

High-Impact Teaching Behaviors Classroom Culture and Learning

	What it looks like in action		
HITB	Low-Impact Behaviors	High-Impact Behaviors	Reflection on Delivery
Growth Mindset: Demonstrating High Expectations for Low-Expectancy Students	<ul style="list-style-type: none"> • Focusing on what a student cannot do • Using challenging circumstances as an excuse for low expectations • Treating IEPs as a compliance document 	<ul style="list-style-type: none"> • Praising effort and hard work • Setting SMART goals with individual students and groups of students • Focusing on how a student can be supported • Having an internal locus of control to influence student outcomes • Utilizing IEPs as a continuous and ongoing plan for student improvement 	
Bell-to-Bell Instruction	<ul style="list-style-type: none"> • Lesson beginning is slow and unclear • Time is wasted because of confusion and lack of lesson clarity • Materials are not pre-sorted • Lesson ends with too much instructional time left 	<ul style="list-style-type: none"> • Immediate and focused start to instruction • Explicit directions and check for clarity • Circulates room to monitor expectations • Materials are pre-sorted and ready to go • Every minute of instructional time is used strategically 	
Applied Specific Academic Praise	<ul style="list-style-type: none"> • General praise like “good job” 	<ul style="list-style-type: none"> • Specific praise connected to academic content, for example: “Jennifer, I liked the way you remembered to drop the y before adding ing” 	
Circulate and Assist with Instructional Purpose	<ul style="list-style-type: none"> • Sitting at desk • Wandering around room without purpose • Focused attention on a few students 	<ul style="list-style-type: none"> • Circulate the classroom, check all students for engagement • Strategic feedback and coaching • Check for understanding for all students 	
Questioning with Sufficient Wait Time	<ul style="list-style-type: none"> • Designing questions “on-the-fly” • Not enough wait time • Too much wait time • Random calling out 	<ul style="list-style-type: none"> • Designing questions in advance • Strategic use of wait time • Strategic use of probing questions • Eye contact with students • Appropriate use of think time 	

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<p>Seeing the World Through the Students' Eyes</p>	<ul style="list-style-type: none"> • Teacher teaches content the way they learned it, leaving no other option for students to access content • Content is delivered without any scaffolding, leaving students to break down the content on their own • Lesson is taught mostly whole group 	<ul style="list-style-type: none"> • Teacher considers the types of misconceptions students may have with the content and provides multiple approaches for students to access the content • Teacher unpacks the content by breaking concepts into small chunks, and then puts it back together again • Teacher uses both whole-to-part and part-to-whole approach when teaching content • Teacher considers the range of learner profiles within the classroom and provides multiple opportunities for diverse learners to access the content 	
<p>Effectively Guiding Incorrect Answers by Probing to Understand Student Misconceptions</p>	<ul style="list-style-type: none"> • Teacher moves on without understanding who has “got it” • Teacher avoids calling on students perceived to not know the answer • Teacher dismisses student response by quickly searching for a student with the correct answer • No feedback is given when an incorrect answer is given 	<ul style="list-style-type: none"> • Teacher uses incorrect answers as a “teaching moment” • High rates of, and strategic use of, probing questions to understand student misconceptions, examples include: <ul style="list-style-type: none"> • Can you be more specific? • Can you give me an example of what you are thinking? • Can you restate or say what ____ said in your own words? • Does anyone have the same answer, but a different way to say it? • Does anyone have a different answer or thought? • Can you tell me a little more? 	
<p>Check for Academic Understanding</p>	<ul style="list-style-type: none"> • Generally questions the class, “Does everyone get it?” • Lacks a clear monitoring and recordkeeping system • No indication of pre-planned informal assessments 	<ul style="list-style-type: none"> • Use of individual white boards or other tools to check for individual understanding • Systemic data collection and monitoring system in place • Strategic, pre-planned informal assessments • Multiple opportunities to check for understanding with multi-modal informal assessments 	