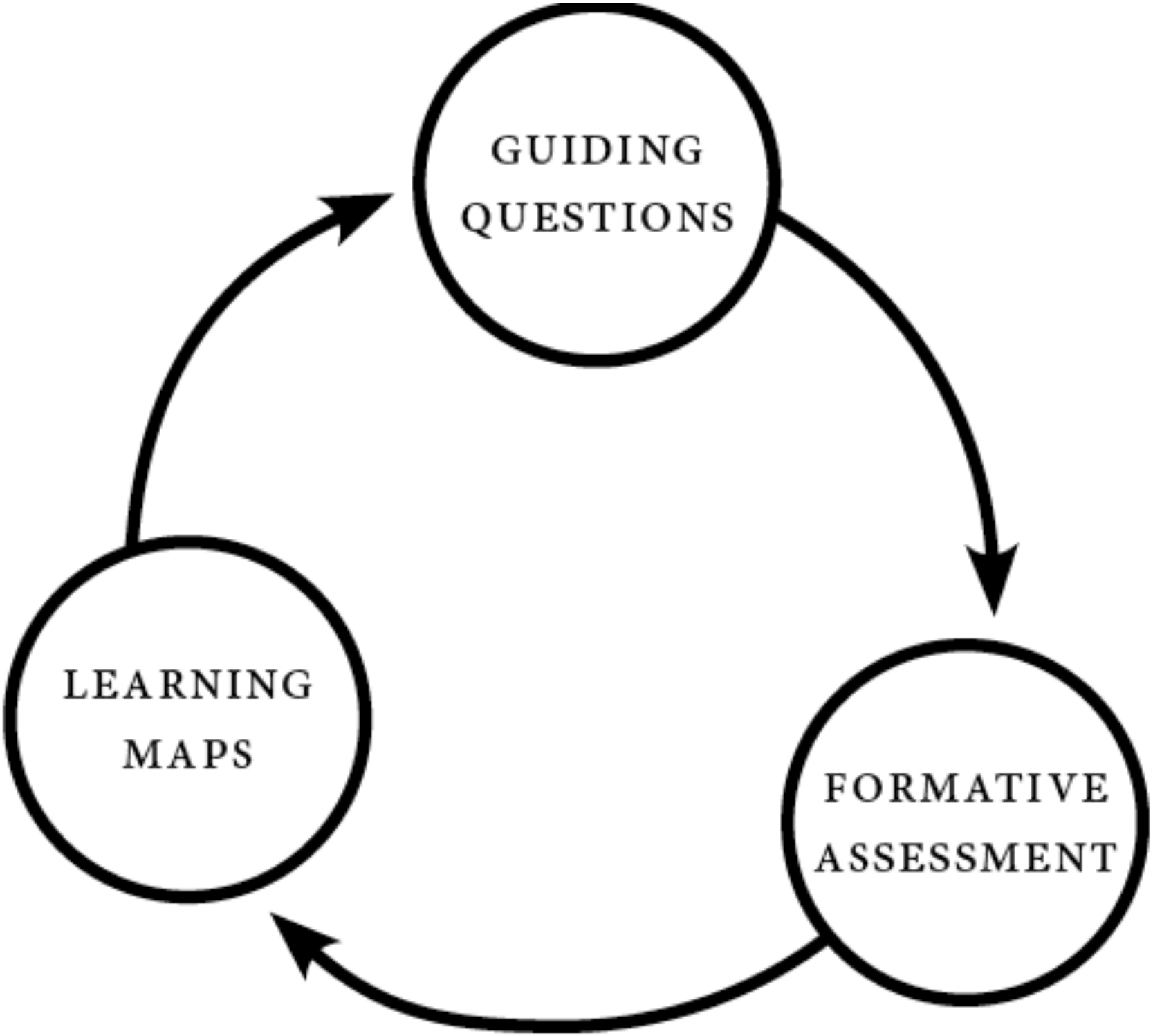
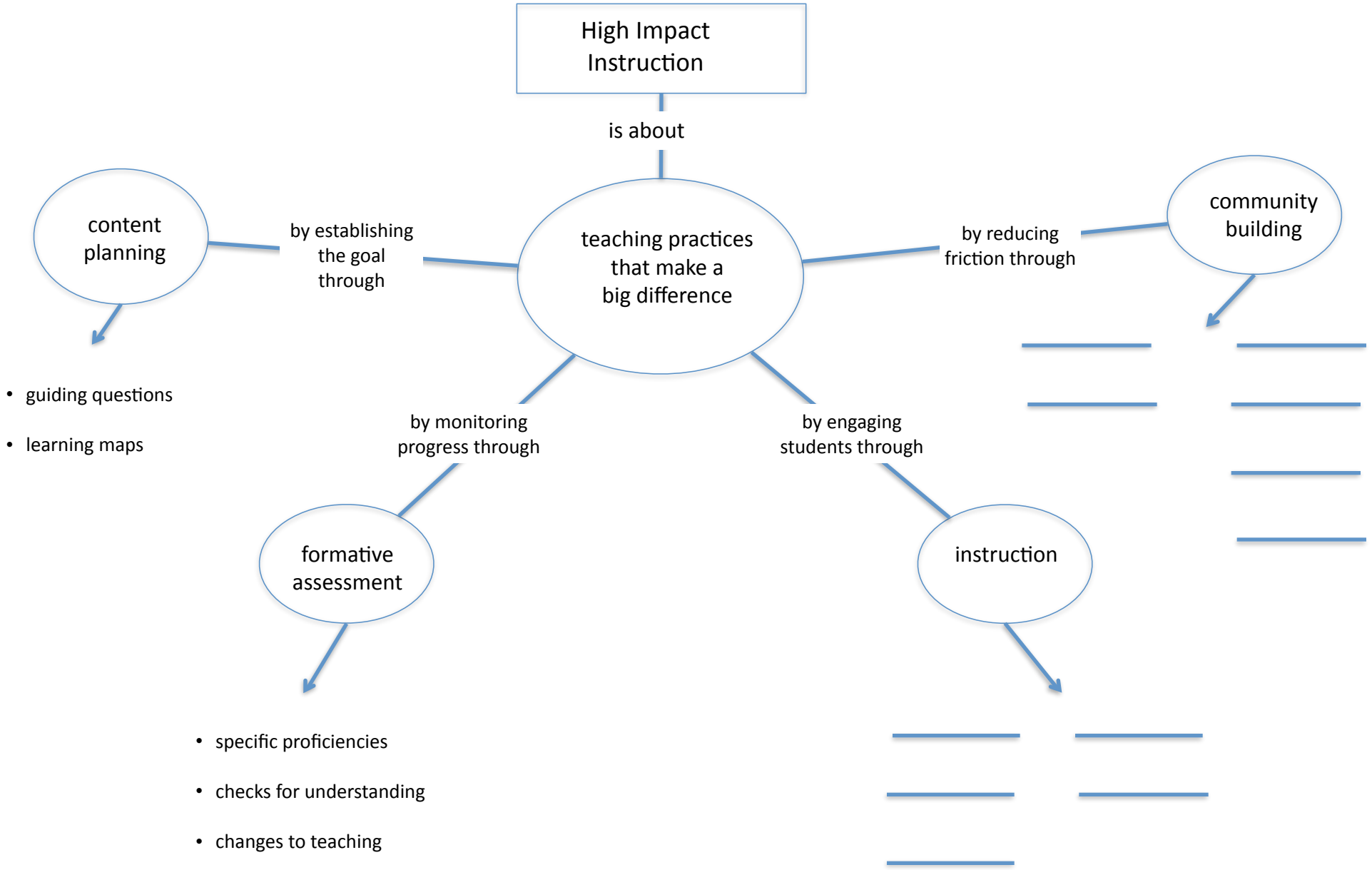

GUIDING QUESTIONS
FORMATIVE ASSESSMENT
LEARNING MAPS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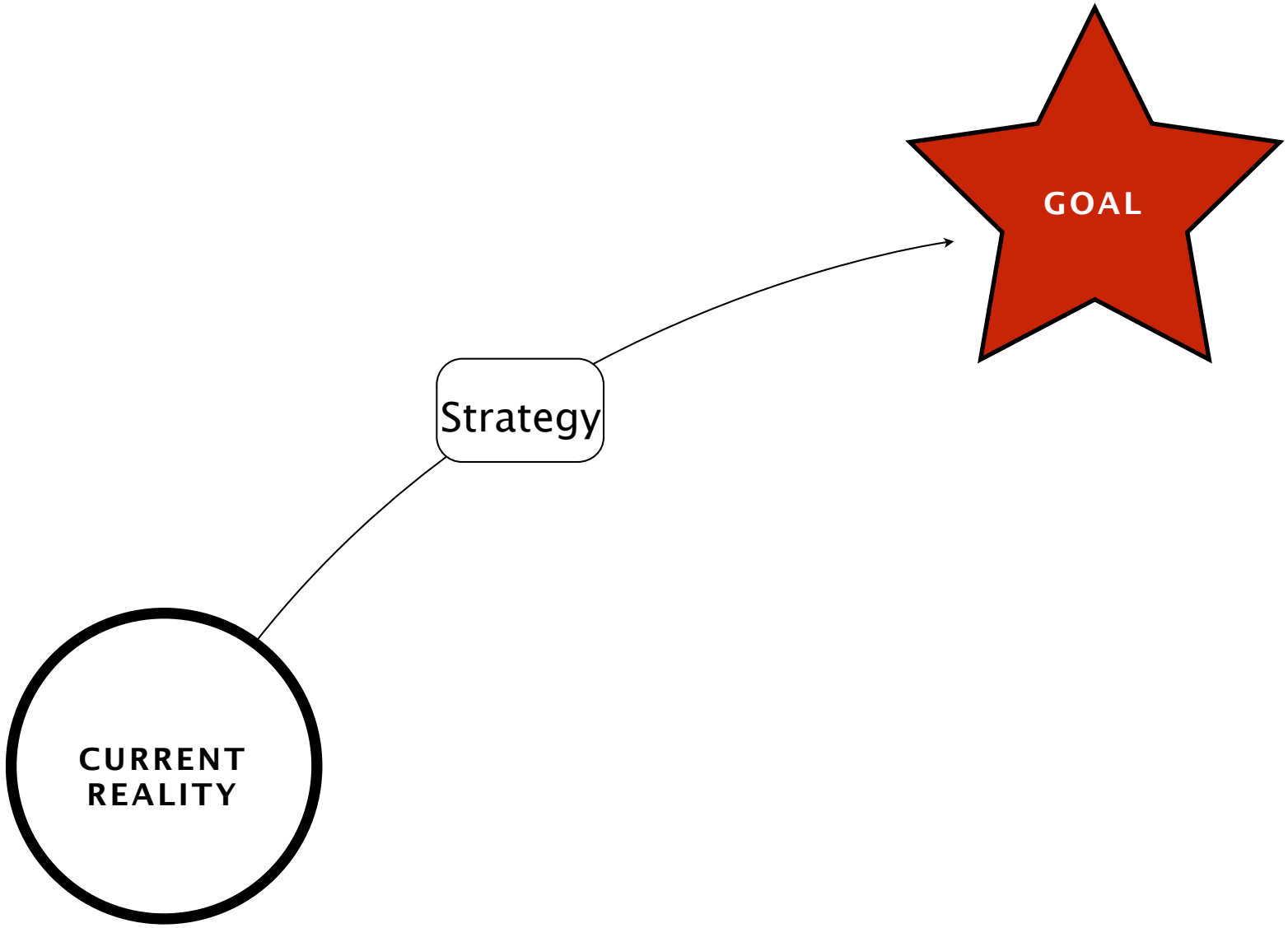
specific proficiencies
checks for understanding
changes to teaching
by engaging students through
instruction

Formative Assessment

3. Specific Proficiencies
4. Checks for Understanding
5. Modifications to Teaching

Effective
Instruction


GOAL
Strategy
CURRENT
REALITY

You are at the zoo, when suddenly you see an animal that has never been discovered!
DESCRIBE IT!
Imaginative Narrative
LSU Tiger

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”

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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

Figure 6.9 Question Chart

Question	*Type*	*Kind*	*Level*

Type: Right or Wrong, Opinion

Kind: Closed-ended, Open-ended

Level: Know, Understand, Do

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Stories

TED
IDEASWORTHSPREADING

Stories

Stories

Cooperative Learning

Figure 8.1 Success Factors Checklist

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

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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

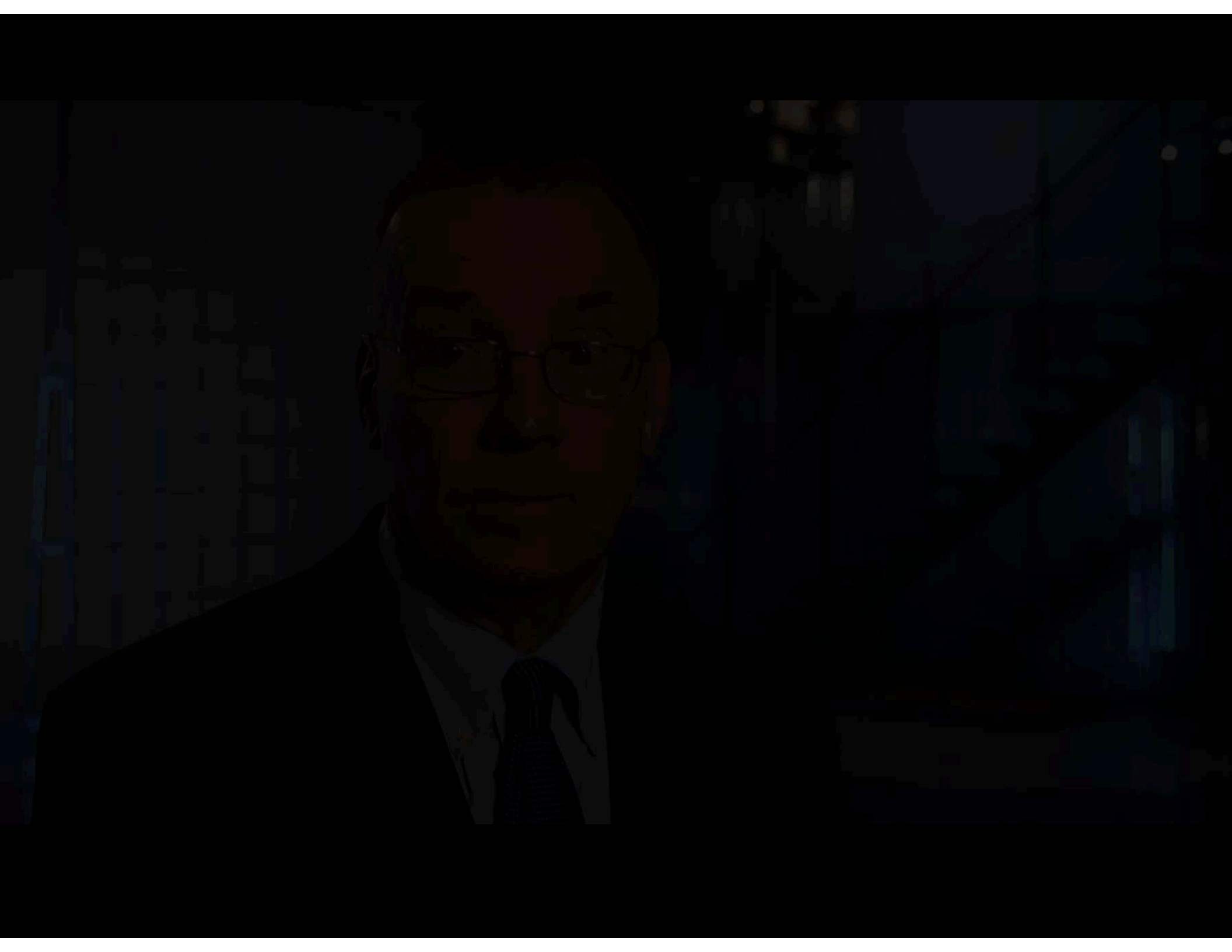
Teacher has a plan if the activity takes more time than planned

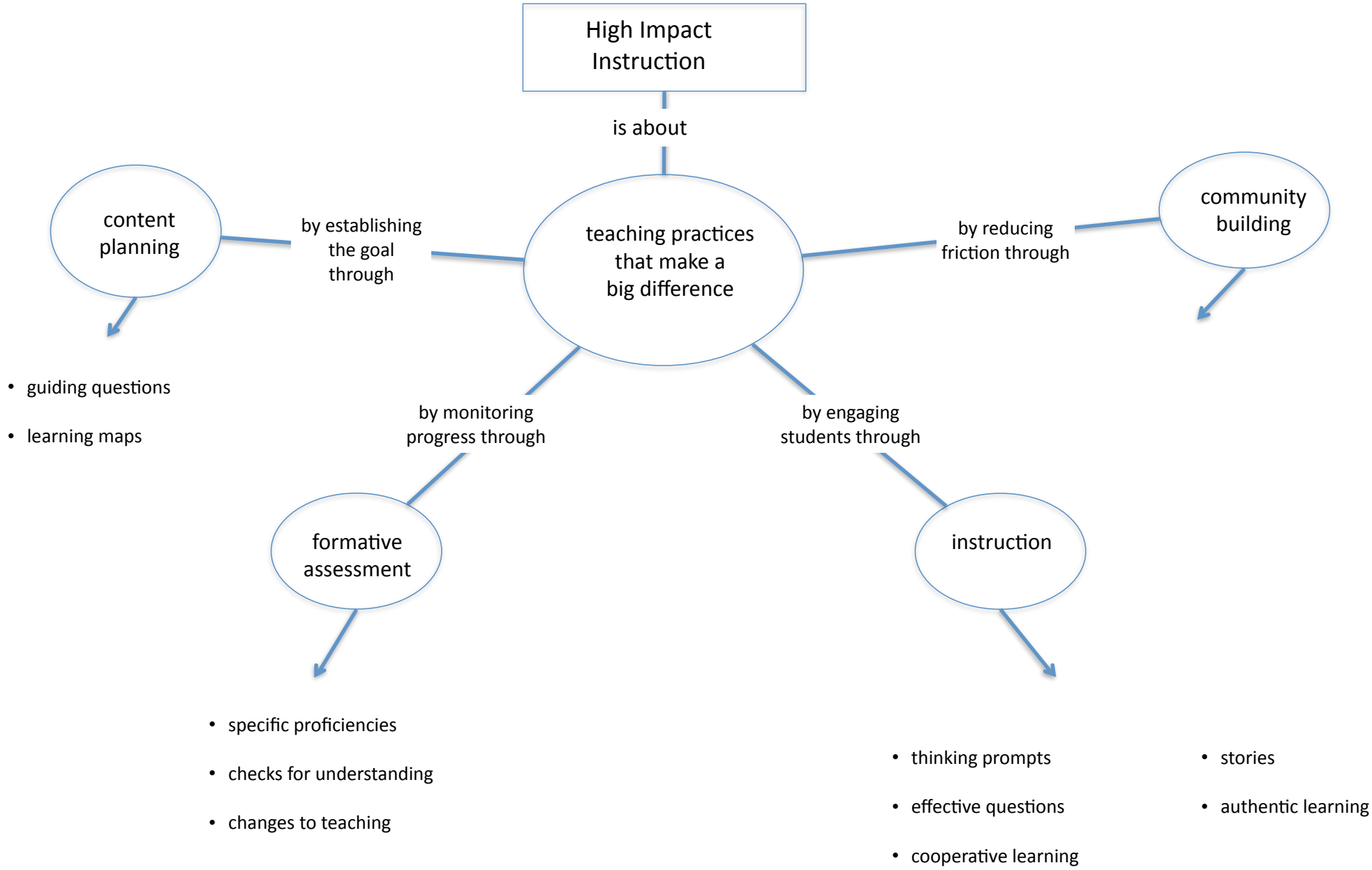
Teacher has an effective attention signal

Cooperative Learning

Turn to your neighbor
Think, pair, share
Jigsaw
Value line
Round table

Authentic
Learning
E=mc²

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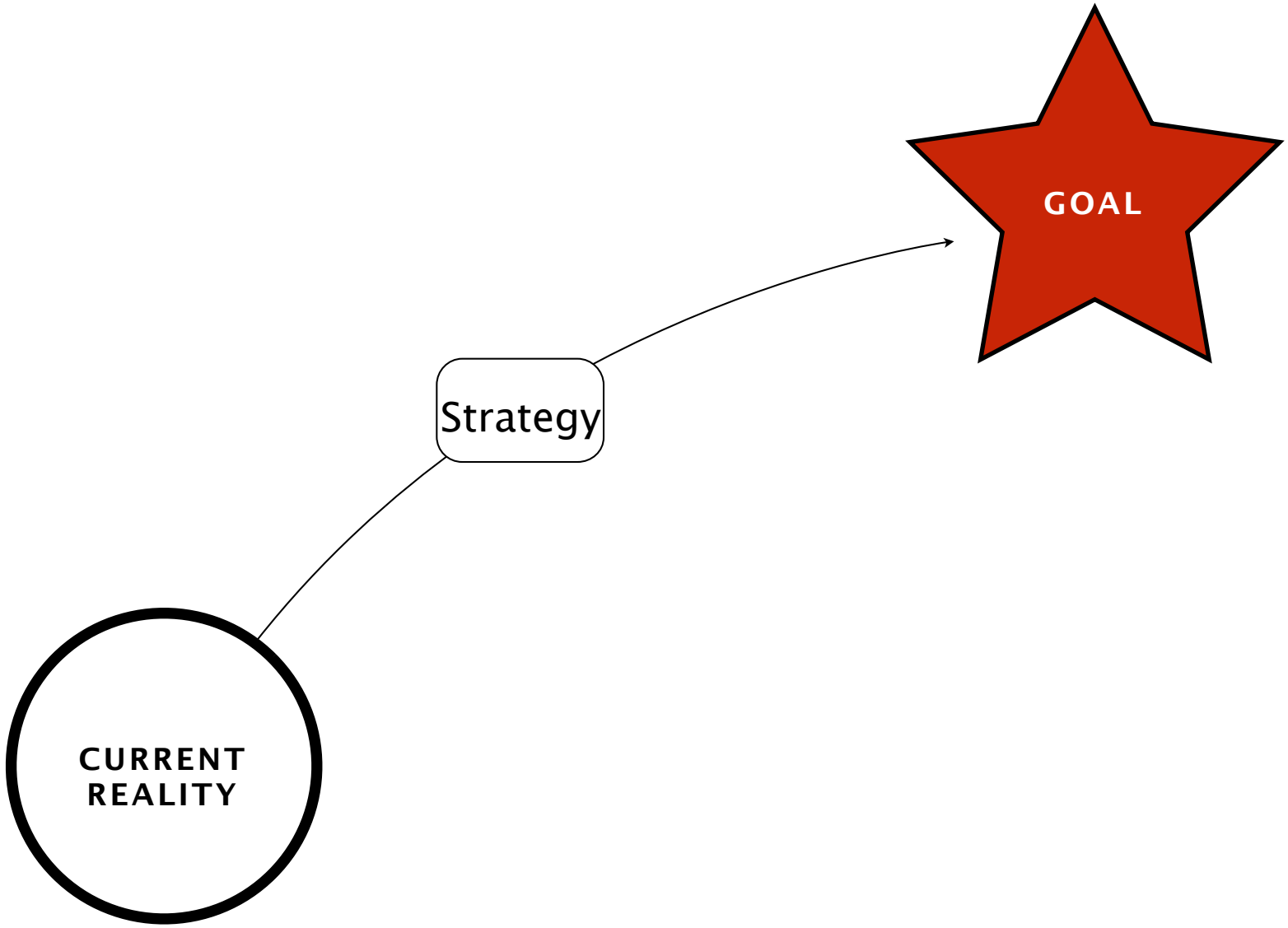
specific proficiencies
checks for understanding
changes to teaching
by engaging students through
instruction
thinking prompts
effective questions
cooperative learning
stories
authentic learning

Instruction

6. Thinking Prompts
7. Effective Questions
8. Cooperative Learning
9. Stories
10. Authentic Learning

Community
Building


GOAL
Strategy
CURRENT
REALITY

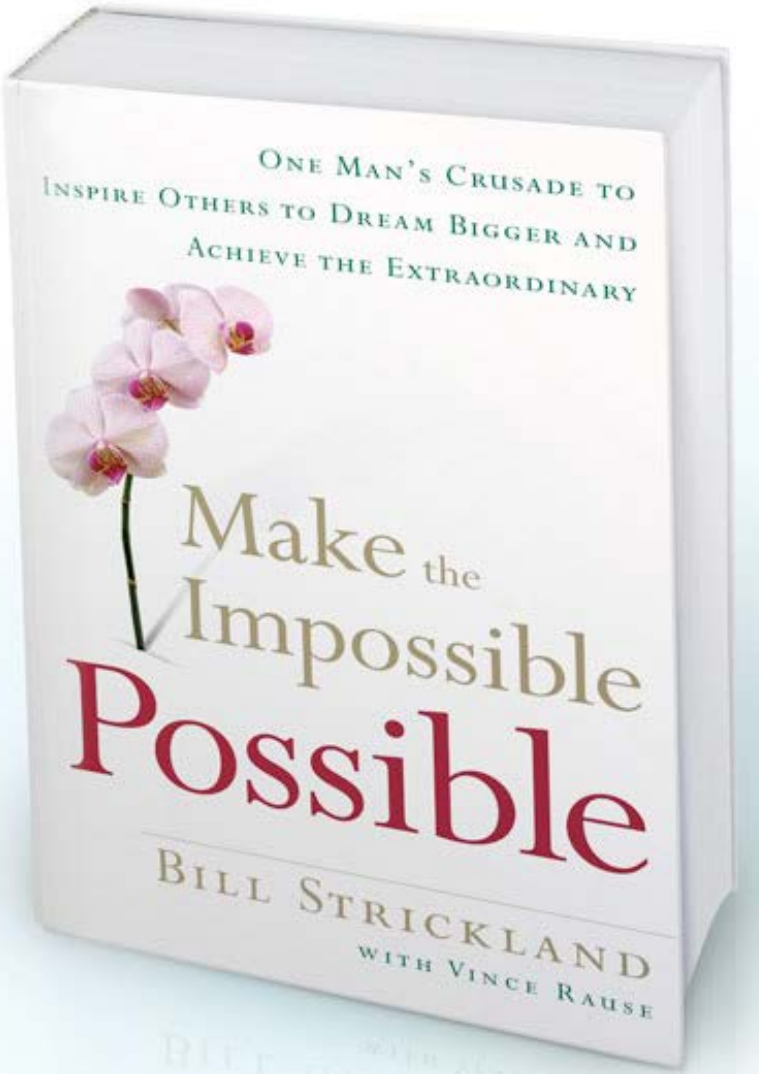
1. Create a learner-friendly culture

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

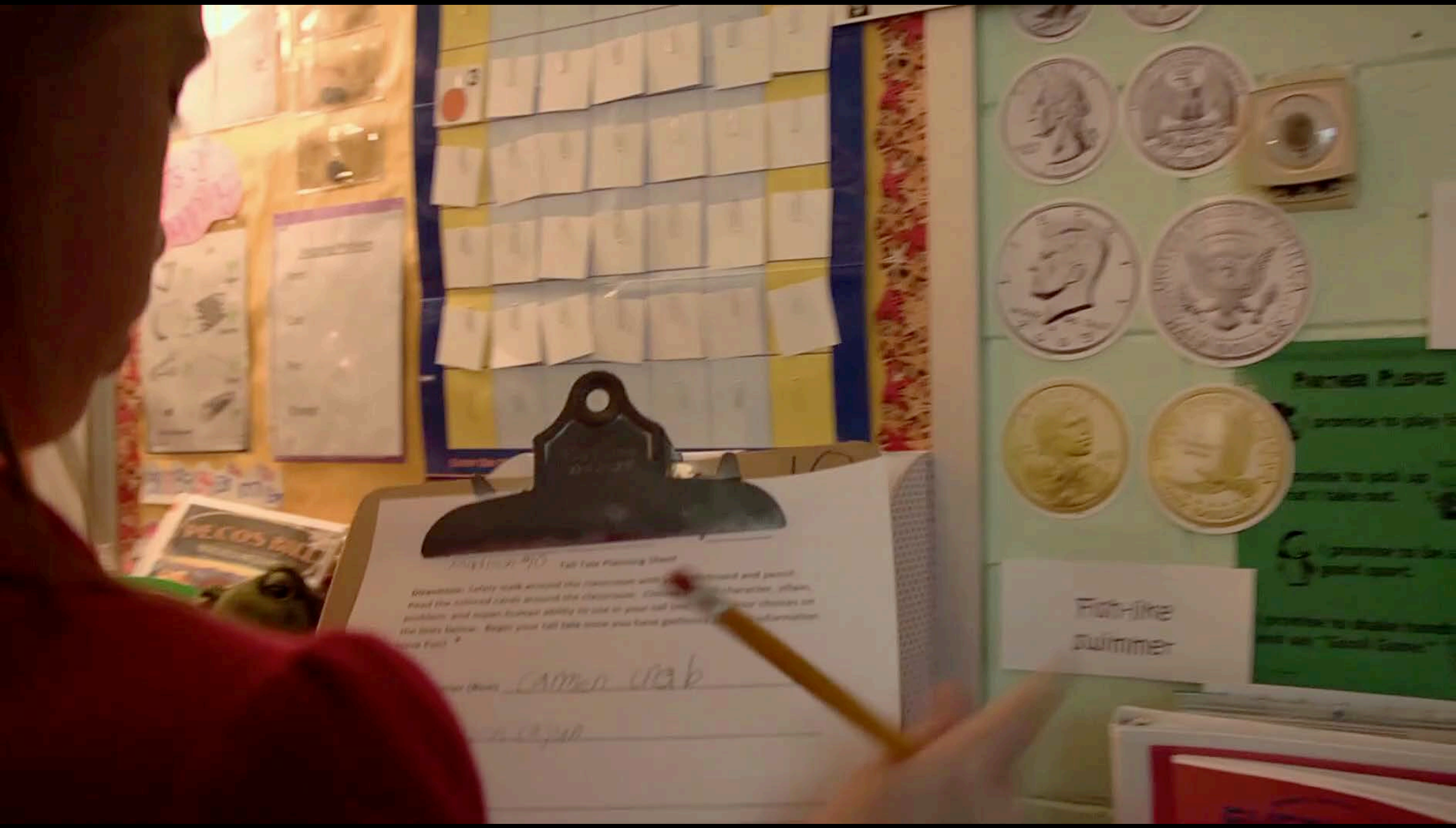
A. Artifacts

Everything you see, hear, smell, taste, touch


One Man's Crusade to
Inspire Others to Dream Bigger and
Achieve the Extraordinary
Make the
Impossible
Possible
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.

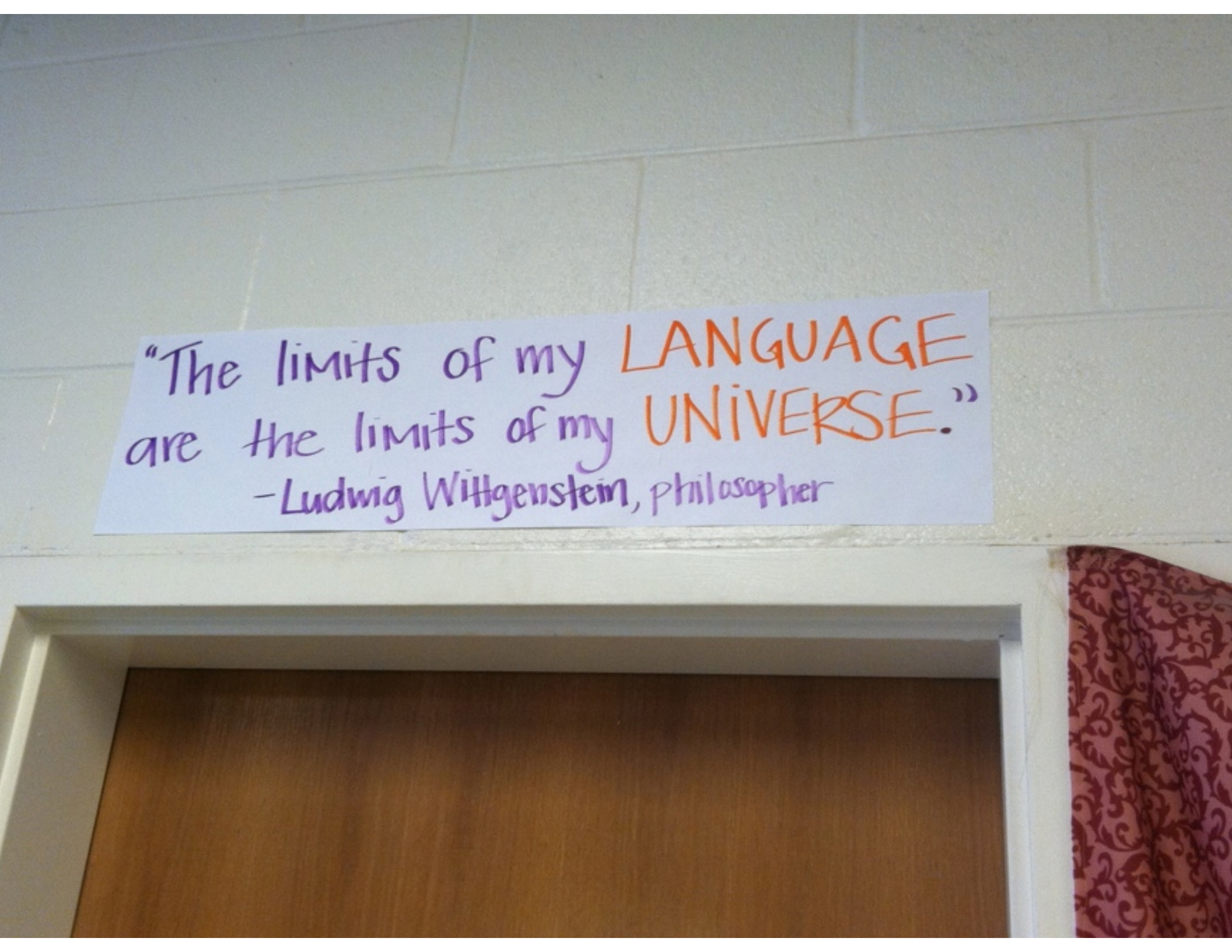
--Bill Strickland


Fall-like
Summer

thecornerstoneforteachers.com

OVERY

Penguin


"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

GROUP TASK
•Northwest team members looks up the definition of the word.
Level of Performance
Analyze
What tools do I have available to decipher a word

Resource Learner-Friendly Environment Survey

Order

	1	*2*	*3*	*4*	*5*
Good lighting (natural, soft)					
Comfortable and inviting (temperature, furniture)					
Everything has its own place					
Expectations/norms/targets posted					

Cleanliness

	1	*2*	*3*	*4*	*5*
Clutter-free					
Smells nice					
Clean floor/carpets					
Clean desks/furniture					

Signs of Life

	1	*2*	*3*	*4*	*5*
Colorful walls/posters/photos					
Student work displays					
Print-rich environment					
Personality of students/teacher reflected					
Plants/flowers/class pets					
Class library					

Layout/Accessibility

	1	*2*	*3*	*4*	*5*
Easy to move around					
Students can easily access books, materials, supplies					
Easy-to-do teamwork					
Age-appropriate furniture/materials					

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

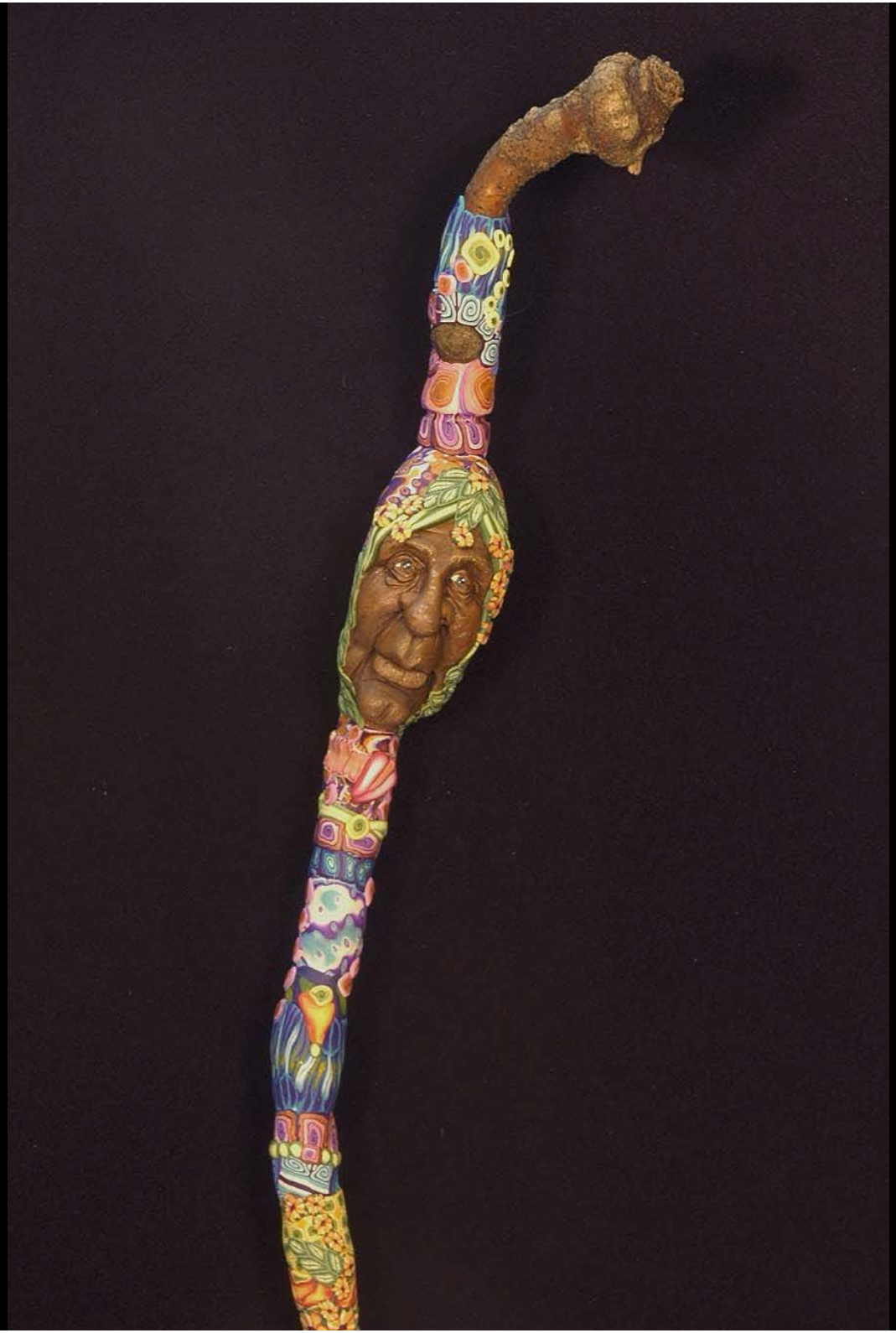
There is ample evidence that power turns people into insensitive jerks

--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

Prefix
Suffix

4. Identify & teach expectations

ATM for _____

Act:_____

_____

_____

Talk:_____

_____

_____

Move:_____

_____

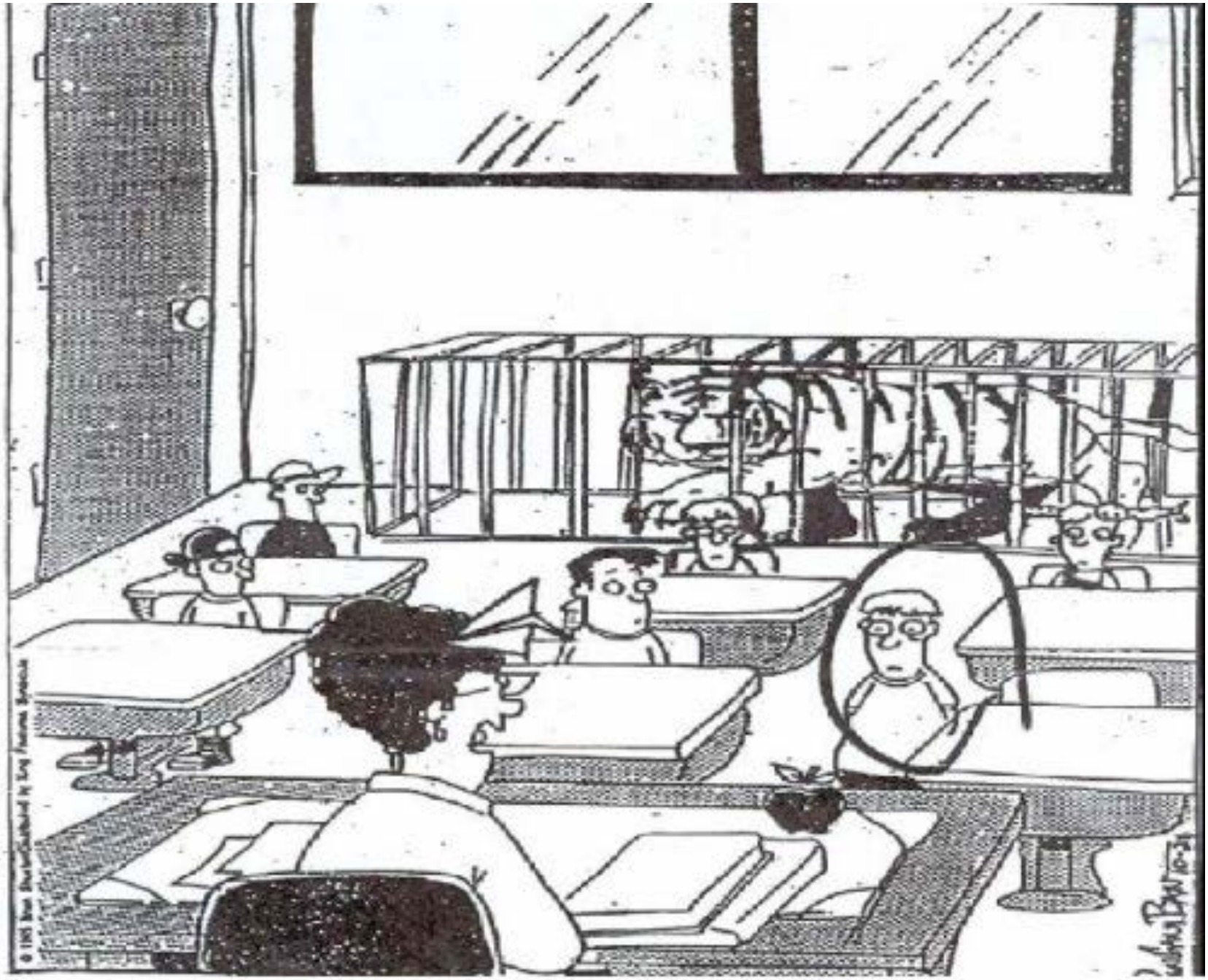
_____

Simile

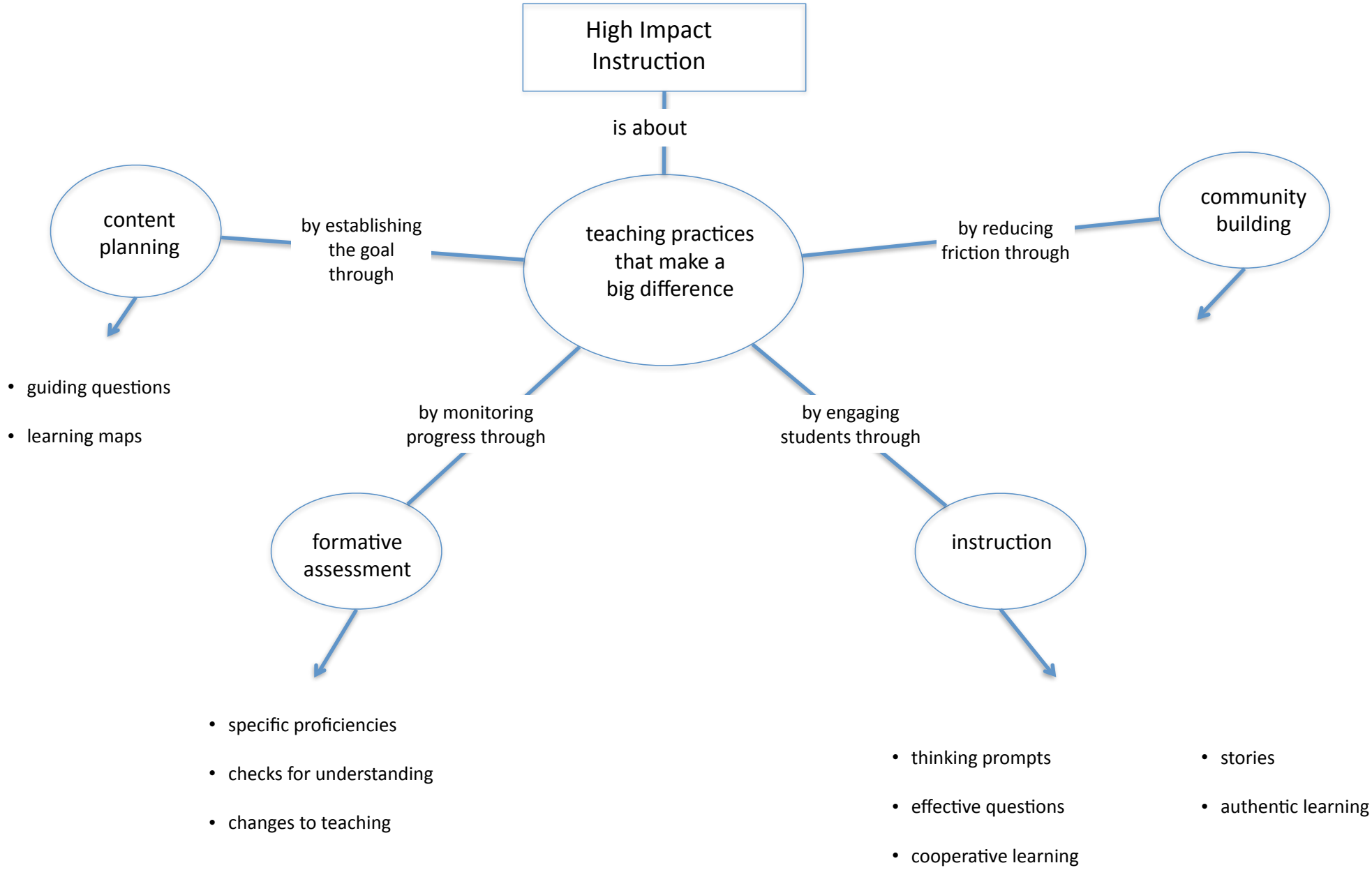
5. Reinforce expectations

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
community building
by reducing friction through
by monitoring progress through
formative assessment
specific proficiencies
checks for understanding
changes to teaching
by engaging students through
instruction
thinking prompts
effective questions
cooperative learning
stories
authentic learning

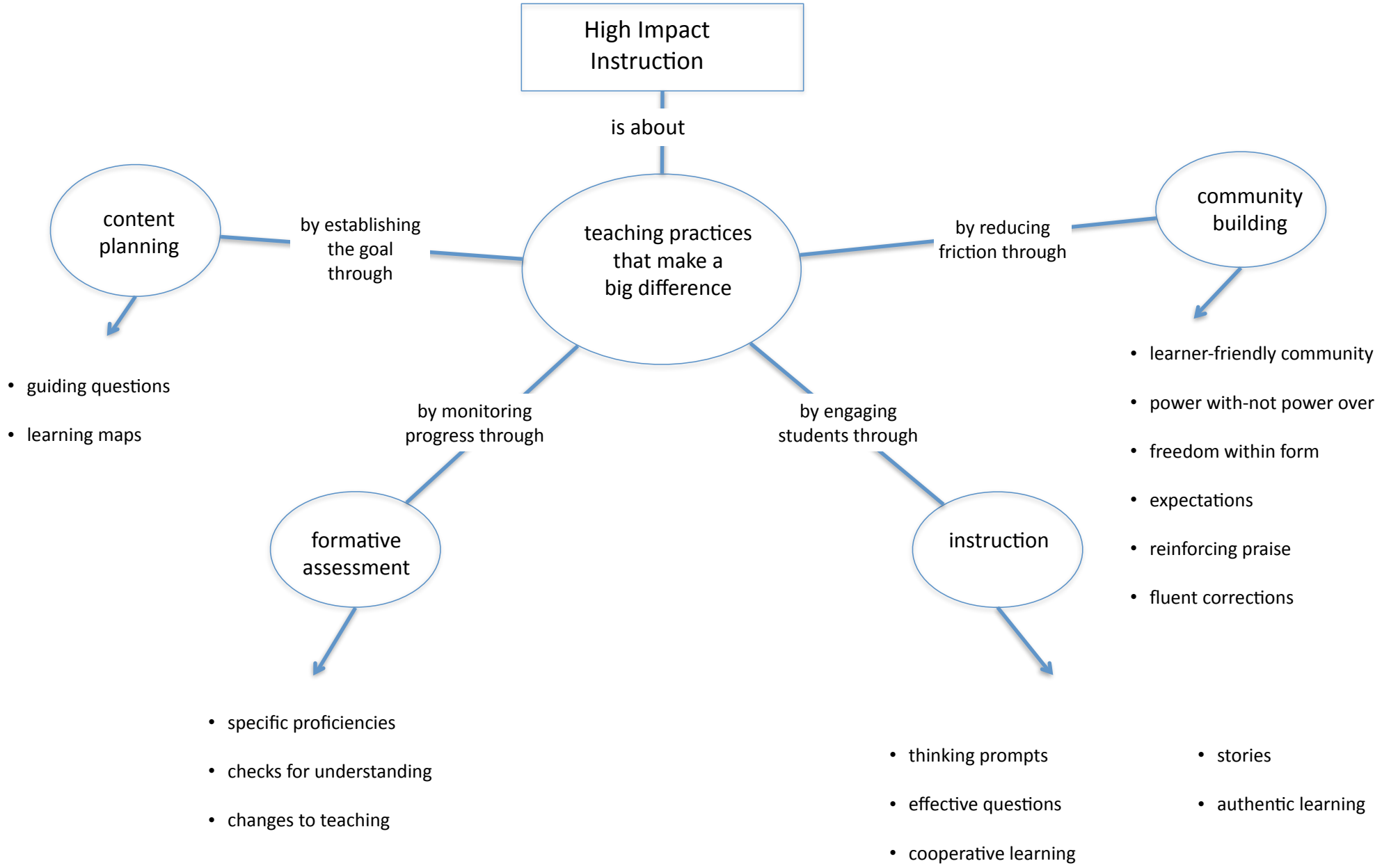
Instruction

6. Thinking Prompts
7. Effective Questions
8. Cooperative Learning
9. Stories
10. Authentic Learning

Community
Building

Community Building

11. Learner-Friendly Culture
12. Power With vs Power Over
13. Freedom within Form
14. Expectations
15. Positive Reinforcements
16. Fluent Corrections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How is your school building a learning community? Should you be doing anything differently?

http://www.instructionalcoaching.com

http://www.corwin.com/highimpactinstruction

RADICAL LEARNERS

Are you a radical learner?

http://www.radicallearners.com

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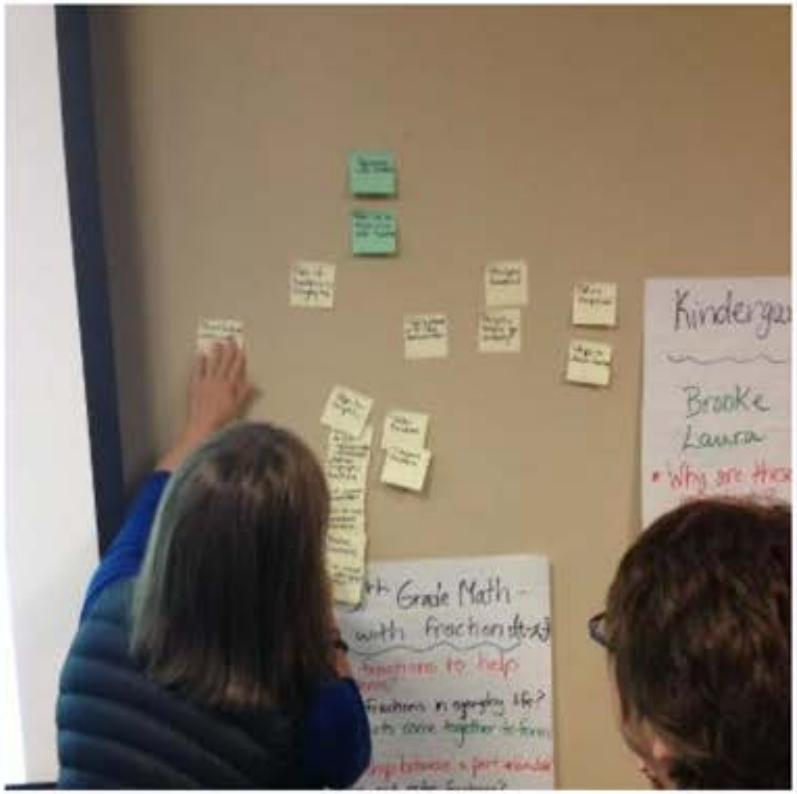

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