**The Big Four\***

**\*Modification: based on Jim Knight’s Unmistakable Impact**

Community Building

Content Planning

**Instructional**

Assessment for Learning

**Before Instruction: the teacher/team/department…**

* Identifies and posts expectations for behavior
* Identifies and plans for behavior expectations for successful engagement in instructional practices (e.g., cooperative learning).
* Studies and understands standards for course
* Creates guiding questions for the course based on standards
* Creates unit content maps and questions based on standards
* **Plans both intensive-explicit and constructivist practices needed to implement unit.**
* Identifies targets/proficiencies for learning
* Plans for informal assessments of learning to be used during teaching
* Creates unit learning progress map.

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**During Instruction: the teacher…**

* Uses learning map and guiding questions as an **advanced organizer**.
* Shapes lesson with guiding questions
* Frequently refers to learning map for unit’s content
* Refers to posted expectations and provides calm, immediate follow-up
* Identifies additional expectations unique to lesson
* Interacts with students at least at a 3:1 positive level
* **Effectively uses intensive-explicit practices aligned to unit plan and course standards**
* **Effectively uses constructivist practices aligned to unit plan and course standards**
* **Clearly connects cooperative learning, stories, effective questions, thinking prompts, experiential learning and other teaching practices to unit map and learning targets with students.**
* **Implements challenging assignments aligned to learning targets**
* Uses frequent, effective checks for understanding
* Implements informal assessment practices effectively
* Shares unit learning progress map with students
* Reviews critical content and student thinking at the **end of the instruction**.

**During Instruction: the students…**

* Have unit questions and map open on desks before class
* Can describe plan for unit as laid out on map
* Can paraphrase guiding questions
* Are on task at least 90% of time or more
* Keep disruptions to no more than 4 per 10 minutes
* **Can identify how instructional activities assist their learning and help them meet instructional targets.**
* **Maintain a pass rate of 95% or higher**
* Can explain learning targets for all learning.
* Can accurately describe their personal learning progress.

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**After Instruction: the teacher/team/department…**

* Revisits, reflects, revises
* Reviews students’ learning progress charts and adjusts instructional plans
* Reviews progress on unit map and adjusts instructional plans

**After Instruction: students…**

* **Successfully complete challenging assignments**