

JIM KNIGHT

# HIGH- IMPACT INSTRUCTION

A FRAMEWORK FOR GREAT TEACHING



[http://www.corwin.com/  
highimpactinstruction](http://www.corwin.com/highimpactinstruction)



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High Impact Instruction

is about

teaching practices that make a big difference

content planning

by establishing the goal through

community building

by reducing friction through

by monitoring progress through

formative assessment

by engaging students through

instruction

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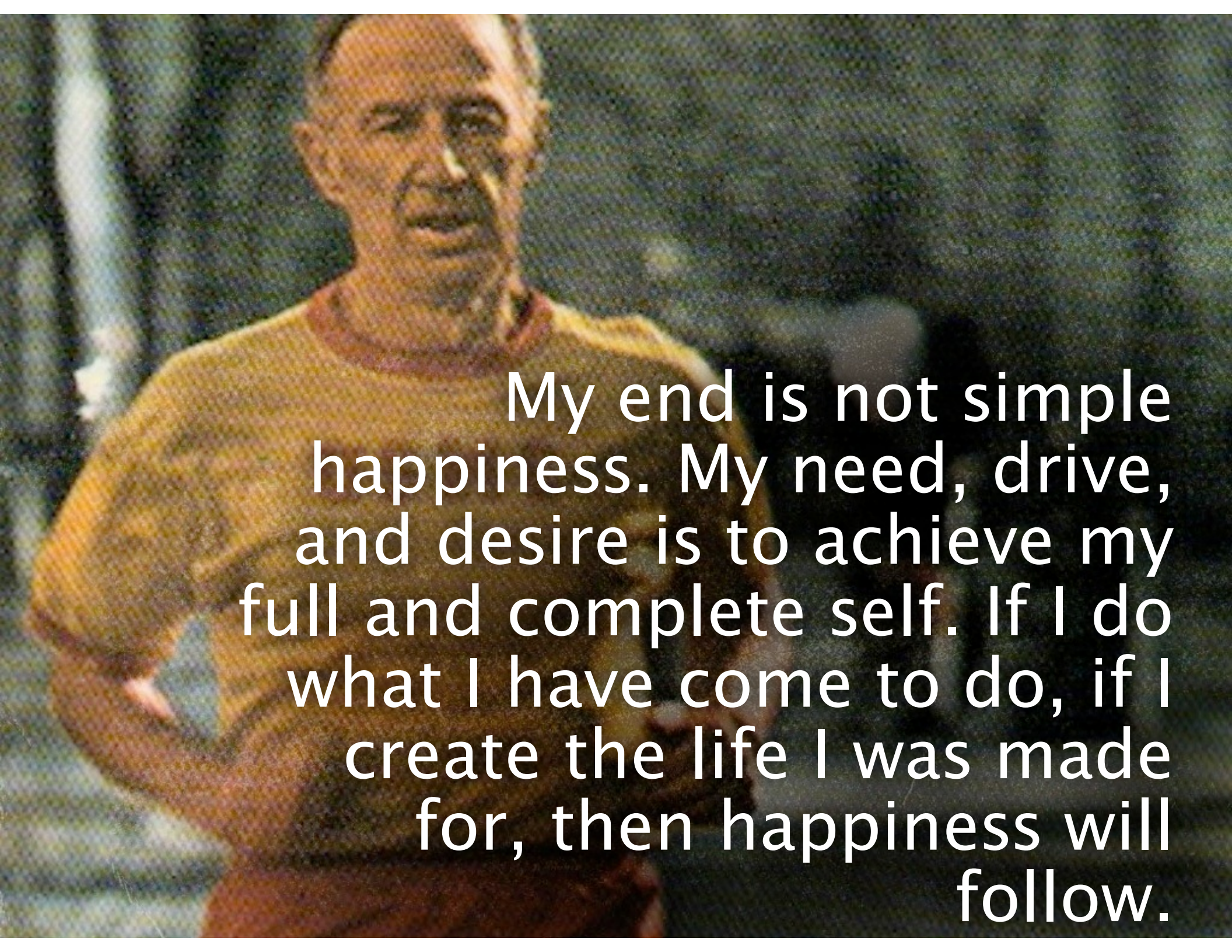
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**3 ideas**

1



**We all want to  
achieve personal  
bests**

A photograph of a man with short hair, wearing a yellow sweater, standing with his hands on his hips. The background is dark and out of focus. A white text quote is overlaid on the right side of the image.

My end is not simple happiness. My need, drive, and desire is to achieve my full and complete self. If I do what I have come to do, if I create the life I was made for, then happiness will follow.



2



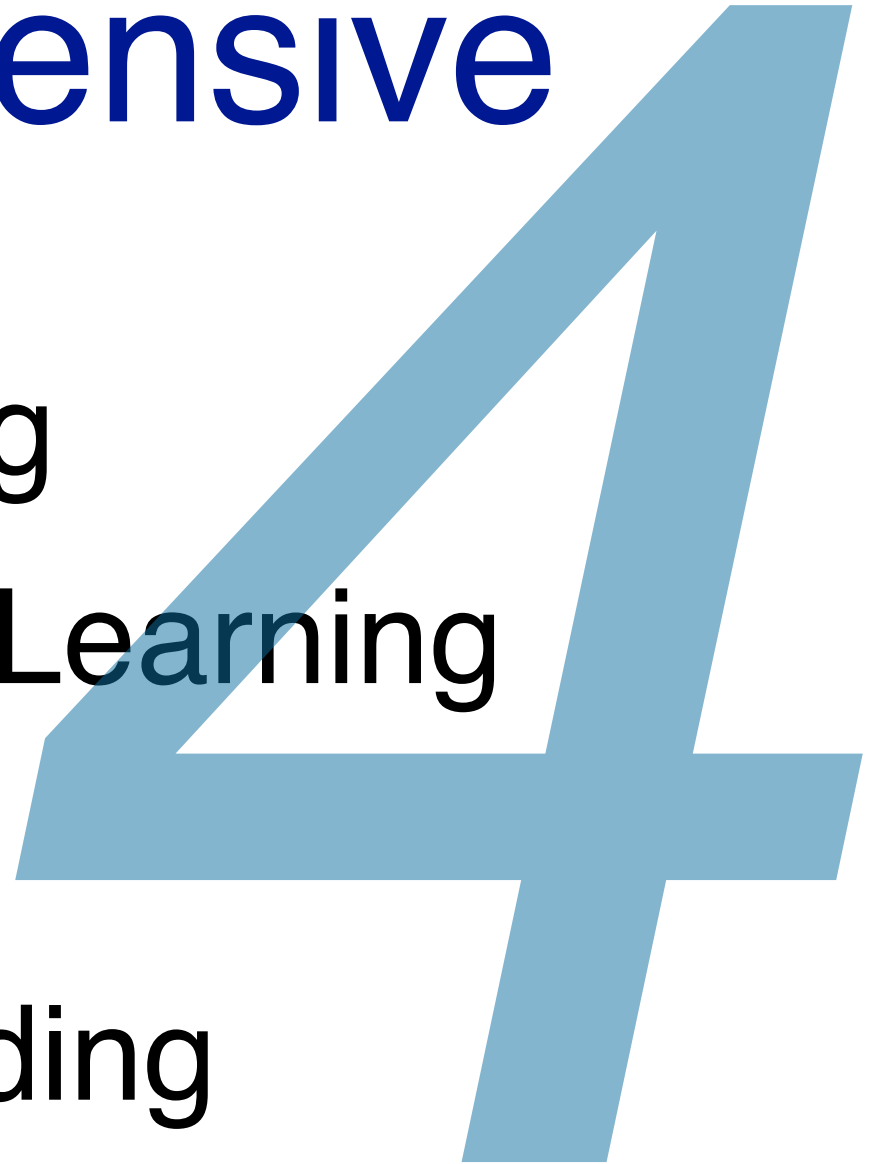
BERGE NORD




**3**

# Comprehensive

- Content Planning
- Assessment for Learning
- Instruction
- Community Building





**What are the Big Four  
teaching practices and  
how can I use them?**

<b>Content</b>	
<b>Formative Assessment</b>	
<b>Instruction</b>	
<b>Community Building</b>	

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**You Have To Study!**

CAN BREAK  
BUT WORDS  
MY TEA  
JUST DON'T

# Content







? ? ?  
Absent.  
, ? ? ? ?

# 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

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

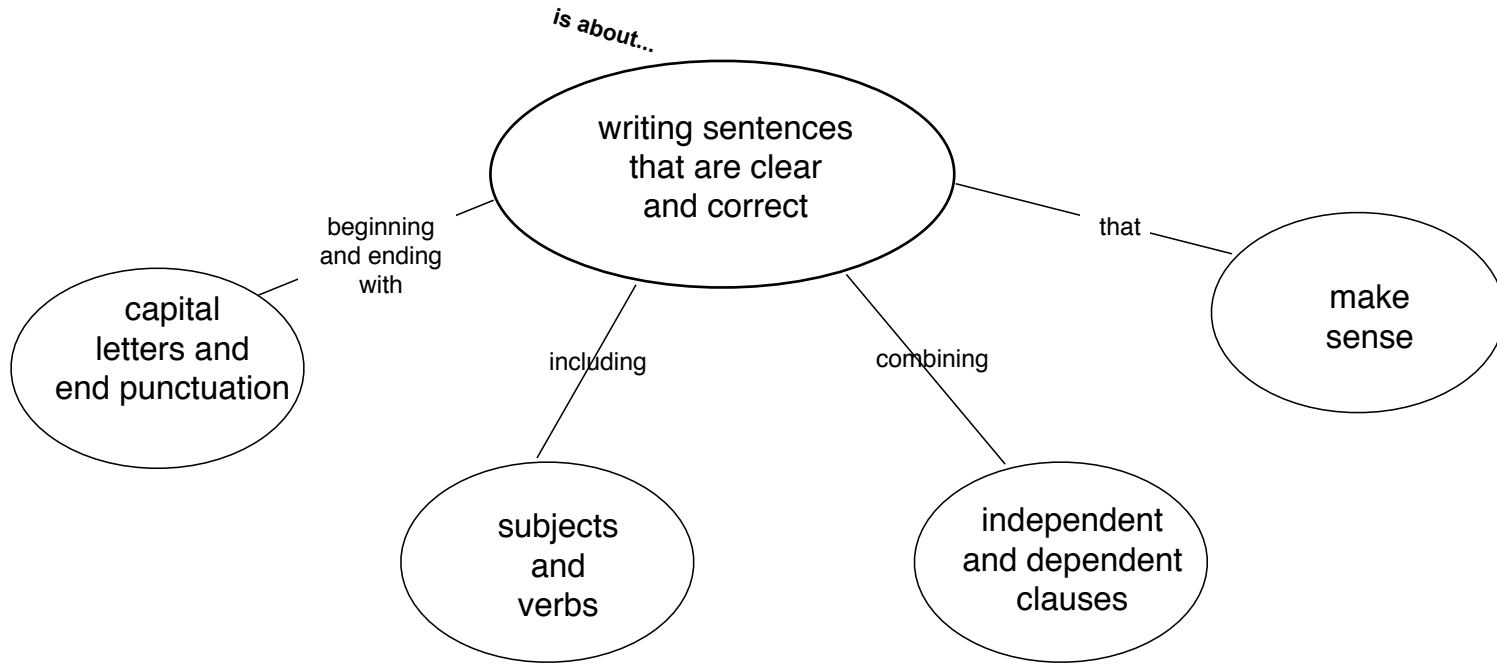
	✓
Address the standards.	
Identify the knowledge students need to learn.	
Identify the skills students need to learn.	
Identify the big ideas students need to learn.	
Choose meaningful or important topics.	
Choose personally relevant topics.	
Use the most appropriate words.	
Keep language easy to understand.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

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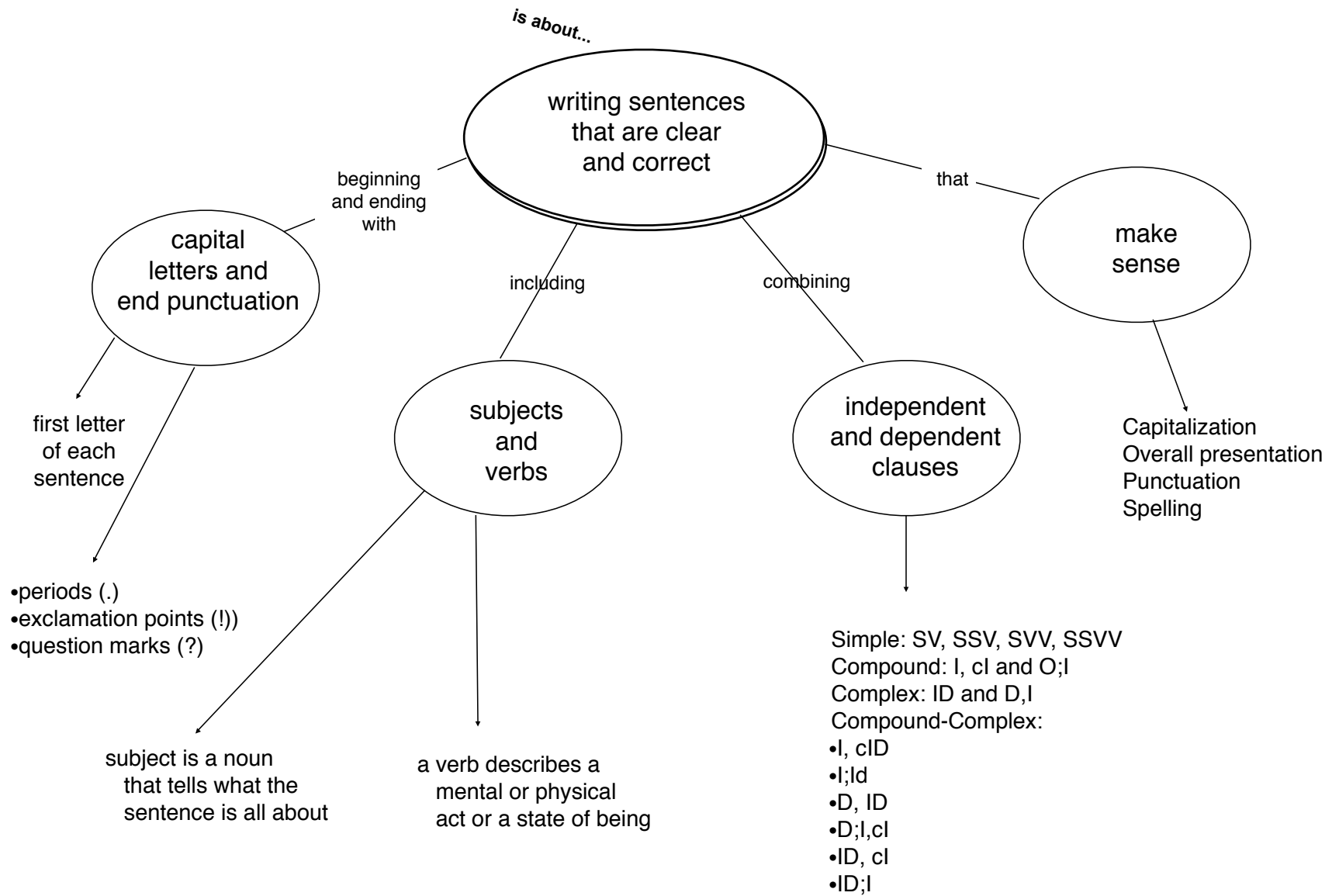
# Learning Maps



# 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 and  
guiding questions?  
Would they be helpful in  
some classes in your  
school?**

You are posting, commenting, and liking as The Instructional Coaching Group — Change to Jim Knight



The Instructional Coachin...

Timeline

Now

Admin Panel

Create Page

Write a comment...

45 people saw this post

Promote



The Instructional Coaching Group

23 hours ago

Working on learning maps at the High-Impact Instruction Institute.



Like · Comment · Share

95 people saw this post

Promote



The Instructional Coaching Group

23 hours ago

Working on learning maps at the High-Impact Instruction Institute.



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95 people saw this post

Promote

Now

December

Joined Facebook



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instructional.coaching](http://www.facebook.com/instructional.coaching)

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# Content Planning

1. Guiding Questions
2. Learning Maps

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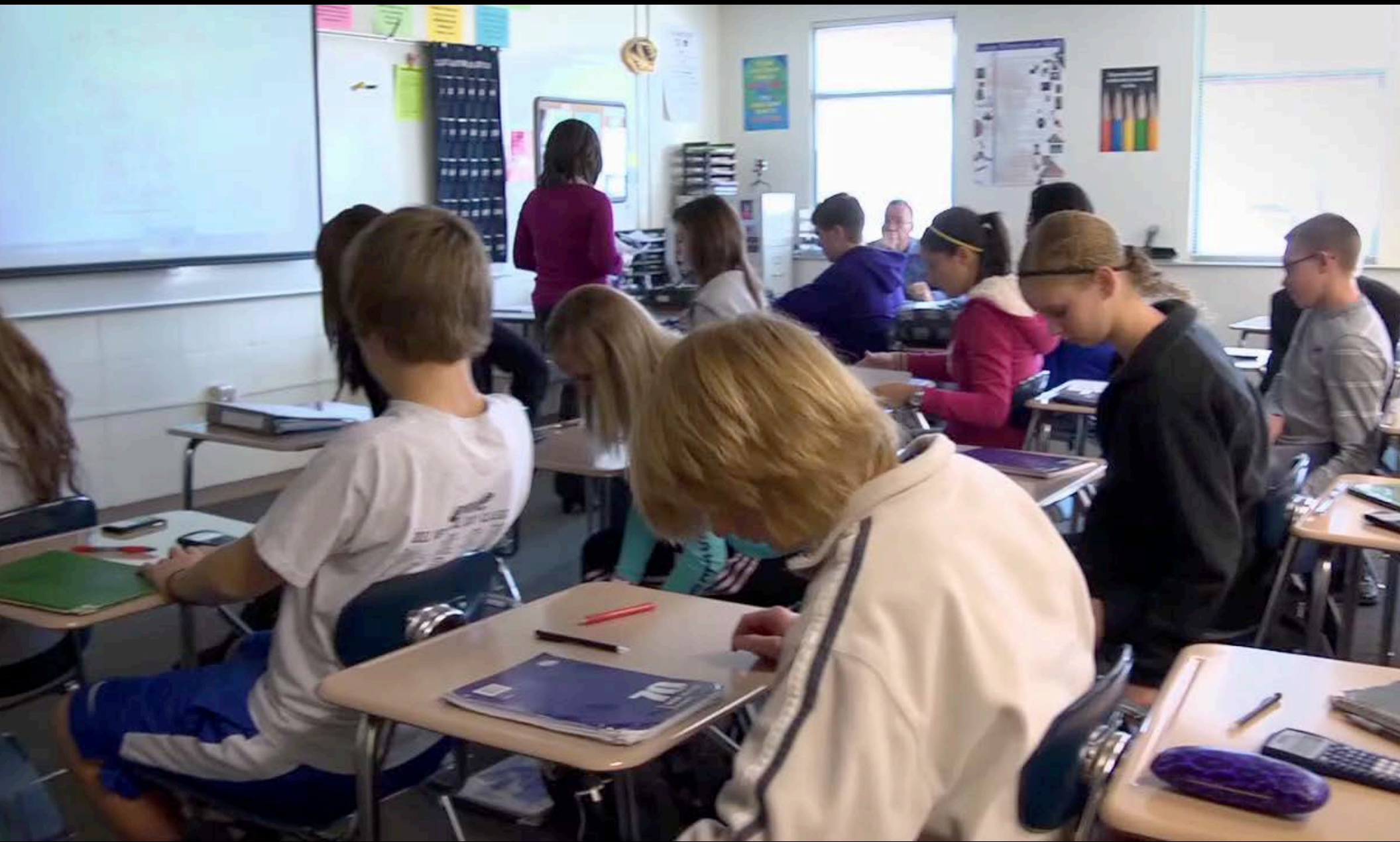
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A young boy with blonde hair and glasses, wearing a blue plaid shirt, is looking down at a blue tablet device. The background is dark. The text "Formative Assessment" is overlaid in white on the bottom half of the image.

# Formative Assessment





**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?

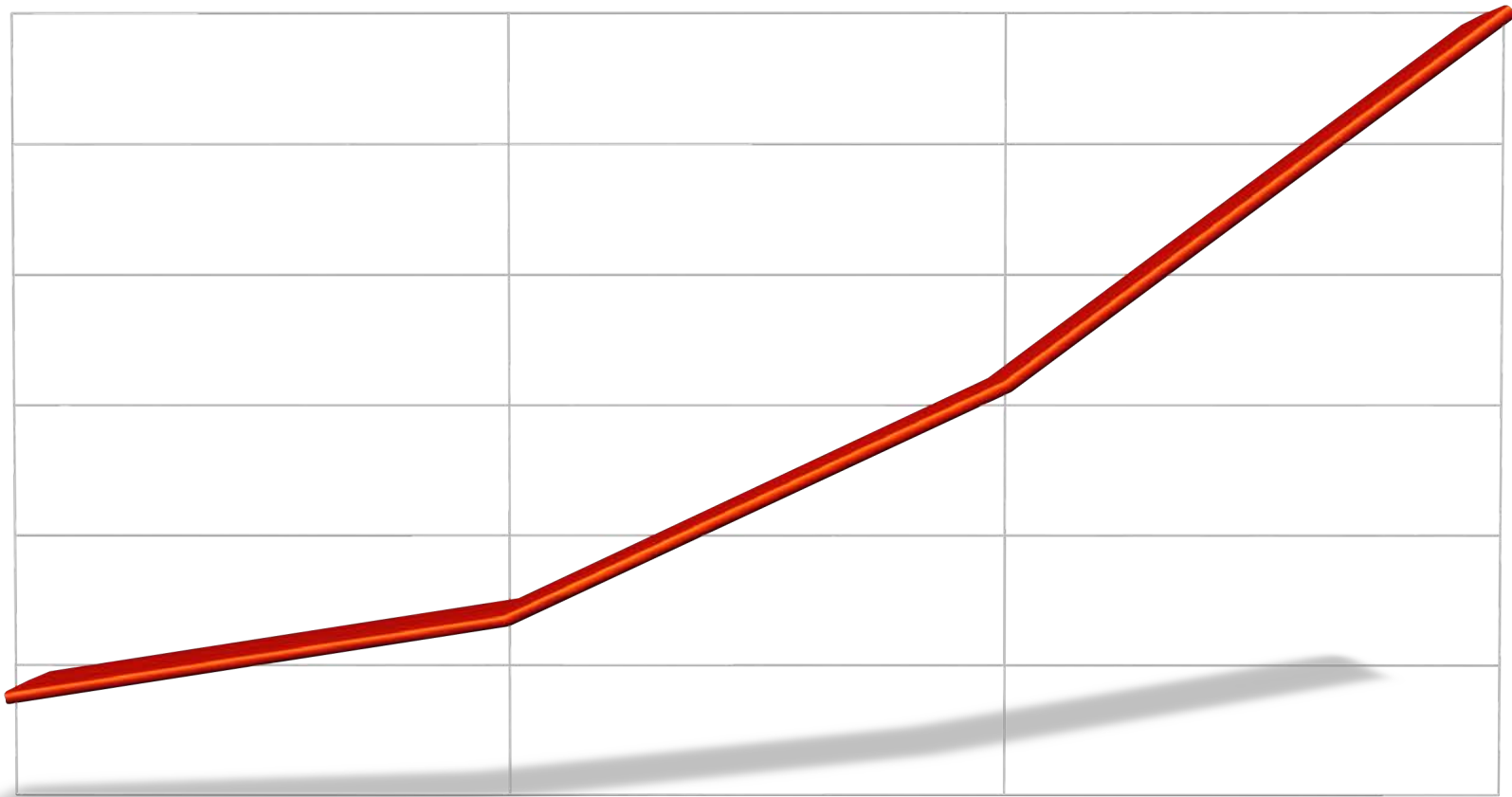
- Goals and feedback



# What is the structure of happiness?

- Challenge and skills





Skill

Challenge



# 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

# 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

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# Formative Assessment

3. Specific Proficiencies

4. Checks for Understanding

5. Modifications to Teaching

# Effective Instruction





# Why?

- happiness
- relationships
- productivity

# Effective Instruction





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

Imaginative Narrative

of other people  
Love is not happy when  
But it is full of joy when  
the truth is spoken.  
It always protects.  
It always trusts.  
It always gives.  
It never complains.  
It never  
Love is...

Activity Schedule



LSU Tiger

# 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”



## I Love the Look of Words

By: Maya Angelou

Popcorn leaps, popping from the floor  
of a hot black skillet and into my mouth.

Black words leap,  
snapping from the white  
page. Rushing into my eyes. Sliding  
Into my brain which gobbles them  
the way my tongue and teeth  
chomp the buttered popcorn.

When I have stopped reading,  
ideas from the words stay stuck  
in my mind, like the sweet  
smell of butter perfuming my  
fingers long after the popcorn  
is finished.

I love the book  
and the look of words  
the weight of ideas that popped into my mind  
I love the tracks of new thinking in my mind.





# Thinking Prompts

Provocative  
Complex  
Concise  
Humanizing  
Varied  
“Not lame”

# Effective Questions





# Effective Questions



# Stories



**TED**

**IDEAS WORTH SPREADING**



# Cooperative Learning



# Authentic Learning

$$E=mc^2$$





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- guiding questions
- learning maps

- specific proficiencies
- checks for understanding
- changes to teaching

- 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





**1. Create a  
learner-  
friendly  
culture**







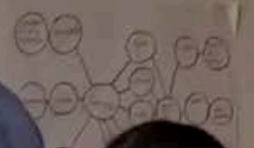
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### GROUP TASK

- Northwest team members look up the definition of the word.
- Team members write down the definition of the word.
- Team members write the paragraph.
- Team members...

Level of Performance  
Analyze  
What tools do I have available to decipher a word

Reading - I will...  
How to find out the...  
in an...  
word with...



**2. Choose**  
**power with,**  
**not power**  
**over**



# 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**



**4. Identify &  
teach**

**expectations**



# **5. Reinforce** **expectations**

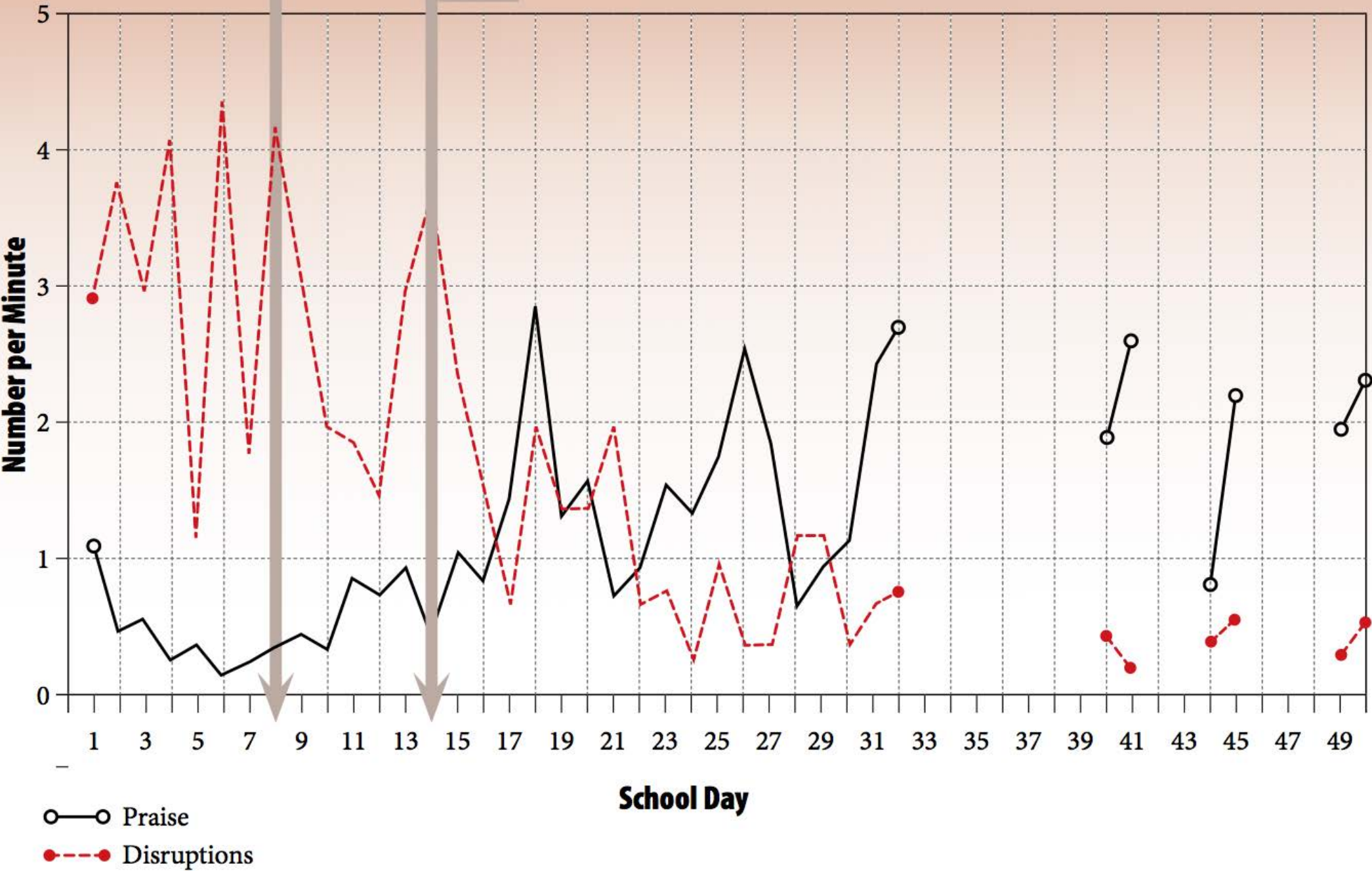




**Baseline:** No intervention

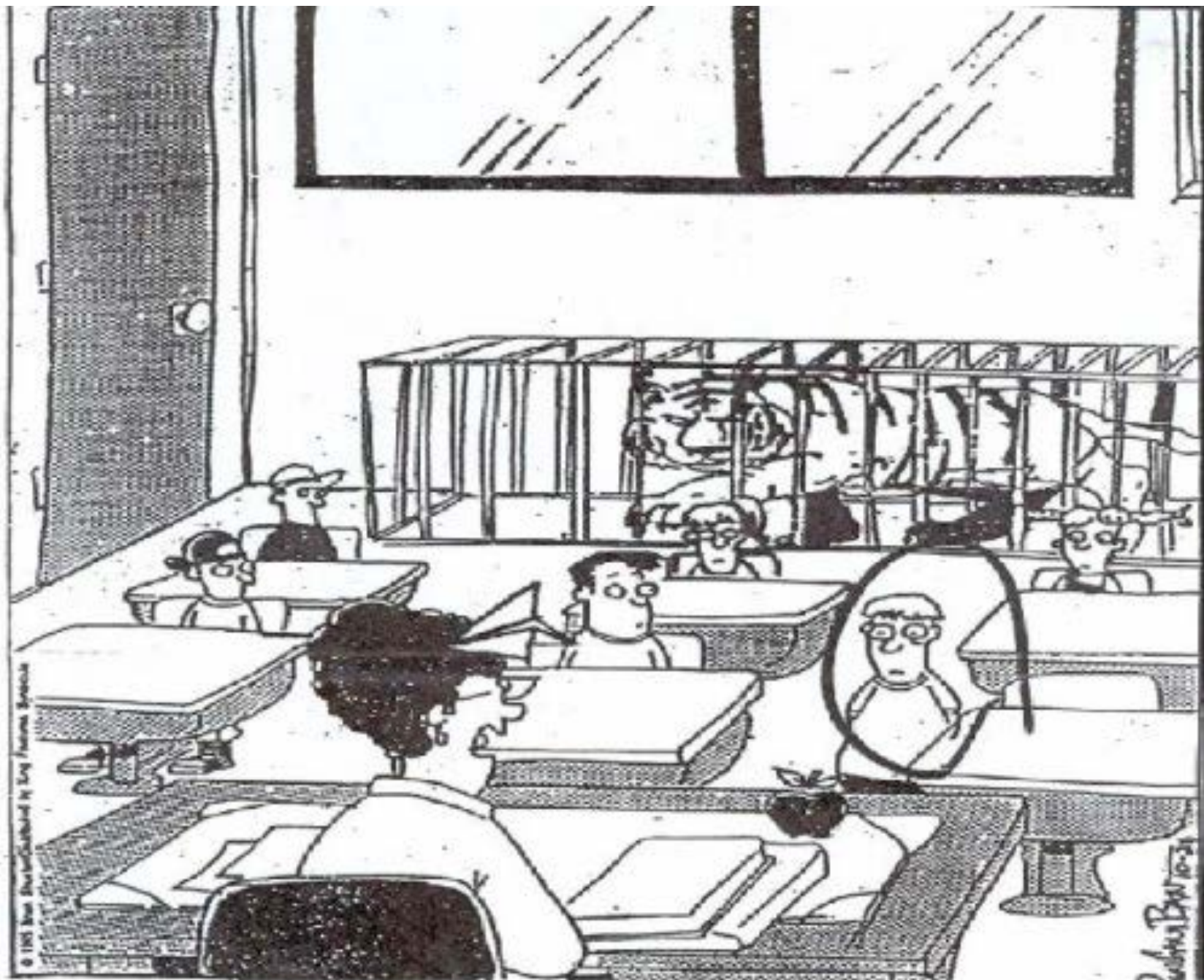
**Intervention:** No performance feedback provided to the teacher

**Intervention:** Performance feedback provided to the teacher



**5 to 1**

**6. Correct**  
**Fluently**



Well, Timmy. It looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers.

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- effective questions
- cooperative learning

- stories
- authentic learning



# 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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by reducing friction through


- learner-friendly community
- power with-not power over
- freedom within form
- expectations
- reinforcing praise
- fluent corrections

- stories
- authentic learning

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Are you a  
radical learner?



**<http://www.radicallearners.com>**

**@jimknight99**









