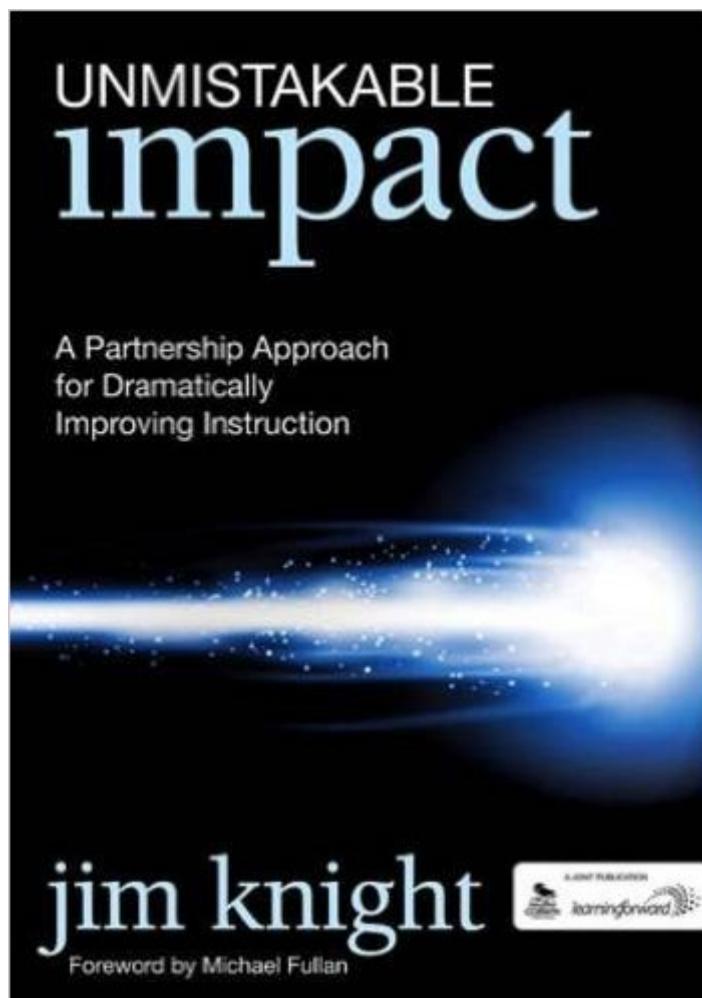


The book was found

Unmistakable Impact: A Partnership Approach For Dramatically Improving Instruction



Synopsis

A focused approach to school improvement that hits the mark This book simplifies the process for becoming an Impact School through targeted, consistent professional learning that is done with teachers, not to teachers. Award-winning author Jim Knight provides tangible tools for translating staff members' joy of learning into high-leverage practices that achieve dramatic results.

Characteristics of Impact Schools include: A focused, clearly defined improvement plan that takes into account the complexity of teaching and learning relationships A school culture that encourages enrollment in ongoing professional development Alignment of purpose and actions among all staff members

Book Information

Age Range: 8 and up

Paperback: 336 pages

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Average Customer Review: 4.6 out of 5 stars See all reviews (16 customer reviews)

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Customer Reviews

Good stuff, though maybe not for every teacher, mostly because it is of a more theoretical bent, explaining how we can turn our schools into what Knight calls Impact Schools. One way is to embrace the "Big Four" and focus on behavior (classroom management), planning of content, delivery of instruction, and assessment for learning (formative, as we call it). It all intrigued me enough to order his most recent title, High-Impact Instruction: A Framework for Great Teaching, which promises to focus on classroom applications -- my bread and butter, thank you. One thing you have to give Knight is his scholarly approach. I've read books where sources are named and even explained in the copy, but this tops all. Knight is a reading machine who clearly lives and breaths not

only research on pedagogy but on what drives humans. Meaning: He also mentions books the business world resorts to when trying to get the most out of its managers, books like Peter Senge's The Fifth Discipline and Atul Gawande's Checklist Manifesto. While teachers may find material of interest here -- teachers big on an overall game plan and interested in instigating a "vision" for their schools -- the book really speaks to principals and instructional coaches (essential, according to Knight, for help in following up professional development). In fact, PD is the lifeblood of an impact school. As Knight so neatly puts it, "When teachers stop learning, so do students." And yet, in many schools, PD budgets are anemic or wasted one-day wonders, where teachers dutifully attend, nod their heads in agreement (or boredom), then return to business as usual in their classrooms. Ah, education! I especially like the book's emphasis on simplicity.

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