jimknight@mac.com
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
3 ideas
We all want to achieve personal bests
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.
Comprehensive

• Content Planning
• Assessment for Learning
• Instruction
• Community Building
What are the Big Four teaching practices and how can I use them?
<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Formative Assessment</td>
<td></td>
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<tr>
<td>Instruction</td>
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<tr>
<td>Community Building</td>
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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
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

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

Learning
Maps
Sentence Writing

Writing sentences that are clear and correct

- Subjects and verbs
- Independent and dependent clauses
- Capital letters and end punctuation
- Beginning and ending with
- Including
- Combining
- That

Make sense
Sentence Writing

is about...

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

beginning and ending with

including

combining

make sense

Capitalization

Overall presentation

Punctuation

Spelling

Simple: SV, SSV, SVV, SSVV
Compound: I, cl and O;i
Complex: ID and D,i
Compound-Complex:
• I, cI
• I;Id
• D, ID
• D;i,cl
• ID, cl
• ID;i

independent and dependent clauses
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?
Working on learning maps at the High-Impact Instruction Institute.
http://www.facebook.com/instructional.coaching
High Impact Instruction

- teaching practices that make a big difference
  - by establishing the goal through
  - by monitoring progress through
  - by engaging students through
  - by reducing friction through

- content planning
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- formative assessment
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- instruction
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- community building
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  - by engaging students through
  - by reducing friction through

- content planning
  - guiding questions
  - learning maps
Content Planning

1. Guiding Questions
2. Learning Maps
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- by establishing the goal through content planning
  - guiding questions
  - learning maps
- by monitoring progress through formative assessment
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- by reducing friction through community building
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
Csikszentmihalyi
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
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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• guiding questions

• learning maps

• specific proficiencies

• checks for understanding

• changes to teaching
Formative Assessment

3. Specific Proficiencies
4. Checks for Understanding
5. Modifications to Teaching
Effective Instruction
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”
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
Cooperative Learning
Authentic Learning
High Impact Instruction

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- by monitoring progress through formative assessment
- by engaging students through instruction
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Teaching practices that make a big difference

- guiding questions
- learning maps
- specific proficiencies
- checks for understanding
- changes to teaching

- thinking prompts
- effective questions
- cooperative learning
- stories
- authentic learning
6. Thinking Prompts
7. Effective Questions
8. Cooperative Learning
9. Stories
10. Authentic Learning
1. Create a learner-friendly culture
GROUP TASK

- Northwest Indian members look up the definition of the word.

- Team members write down the definition of the word with a partner.

- Members of the group will illustrate the word with a drawing.
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
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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- 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
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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- 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
  - learner-friendly community
  - power with-not power over
  - freedom within form
  - expectations
  - reinforcing praise
  - authentic learning

- Content planning: by establishing the goal through
  - guiding questions
  - learning maps
http://www.corwin.com/focusonteaching
Are you a radical learner?