

The background features a light orange color with a pattern of thin, curved lines that create a sense of depth and movement. There are several black circular shapes and arrowheads scattered throughout the design, some pointing towards the center and others pointing away. A large, solid orange rectangle is positioned in the lower-left quadrant, containing the title text.

Instructional Coaches' Toolkit

Instructional Playbook

The teaching strategies described in this playbook are also included in *High-Impact Instruction: A Framework for Great Teaching* by Jim Knight (2013).

Content Planning

Guiding Questions

Learning Maps

Formative Assessment

Specific Proficiencies

Checks for Understanding

Instruction

Thinking Prompts

Effective Questions

Freedom Within Form (Dialogue Structures)

Stories

Cooperative Learning

Community Building

Learner-Friendly Culture

Power With vs. Power Over

Expectations

Witness to the Good and Fluent Corrections

CONTENT PLANNING: GUIDING QUESTIONS

In One Sentence

- If students can answer all of the guiding questions for a unit correctly and completely, they should get an A.

The Hattie Check

- Student expectations = 1.44; Teacher clarity = 0.75.
- Students can use guiding questions to review and monitor their learning and confirm understanding.
- To develop guiding questions, teachers need to identify and clarify the knowledge, skills, and big ideas students need to learn.

What's the Point?

- Guiding questions clearly state what students need to know, do, and understand to be successful in a unit.
- Guiding questions are necessary for formative assessment and differentiation because teachers need to know what they are going to teach before they assess or differentiate.
- Guiding questions can and should be used as points of departure for many classroom discussions.

How Are Guiding Questions Used by Teachers?

- To develop guiding questions, teachers need to unpack standards and carefully identify the knowledge, skills, and big ideas students are to learn in a unit.
- Teachers report that they find it very valuable to create questions by collaborating with others teaching the same unit.
- Teachers should prompt students to write down part or all of each question on their own at the start of a unit.
- Guiding questions can be shared with students when learning maps are shared.
- Guiding questions can be posted in the classroom during each unit.

How Are Guiding Questions Used by Students?

Students use guiding questions:

- to keep the main goals of the unit in mind,
- to frequently review and clarify their learning, and
- as points of departure for classroom dialogue.



CHECKLIST: EFFECTIVE 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.		
Address meaningful and/or important topics.		
Address 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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CONTENT PLANNING: LEARNING MAPS

In One Sentence

- A graphic organizer depicting the essential knowledge, skills, and big ideas students are to learn in a unit.

The Hattie Check

- Student expectations = 1.44; Teacher clarity = 0.75; Concept mapping = 0.75.
- Students can use learning maps to review and monitor their learning and confirm understanding.
- Learning maps are a form of concept map teachers can use to ensure their lessons are clear.

What's the Point?

- Learning maps are powerful because their visual depiction of a unit keeps students and teachers on track.
- The map is an accommodation for students who struggle to take notes, and it structures the beginning and ending of lessons.
- Learning maps are living study guides that make connections explicit and support repeated review.

How Are Learning Maps Used by Teachers?

- Teachers should spend twenty-five to forty minutes to introduce the unit through an interactive discussion of the map on the first day of a unit.
- Throughout the unit, the maps may be used as visual prompts for conversations around advance and post-organizers.
- Teachers should prompt students to record new information on their maps as it is learned.
- At the end of the unit, maps can be integrated into the unit review.

How Are Learning Maps Used by Students?

Students use learning maps:

- to take note of key information,
- to frequently review and clarify their learning, and
- as points of departure for classroom dialogue.

✓ CHECKLIST: LEARNING MAP

A QUALITY LEARNING MAP: ✓	
Answers all the guiding questions.	
Has a starting map with only the core idea, paraphrase, and subtopics.	
Has a complete ending map on no more than one page.	
Shows connections through line labels.	
Is organized according to the sequence of the learning in the unit.	

✓ CHECKLIST: CREATING LEARNING MAPS

✓	
Identify the knowledge, skills, big ideas, and other information that needs to be in the map.	
Display everything by transferring information to sticky notes and putting it out where it all can be seen.	
Organize information into a map.	
Connect information using line labels.	
Refine the map by adding, subtracting, combining, and simplifying.	

✓ CHECKLIST: INTRODUCING THE LEARNING MAP AND GUIDING QUESTIONS

✓	
The teacher spends twenty-five to forty-five minutes to thoroughly introduce the unit.	
Students complete their personal map in their own handwriting (at least partially).	
The teacher co-constructs the map with students.	
The teacher provides many opportunities for students to respond to learning so that learning is highly interactive.	
Students store their map in a place where it will be easy for them to retrieve it.	

✓ CHECKLIST: DAILY USE OF THE LEARNING MAP AND GUIDING QUESTIONS

✓	
Students have their map open on their desk when the bell rings to start the class.	
Class begins with a review of the content covered up until the current point in the unit.	
The learning map is used to introduce the day's lesson.	
Students record new content learned on the learning map.	
Each day ends with a review of the material depicted on the learning map.	

✓ CHECKLIST: END-OF-UNIT REVIEW WITH LEARNING MAP AND GUIDING QUESTIONS

✓	
Teacher and students have created a complete learning map by the end of the unit.	
Learning map should be integrated into the end-of-unit review.	
Teacher should prompt students to use the map to study for the end-of-unit test (when there is a test).	
Teacher should prompt students to keep their maps stored in an orderly, easy-to-find place in their notebooks.	
When returning students' tests, the teacher should clearly explain how the map would have helped them prepare for the test.	



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FORMATIVE ASSESSMENT

In One Sentence

- Teachers and students monitor student learning so that both can make adjustments until students succeed.

The Hattie Check

- Student expectations = 1.44; Providing formative evaluation = 0.90; Feedback = 0.75.
- Students must know how well they are doing to assess their performance against expectations.
- Teachers can't use formative evaluation to adjust their learning unless they know how well students are learning.
- Teachers can't provide feedback unless they know how well students are learning.

What's the Point?

- Formative assessment might be the single most powerful intervention teachers can employ to increase learning.
- Formative assessment isn't possible unless teachers are really clear on their learning targets.
- Most teachers won't know how well students are learning unless they employ some form of formative assessment.
- Formative assessment increases student engagement and student learning.

How Are Learning Maps Used by Teachers?

- Teachers should use formative assessment frequently, ideally whenever students learn new knowledge, skills, or big ideas.
- Teachers can use checks for understanding, checklists, or rubrics to assess student learning.
- Whatever teachers do doesn't become formative assessment until they modify either the way they teach or what students do to increase learning.

How Are Learning Maps Used by Students?

Students use learning maps:

- to identify their strengths,
- to identify areas where they can improve,
- to make adjustments to increase learning, and
- to be motivated by seeing their growth and success.

CHECKLIST: SPECIFIC PROFICIENCY

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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CHECKS FOR UNDERSTANDING: A LIST

Exit Tickets: Exit tickets are short tasks students hand in at the end of class, completed on small pieces of paper or index cards and may include a writing assignment, a short quiz, or a single question.

White Boards: Teachers ask all students to answer a question on their individual white boards, then hold up them up at the same time. Teachers can then lead a clarifying discussion if there are conflicting answers.

Response Cards: Response cards include index cards with a "Yes" on one side and a "No" on the other side, or cards with the colors red, yellow, and green on them. Teachers ask students to answer a question by holding up the appropriate card for their answer at the same time as their classmates.

Clickers: Various companies sell electronic devices that enable students to respond to questions and send their responses directly to a teacher's computer or tablet. Teachers can immediately see which students answered correctly and incorrectly and display tallies of the answers.

Thumbs Up, Thumbs Down, Thumbs Wiggly: Students respond to questions through their thumbs: *Thumbs up* means they understand/agree, *thumbs down* means they don't understand/agree, and *holding thumbs horizontally and wiggling* means they're not sure if they understand/agree.

(Continued)

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Turn-To-Your-Neighbor: After students complete a learning task, teachers can ask them to compare their answer or idea with a neighboring student to see if they have the same answer. If yes, students give the teacher a thumbs up. If no, students give the teacher a thumbs down.

Hot Potato: The teacher asks a student a question to test his or her understanding of content. If the student gets the answer right, he or she gets to ask another question that tests another student's understanding. The student asking the question must know the answer so he or she can confirm whether or not the new student gave the correct answer.

Soccer, Hockey, Basketball: The teacher organizes the class into two teams and draws a playing field on the white board with a puck or ball drawn at the center. If a team gets a correct answer, the teacher moves the ball or puck closer to the other team's goal. If a member of a team gets an answer wrong, the ball or puck moves toward their own goal. If the ball or puck gets in their zone, and they get a wrong answer, or the other team gets a right answer, a goal or basket is scored.

Graphic Organizers: Asking students to create graphic organizers is a good check of student understanding because in most cases students won't be able to create correct graphic organizers unless they understand the content.

Game Shows: With a little effort, teachers can develop their own version of popular game shows such as *Jeopardy*, *Who Wants to Be a Millionaire*, *Wheel of Fortune*, or *Family Feud*. Teachers should divide the class into teams and give each team review time prior to the game.

Jigsaw or Gallery Walk: Students are organized into groups to create a poster on chart paper that they can display in the room. The poster should demonstrate the students' knowledge of content covered. Once the groups have finished, new groups are formed that include a member from each initial group. The groups then walk around the room, stopping at each poster. Whoever created the poster explains it to the rest of their new group.

Four Corners: Students move to a corner of the room based on their answer to a question. For example, a teacher might pose a multiple-choice question and designate each different corner as *a*, *b*, *c*, or *d*.

Quizzes or Tests: Multiple-choice, true-or-false, fill-in-the-blanks, and short-answer quizzes and tests are used frequently to gauge student performance. Quizzes or tests can be used with many of the above assessment techniques.

Paraphrasing: Teachers can assess student understanding by ask students to retell in their own words what they have learned.

Group Answers: Teachers use this strategy to check student understanding by putting students in groups and giving them a task to complete, a question to answer, a term to memorize, or some other assignment. They should explain that in groups everyone is responsible for everyone's learning and that they'll check for understanding with one group member. Thus, all students need to ensure that everyone knows whatever is being learned.

Writing: Students' understanding can be assessed using numerous writing assessments. Students can be prompted to write a response to a passage they've read, write a letter to an author, write a short story to illustrate a concept that has been learned, and so forth.

CHECKLIST: QUALITY ASSESSMENT

THE INFORMAL ASSESSMENT: 	
Clearly tells students how well they are performing.	
Clearly tells teachers how well all students are performing.	
Is easy to use.	
Takes little time to implement.	

CHECKLIST: USING ASSESSMENTS EFFECTIVELY

WHAT TO DO: 	
Ensure all students respond.	
Develop a group response ritual.	
Ask students to explain their responses.	
Repeat assessments to ensure clarity.	
Reinforce students using assessment results.	
Use effective questioning techniques.	



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CHECKLIST: REVISITING AND REFINING THE ASSESSMENTS

QUESTIONS:	
Did my questions effectively address the key learnings and standards?	
Should I change my questions in any way to make them more effective?	
Did the assessments address the right things?	
Was I able to monitor all students' progress?	
Did students have a clear understanding of their progress?	
Were the assessments fun?	



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INSTRUCTION: THINKING PROMPTS

In One Sentence

- A thinking prompt is a device (a video clip, photo, work of art, case, newspaper clipping, song, poem, word, etc.) presented to students to promote productive conversations in class.

The Hattie Check

- Classroom discussion = 0.82; Teacher-student relationships = 0.72; Questioning = 0.48.
- Teachers spend 30–50 percent of their time asking questions. Thinking prompts are used in conjunction with effective questions.

What's the Point?

- Thinking prompts
 - promote dialogue,
 - increase student engagement,
 - provide background knowledge, and
 - help students make connections.

How Are Thinking Prompts Used by Teachers?

- Thinking prompts are often used at the beginning of a lesson or unit to engage students or to promote thought and dialogue.
- Thinking prompts may be used for open or closed learning.
- To be most effective, thinking prompts should be paired with effective questioning (a small number of open-ended, opinion questions for open learning; a large number of closed-ended, right/wrong questions for closed learning).

What Is an Effective Thinking Prompt?

The most effective thinking prompts are:

- Provocative (students feel a strong desire to respond)
- Complex (they can be analyzed from many different perspectives)
- Personally relevant
- Positive and inspirational (fostering a learner-friendly classroom culture)
- Short (leaving ample time for classroom discussion)
- Appropriate for the content without being “lame”



CHECKLIST: EFFECTIVE THINKING PROMPTS

Provocative		
Complex		
Personally relevant		
Positive and inspirational		
Short		
Appropriate for the content		



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CHECKLIST: CREATING A SAFE ENVIRONMENT FOR CLASSROOM DISCUSSION

Establish norms for classroom discussion.		
Use the most effective kind, type, and level of question.		
Listen with empathy to every student.		
Promote dialogue by listening for students' key ideas and restating them clearly when students' comments lack focus.		
Encourage students by frequently offering authentic praise.		
Suggest connections between ideas offered by students.		
Keep the conversation short enough to maintain student engagement and long enough to prompt meaningful reflection.		



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INSTRUCTION: EFFECTIVE QUESTIONS

In One Sentence

- Effective questions are the right questions for the kind of learning students are to experience.

The Hattie Check

- Classroom discussion = 0.82; Teacher-student relationships = 0.72; Questioning = 0.48.
- Teachers spend 30–50 percent of their time asking questions. Thinking prompts are used in conjunction with effective questions.

What's the Point?

- Asking questions that are appropriate for the intended learning increases engagement and learning.

What Are the Different Types of Questions?

- Type of question
 - **Open-ended** questions have an unlimited number of responses (If you were mayor, what would be some things you would do?)
 - **Closed** questions have a finite number of responses (What are the capitals of Canada's provinces?)
- Kind of question
 - **Opinion** questions do not have right or wrong answers and are usually used as catalysts for conversation (Are you persuaded by this TV commercial? Why? Why not?)
 - **Right or wrong** questions have correct and incorrect answers, and they are used to determine whether or not students understand something that has been taught or learned (What is a pentagon?)
- Level of question
 - **Knowledge** questions prompt students to demonstrate that they can remember information they have learned (What are the parts of a cell?)
 - **Skill** questions prompt students to apply their knowledge to new situations or settings (How should you multiply fractions?)
 - **Big idea** questions explore the themes, concepts, overarching ideas, and content structures that recur throughout a course (Why is it important to be able to identify and decode propaganda?)

What Is the Central Idea for Effective Questioning?

- Open learning usually requires open-ended, opinion, and often big idea questions.
- Closed learning usually requires closed, right or wrong, knowledge, and skill questions.

Which Question to Use for Closed vs. Open Learning

Closed Learning	Question	Open Learning
Closed	Kind	Open
Right or wrong	Type	Opinion
Knowledge or skill	Level	Big idea
Many: up to more than four per minute	Number of questions	Few: As few as one to five per lesson

✓ CHECKLIST: USING QUESTIONS EFFECTIVELY WITH STUDENTS

✓	
Ask questions of all students.	
Use repeat, rephrase, reduce, and reach out.	
Celebrate mistakes.	
Avoid giving away the answers.	
Provide sufficient wait time.	



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INSTRUCTION: FREEDOM WITHIN FORM (DIALOGUE STRUCTURES)

In One Sentence

- Dialogue structures are classroom activities that promote student freedom and autonomy by providing a structure for interaction.

The Hattie Check

- Classroom discussion = 0.82; Teacher-student relationships = 0.72; Questioning = 0.48.
- Teachers spend 30–50 percent of their time asking questions. Thinking prompts are used in conjunction with effective questions.

What's the Point?

- Dialogue structures shape students' activities so that they can explore what they are learning from different perspectives and in different ways. They are similar to cooperative learning in that they are mediated by students, but different in that their main point is to foster autonomy and dialogue.

What Are Some Examples of Dialogue Structures?

- **Brainstorming:** A simple process that guides a group of students to list ideas or thoughts about a particular topic.
- **Affinity diagram:** A way for students to organize a large quantity of information by (a) writing down ideas related to a topic on sticky notes or slips of paper, (b) attaching the notes to a wall or laying them out on a table or desks, and (c) sorting the notes into groups, usually without talking.
- **Labovitch method:** A three-step process for structuring analysis and writing developed by Ben Labovitch at Humber College in Toronto, Canada. It involves asking students to (a) identify important information (such as their favorite scene in a movie), (b) group the information in ways that make sense, and (c) identify big ideas that the groupings surface, which can become thesis statements for writing.
- **Open space:** A group conversation process that is driven entirely by the interests and choices of participants.
- **Nominal group technique:** A simple structure that students can use to make a decision.

CHECKLIST: BRAINSTORMING

DURING BRAINSTORMING:		
Focus on quantity by coming up with as many ideas as possible.		
Put criticism on hold to encourage students to make many suggestions.		
Encourage students to produce more and more ideas.		
Encourage unconventional ideas.		

CHECKLIST: AFFINITY DIAGRAM

DURING AFFINITY DIAGRAM:		
First, students pick a topic to be discussed and write down their ideas on sticky notes.		
Second, students affix all the sticky notes to a surface (a white board, wall, table top, or floor).		
Third, students (usually without talking) sort the notes into groups that are related.		

CHECKLIST: LABOVITCH'S THREE-FOLD METHOD OF ANALYSIS

DURING LABOVITCH'S THREE-FOLD METHOD OF ANALYSIS:		
First, ask students to identify their favorite scene in a work everyone has read or watched and list all the scenes on the board.		
Second, ask students to group the scenes in ways that seem to make the most sense to them.		
Third, identify big ideas, which can become a thesis statement for an analysis of the work.		
Fourth, prompt students to use the grouping to organize the topics for the paragraphs in their essays.		
Fifth, prompt students to use the scenes as details for their paragraphs.		

CHECKLIST: NOMINAL GROUP TECHNIQUE

DURING NOMINAL GROUP TECHNIQUE:		
The teacher presents a question or problem.		
Students (on their own or in pairs) write down their ideas about how to respond to the question or problem.		
All ideas are recorded by the student discussion host (if students are meeting in groups).		
The teacher or student discussion host directs students' attention to each idea and asks for comments.		
Students vote privately to identify best ideas. Sometimes, students generate criteria for voting before they vote.		
Teacher presents a question or problem.		
Students (on their own or in pairs) write down their ideas about how to respond to the question or problem.		

CHECKLIST: OPEN SPACE

DURING OPEN SPACE:		
Students create a list of topics they want to discuss.		
Each student who proposes a topic agrees to host a discussion.		
Students choose which topic group they want to join for a discussion.		
According to the "Law of Two Feet," students can move to another group if they're not learning in the group they initially chose.		
Students may be asked to create a product (such as a brainstormed list or graphic organizer) and share it with the rest of the class at the end of the lesson.		



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INSTRUCTION: STORIES

In One Sentence

- Stories engage students, provide background information, and help students connect with and remember what they are learning.

The Hattie Check

- There are not enough studies of stories for Hattie to conduct a meaningful calculation of effect size.
- Existing studies show that students are more engaged and learn more in science, history, and mathematics classes when stories are told.

What's the Point?

- Stories have been used for teaching and communication since human beings first began to communicate. Chances are that the teachers you have known who used stories effectively left their mark on you.

What Is the Purpose of a Story?

- Stories can be used to (a) anchor new knowledge, (b) build prior knowledge, (c) prompt thinking and dialogue, (d) generate interest, (e) inspire hope, and (f) offer new perspectives.

How Should Stories Be Structured?

- Frequently used structures for stories include escalation, hero-conflict-resolution, building or upsetting expectations, and self-revelation epiphanies.

How Are Stories Used Within Open and Closed Learning?

- Closed: When stories are used for closed learning, teachers explicitly show the connections between stories and the content being learned.
- Open: When stories are used for open learning, students are encouraged to build their own understanding of the story.

How Should Stories Be Told?

- Effective stories are (a) planned ahead of time, (b) conversational, (c) simple, (d) short, (e) appropriately paced, and (f) spontaneous.

✓ CHECKLIST: PURPOSES FOR STORIES

✓	
Anchoring new knowledge	
Building prior knowledge	
Prompting thinking and dialogue	
Generating interest	
Inspiring hope	
Offering new perspectives	
Describing epiphanies	
Building community	

✓ CHECKLIST: EFFECTIVE STORIES

EFFECTIVE STORIES ARE:	✓
Not Lame: Is the story of interest to students or just the teacher?	
Concise: Have you cut out every word that you can? Generally, shorter stories are more powerful.	
Vivid: Have you included enough details to paint a rich picture?	
Emotional: Will the story touch students' hearts?	
Surprising: Can you make the story more effective by including a surprise ending?	
Humble: Stories that celebrate a teacher's successes can be off-putting to students.	

CHECKLIST: TELLING STORIES

WELL-TOLD STORIES ARE: 	
Planned ahead of time.	
Spontaneous.	
Conversational.	
Simple.	
Short.	
Appropriately paced.	



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INSTRUCTION: COOPERATIVE LEARNING

In One Sentence

- Cooperative learning is learning that is mediated by students whereby students work in groups of various sizes and control their very own learning.

The Hattie Check

- Classroom discussion = 0.82; Cooperative vs. individualistic learning = 0.59; Cooperative vs. competitive learning = 0.54; Cooperative learning = 0.42.
- Johnson and Johnson reviewed 150-plus research articles and reported a high effect size for time on task comparing individualistic learning to cooperative learning (1.17) and achievement (0.67); see co-operation.org/what-is-cooperative-learning

What's the Point?

- Cooperative learning helps teachers accomplish many goals in the classroom. It increases engagement and provides opportunities for formative assessment and differentiated instruction.
- Cooperative learning also allows for the collaborative construction of knowledge, provides an opportunity for students to develop and practice communication skills, and prepares students for working on teams when they leave school to join the workforce.

What Are Some Examples of Cooperative Learning?

- **Turn-To-Your-Neighbor:** Teacher organizes students into pairs and then, at various points throughout the class, prompts students to turn to their partner and have a conversation about what they are learning.
- **Think, Pair, Share:** Students write down their thoughts in response to a prompt, share with another student what they have written, and then share some of their conversation with the larger class.
- **Jigsaw:** Students are divided into small groups; each group learns a portion of content being learned in class, and then, after the teacher reassigns students to other groups, each student explains to their new group what they have learned.
- **Value Line:** Teacher presents an issue, topic, or question and then assigns a value to each possible response and asks students to form a line based on how they have responded. After students line up, the teacher guides a discussion about the topic.
- **Round Table:** In groups, students each write down a question on a piece of paper and then pass the paper to the student next to them and keep going so that every student gets a turn at answering the question.



CHECKLIST: COOPERATIVE LEARNING SUCCESS FACTORS

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 ensure they 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.	
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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CHECKLIST: TURN-TO-YOUR-NEIGHBOR

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 (e.g., confirm their understanding, compare answers, share an opinion).		
The outcome they need to produce for the class (e.g., a written product, a comment to share with the class, thumbs up) at the end of the conversation.		
How they should communicate with each other (in particular, how they should listen and talk).		

CHECKLIST: THINK, PAIR, SHARE

STUDENTS KNOW:		
Who their learning partner will be before they start.		
Exactly what the thinking prompt is to which they are responding.		
How much time they will have to write their response.		
That they are to use all the time they are given to think and write about their response.		
The outcome they need to produce for the class (e.g., a written product, a comment to share with the class, thumbs up) at the end of the conversation.		
How they should communicate with each other (in particular, how they should listen and talk).		

CHECKLIST: JIGSAW

STUDENTS KNOW: 	
What group they will be in for the first activity (perhaps by writing down the number for their group).	
What group they will be in for the second activity (again, perhaps by writing down the number for their group).	
How they are to work together to learn and summarize what they are learning.	
The product they need to create to share with the second group.	
Before moving to the second group, that what they have created has received their teacher's stamp of approval.	
How they should communicate with each other in both groups (in particular how they should listen and talk).	
How they will record (usually take notes or fill out a learning sheet) what they learn from their fellow students in their second group.	

CHECKLIST: VALUE LINE

STUDENTS KNOW: 	
The question that they are considering.	
How much time they have to consider the question.	
Where the numbers for the value line are located in the room.	
Why they are being asked to line up in a value line.	
When they should move and how quickly.	
What they should talk about and how loudly they should talk.	
What they should do when they get to their spot on the number line.	



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CHECKLIST: ROUND TABLE

STUDENTS KNOW:		
Each question they are responding to.		
How much time they have to consider the question.		
Where they are to pass the paper.		
How they will sum up what they have learned or discovered.		
How they will share what they have learned with the rest of the class.		



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COMMUNITY BUILDING: LEARNER-FRIENDLY CULTURE

In One Sentence

- Culture is the invisible force that shapes behavior in a classroom. Teachers should do everything in their power to create a culture that will have the greatest positive impact on student learning and well-being.

The Hattie Check

- Teacher-student relationships = 0.72; Classroom behavioral = 0.68; Classroom management = 0.52.
- While the overall effect size for classroom management is 0.52, it should be noted that in classrooms where there is a great need for management strategies, the impact could be much higher.

What's the Point?

- When cultural norms promote hard work, kindness, openness, and respect, those norms can help all students be more productive, supportive, and respectful, but when norms guide students to make fun of hard work, be rude, or promote silence, those norms can inhibit learning, support, and respect.

What Can Teachers Do to Shape Culture?

- Teachers should co-construct norms with students.
- Teachers should reinforce and correct students.
- Teachers should spread learner-friendly emotions.
- Teachers should design a learner-friendly environment.
- Teachers should walk the talk.

How Can Students Have a Say in Culture?

- Students can be asked
 - To help with the design of the classroom and to bring in toys, quotations, works of art, music, or other artifacts that might shape a learner-friendly culture.
 - To frequently review and clarify their learning, and
 - As points of departure for classroom dialogue.



CHECKLIST: CREATING LEARNER-FRIENDLY CULTURES

TO CREATE LEARNER-FRIENDLY CULTURES:		✓
Co-construct norms with students.		
Reinforce students when they act consistently with cultural norms.		
Spread learner-friendly emotions.		
Design a learner-friendly learning environment.		
Walk the talk.		



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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 displayed					
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					

Source: This survey was developed in partnership with educators from Hazelwood and Riverview Garden School Districts.



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POWER WITH VS. POWER OVER

In One Sentence

- Each time we exert power over students, we move a little closer to becoming the dictator we always vowed we would never become.

The Hattie Check

- Teacher-student relationships = 0.72; Classroom behavioral = 0.68; Classroom management = 0.52.
- While the overall effect size for classroom management is 0.52, it should be noted that in classrooms where there is a great need for management strategies, the impact could be much higher.

What's the Point?

- Few people have more direct power over others than teachers.
- Power can poison our ability to see the world through others' eyes.
- Students are not served well when a teacher's need for control runs up against a student's need for autonomy.
- "Power with" is an alternative to "power over," involving authentic power developed with students.

What Is Power Over?

- Power over shows up in psychological bullying, asserting there is only one truth (the teacher's), and the constant reminder to students that they have inferior status.
- Power over can surface when teachers subtly ridicule students in front of their peers, lecture students to show who is boss, glare at students who are out of line, or use their much greater knowledge and experience to show up a student in a classroom debate.
- In worst-case scenarios, students feel impotent when confronted by a dominating teacher, and, feeling powerless or hopeless, they lose the desire to learn.

What Is Power With?

- Power with begins with the simple desire to empathize with students, to deeply understand how they are experiencing your class and the school, and how they think and feel about what is important in their lives.
- Build power with by
 - Asking every day in every class what each student is experiencing right now in class.
 - Having students try a program like Possible Selves to uncover their goals, strengths, and weaknesses, and to make an action plan for growth.
 - Connecting with students through one-to-one conversations.
 - Asking your instructional coach to interview your students.

CHECKLIST: POWER WITH

WHILE WATCHING YOUR STUDENTS, DID YOU: 	
Give your students you full attention when they were talking?	
Affirm students for their contribution (either verbally or nonverbally)?	
Refrain from interrupting students when they are talking?	
Avoid sarcasm, singling students out, power-tripping, and other actions that communicate a lack of respect?	
Make bids for connection and appropriately turn toward students' bids for connection?	
Communicate the same degree of respect to all students?	



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CHECKLIST: DEMONSTRATING EMPATHY

USE SOME OR ALL OF THE FOLLOWING STRATEGIES TO DEMONSTRATE EMPATHY:		✓
Prepare yourself to demonstrate empathy by considering how your self-interest, need for control, habits, biases, or other ways of seeing the world might interfere with your ability to demonstrate empathy toward your students.		
Think deeply to identify every student's needs.		
Think deeply to identify every student's emotions.		
While teaching, ask "What is this student or what are these students experiencing right now?"		
Look at photos of your students while planning your lessons.		
Give students the student survey available online at studysites.corwin.com/highimpactinstruction/toolkit.htm .		
Prompt students to write about their needs, thoughts, feelings, and experiences in notes, exit tickets, or other ways.		
Schedule one-to-one conversations with all students.		
Get insight into being a student by enrolling in a difficult class.		



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COMMUNITY BUILDING: EXPECTATIONS

In One Sentence

- If we want students to demonstrate certain behaviors, we need to clarify in our own minds what that behavior looks like, and then clearly communicate to students how they should demonstrate that behavior.

The Hattie Check

- Teacher-student relationships = 0.72; Classroom behavioral = 0.68; Classroom management = 0.52.
- While the overall effect size for classroom management is 0.52, it should be noted that in classrooms where there is a great need for management strategies, the impact could be much higher.

What's the Point?

- If teachers don't clarify and teach expectations, the students will be unclear on how they are to act, talk, and move.
- Teachers should approach teaching expectations just as seriously as they approach teaching content.
- Students need to learn expectations if they are going to have an impact on their behavior.
- Clear expectations provide a solid foundation for teacher interactions with students around behavior.
- Clear expectations increase the psychological safety of the classroom by providing guidelines within which behavior occurs.

Act, Talk, Move Expectations

- Expectations may be written about any behaviors, but three areas especially seem important:
 - **Act:** Explaining the activity and what students have to do.
 - **Talk:** Explaining what kind of talking, if any, can take place.
 - **Move:** Explaining what kind of movement can and cannot take place in the classroom.

How Teachers Should Develop and Teach Expectations

- List all of the learning activities and transitions.
- Identify expectations by answering the ATM questions (Act, Talk, Move).
- Teach the expectations using other Big Four teaching practices, such as role playing and exit tickets.
- Continually assess how students are doing with respect to acting consistently with expectations.



CHECKLIST: CREATING AND TEACHING EXPECTATIONS

List all learning activities and transitions.		
Identify your expectations by answering the ATM questions (Act, Talk, Move).		
Teach the expectations using other high-impact teaching practices such as role playing and formative assessment.		
Continually assess the extent to which students are acting consistently with expectations.		



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✓ CHECKLIST: ACT, TALK, MOVE EXPECTATIONS

QUESTIONS FOR DEVELOPING "ACT" EXPECTATIONS FOR STUDENTS: ✓	
What learning goal should students be working toward?	
What does excellent work look like?	
QUESTIONS FOR DEVELOPING "TALK" EXPECTATIONS FOR STUDENTS: ✓	
Can students talk during this activity?	
What topics are appropriate for conversation?	
What topics are not appropriate for conversation?	
How loudly can students talk (library voice, inside voice, conversational voice, hockey game voice)?	
QUESTIONS FOR DEVELOPING "MOVE" EXPECTATIONS FOR STUDENTS: ✓	
For what reason, if any, can students leave their seat?	
Do students need permission to leave their seat during those times?	
How should students act when they leave their seat? (How quickly should they move? May they talk with anyone? How many times can they repeat the process?)	



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COMMUNITY BUILDING: WITNESS TO THE GOOD AND FLUENT CORRECTIONS

In One Sentence

- To create a positive environment for learning, teachers need to reinforce constructive and correct destructive student behavior when they see it.

The Hattie Check

- Teacher-student relationships = 0.72; Classroom behavioral = 0.68; Classroom management = 0.52.
- While the overall effect size for classroom management is 0.52, it should be noted that in classrooms where there is a great need for management strategies, the impact could be much higher.

What's the Point?

- If teachers inconsistently correct and reinforce behavior, students will not know what learning is acceptable or encouraged, and that may lead to off-task student behavior and a psychologically unsafe classroom environment.
- Teacher attention is a significant motivator for students, and if teachers direct their attention only to inappropriate behavior by correcting students, they may unintentionally reinforce the behavior they are trying to extinguish.

How Should Teachers Be a Witness to the Good?

- Most fundamentally, being a witness to the good is about taking the time to see and comment on student actions that foster personal or group learning.
- Teachers should strive for a 5:1 ratio of reinforcing attention (verbal and nonverbal) vs. correcting attention.
- One strategy is for teachers to make a list of behaviors they especially want to see and then reinforce students when students demonstrate them.

How Should Teachers Fluently Correct Students?

- Randy Sprick's correction strategy:
 - Identify the behaviors that always must be corrected.
 - Identify how the behavior will be corrected, the first, second, third, and fourth time it is observed.
 - Video record lessons to see whether or not you correct behavior when you see it.
 - Work on one behavior at a time until all correctible behavior is consistently seen and corrected.

Strategies for Increasing Positive Attention

- Commit to saying hello to every student as he or she enters the classroom (put special emphasis on kids with whom you may have had a recent negative interaction).
- Seek out positive (appropriate) interactions that are not contingent on behavior.
- Find the little things that make kids tick (activity, team, interest, etc.) and talk about them with them.
- Catch the good behavior by drawing attention to it (thanking students, commenting, etc.).
- Focus praise or attention on effort rather than attributes (talk about a student's hard work rather than a student's intelligence).
- Pay attention to both academic and behavioral opportunities for praise.
- Post reminders to yourself to praise (sticky note to yourself on the projector, poster in the class, on your lesson plans).
- Set specific praise goals (today every student who gets the book out will be praised).
- Set goals based on irrelevant prompts (every time a teacher enters my room, I'll praise three kids).
- Double up on praise by naming all students who are doing something appropriate (Michelle, Lea, Susan, and Jenny, thanks for getting your books out so quickly).
- Vary your methods of praise.
- Call (or email) the parents of children who are doing well.
- Send home postcards (or email) to parents to praise kids.
- Prominently display student work in the classroom.
- Ignore minor misbehavior if the behavior is attention seeking.



CHECKLIST: FLUENT CORRECTIONS

TO CREATE FLUENT CORRECTIONS:		
Identify behaviors that must be corrected by reviewing ATMs and/or video(s) of students in class.		
For each behavior, identify how you will correct students the first, second, third, and fourth time you observe them engaging in the behavior.		
Identify an initial target behavior for which you want to develop the habit of consistent corrections.		
Video record a lesson.		
Watch the video and tally how often students engage in the target behavior and how often you correct it.		
Keep video recording lessons and tallying behaviors and corrections until you consistently correct the target behavior.		
Repeat the process with other behaviors that need to be corrected until you consistently correct all inappropriate behaviors.		

Source: I learned this strategy during a conversation with Randy Sprick. For more information about Randy's excellent work on classroom management, see his website: <http://www.safeandcivilschools.com>.



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