

Teach Like a Champion

Integrated Learning Conference

Agenda

1. Pre-present
 - Threshold – greet participants as they enter
 - Sweat the Details – plan out session, organize agenda
 - Post It – project agenda for all to see
2. Video – Lemov speaking about his book and the purpose (The Hook)
3. Overview of TCHS Professional Development
 - A. Scrumming
 - B. Moodle
 - C. Share out
 - D. Staff collaboration
 - E. Same terms to facilitate discussion
4. Overview of Context Headings – 12 areas
5. Bring it in the classroom – break out from the overview
 - No Opt Out
 - Begin with the End
 - Post It
 - The Hook
 - Circulate
 - Exit Ticket
 - Call and Response
 - Pepper
 - Vegas
 - Entry Routine
 - Binder Control
 - Sweat Details
 - Threshold
 - J-Factor
 - Normalize Error
6. Our Staff Picks:
7. Break into groups to talk about the techniques used that work - Exit Ticket

Pennsylvania Integrated Learning Conference

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A discussion of the book

Teach Like a Champion

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Teach like a Champion notes

Chapter 1 Setting High Academic Expectations

Technique 1 No Opt Out (It is not okay not to try)

A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.

Four forms:

Format 1: You provide the answer: the students repeat the answer.

Format 2: Another student provides the answer; the initial student repeats the answer. (A variation is to have the whole class answer.)

Format 3: You provide a cue; your student uses it to find the answer.

Format 4: Another student provides a cue (a hint that offers additional useful information to the student in a way that pushes him or her to follow the correct thinking process); the initial student uses it to find the answer.

Three useful cues are:

1. The place where the answer can be found.
2. The step in the process that's required at the moment.
3. Another name for the term that's a problem.

Students in the classroom should come to expect that when they say they can't answer or when they answer incorrectly, there is a strong likelihood that they will conclude their interaction by demonstrating their responsibility and ability to identify the right answer.

Technique 2 Right is Right

Set and defend a high standard of correctness (100%) in your classroom. There is a strong likelihood that students will stop striving when they hear the word right (or yes or some other proxy).

Don't affirm a student's answer and repeat it, adding some detail of their own to make it fully correct even though the students didn't provide and may not even recognize the differentiating factor. In holding out for right, you set the expectation that the questions you ask and their answers truly matter.

Four categories with the Right is Right technique:

1. Hold out for all the way. Praise students for their effort but never confuse effort with mastery.
 - I like what you've done. Can you get us the rest of the way?
 - We're almost there. Can you find the last piece?
 - I like most of that ...
 - Can you develop that further?
 - Okay, but, there is a bit more to it than that.
 - Kim just knocked a base hit. Who can bring her home?
 - Another effective response is to repeat the student's words back to him or her, placing emphasis on incomplete parts if necessary. A peninsula is *water* indenting into *land*?

2. Answer the question

Students need to answer the question you asked, not the one she wished you asked or what she confused it for. (We will talk about that in a few minutes, but right now I want to know about the) If you ask for definition and get an example, try saying, that's an example and I want a definition.

3. Right answer, right time.

Sometimes students try to show you how smart they are by getting ahead of your questions, but it is risky to accept answers out of sequence. My question wasn't about the solution to the problem. It was about what we do next. What *do* we do next? Protect the integrity of your lesson by not jumping ahead to engage an exciting "right" answer at the wrong time.

4. Use technical vocabulary.

Good teachers develop effective right answers using terms they are already comfortable with. Great teachers get them to use precise technical vocabulary.

Technique 3 Stretch It

The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction. This helps the teacher check the students understanding and for those that already have mastery can be pushed ahead applying their knowledge.

Ways to stretch it:

Ask how or why (how did you get that)

Ask for another way to answer or get the solution.

Ask for a better word.

Ask for evidence. You don't have to agree with them, just ask for proof.

Ask students to integrate a related skill.

Ask students to apply the same skill in a new setting.

Technique 4 Format Matters

Use Format matters to prepare your students to succeed by requiring complete sentences and proficient grammar every chance you get.

- Grammatical format (Correct slang, syntax, usage, and grammar in the classroom even if you believe the divergence from standard is acceptable, even normal, in some settings, or even if it falls within a student's dialect. Identify the error (We was walking... allow student to self-correct.) or begin the correction... We were ..)
- Complete sentence format. Provide the first words of a complete sentence, and remind them to use complete sentence before they start.
- Audible format. In class discussions, if it matters enough to say it in class, then it matters that everyone can hear it. Insist that peers make themselves audible. Say voice instead of, "We can't hear you in the back of the room, would you speak up please?" Speaking up is an expectation, not a favor.

Technique 8 **Post It**

Post your objective in a visible location in your room-the same location every day- so everyone who walks into the room, your students as well as peers and administrators, can identify your purpose for teaching that day in as plain English as possible.

Technique 9 **Shortest Path**

All other things being equal, the simplest explanation or strategy is the best. Champion teachers are generally inclined to make their lessons motivating by switching among a series of reliable activities with a variety of tones and paces. The terrain always changes, even on the shortest path between two points.

Technique 10 **Double Plan**

It is as important to plan for what students will be doing during each phase of your lesson as it is to plan for what you will be doing and saying. One way to start thinking to do this is to make a T chart with you on one side and them on the other.

Technique 11 **Draw the Map**

The classroom layout often doesn't change even if critical parts of the class period involve, say, taking notes on what the teacher writes on the board and students stay in Pods or Islands with students facing each other.

Walls should avoid clutter and overstimulation. Posting a tool helps students review the skill it explains and will use it frequently. Student work is less important to post but doesn't mean you shouldn't post it. Post work that is both exemplary and provides a model to other students with comments posted on work specific and aligned to learning goals. (Instead of great job in the margin, write great job starting your paragraph with a clear topic sentence)

Chapter 3 Structuring and delivering your lessons

I / We / You or in-other words, direct instruction, guided practice, and independent practice

Technique 12 **The Hook**

Use a short, engaging introduction to excite students about learning.

Story, an analogy, prop, media, status (describe something great), challenge (a difficult task), Pepper Tech. 24, riddle, a picture....

Technique 13 **Name the Steps**

(Superstars don't always realize what they are doing -the steps- to be successful.

When possible, give students solution tools-specific steps by which to work or solve problems of the type you're presenting. This often involves breaking down a complex task into specific steps.

1. Identify the steps. 2. Make them sticky (Create a story or an acronym to make them memorable. 3. Build the steps (Name the steps or come up with them). 4. Use two stairways (What is the step and what is the solution from that step).

Technique 14 **Board = Paper**

Model for students how to track the information they need to retain from your lessons; ensure that they have an exact copy of what they need.
(Teach them how to take notes)

Technique 15 **Circulate**

Move around the classroom to engage and hold students accountable.

*Break the Plane (Make it clear that you own the room by breaking the plane within the first 5 minutes of every class) It is more obvious to students when you need to break the plane if you don't do it regularly.

*Full access required (Not only do you need to break the plane but have full access to the entire room. You must be able to simply and naturally stand next to any student in your room at any time without interrupting your teaching)

*Engage when you circulate

* Move systematically (Look for opportunities to circulate systematically-that is, universally and impersonally-but unpredictably)

*Position for power (As you circulate, your goal should be to remain facing as much of the class as possible)

Technique 16 **Break it Down**

One of the best ways to present material again is to respond to a lack of clear student understanding by breaking a problematic idea down into component parts.

*Provide an example

*Provide context

*Provide a rule

*Provide the missing (or first) step

*Rollback (Sometimes repeating the answer back to student is enough for them to recognize their error)

*Eliminate false choices

Technique 17 **Ratio**

Push more of the cognitive work out to students. A successful lesson is rarely marked by a teacher getting a good intellectual workout at the front of the room. Push more of the cognitive work out to students.

Feigned ignorance-“Did I get that right you guys?” or “Wait a minute, I can’t remember what’s next!” Also unbundling-breaking one question up into several-can be especially useful.

10 effective methods for upping your ratio.

1. Unbundle. Break questions in to smaller parts to share the work out to students.
2. Half-statement. Rather than speaking in complete ideas, express half of an idea and ask a student to finish it.
3. What’s next? The fastest way to double the number of questions is to ask about process as often as product.
4. Feign ignorance. Can I just add the numerators?
5. Repeated examples.
6. Rephrase or add on. Ask students to do this.
7. Whys and hows. This forces more than 1 word answers and students do the cognitive work.
8. Supporting evidence. Ask students to constantly explain how the evidence supports them.
9. Batch process. (Playing Volleyball)
Structure so the ball comes back to you at frequent and regular intervals. Younger students may not be intellectually prepared. Use carefully before high school. Teach habits of discussion first. *I agree with x because ... *I want to say more about what you said ... *That’s true because *I understand what you’re saying, but I have a different opinion... * What evidence can you give to support your opinion?
10. Discussion objectives. This keeps the discussion focused and productive.

Remember to keep the student thinking productive. A lot of thinking about something they have not mastered or learned may have students doing a lot of thinking but not a lot of productive thinking. Keep their thinking focused and productive.

Technique 18 Check for Understanding (and do something about it right away.)

Used to determine when and whether students are ready for more responsibility and when they need material presented again. Good drivers check their mirrors every 5 seconds.

Gathering Data.

Wrong, wrong, wrong, right to one teacher may be like a story where the students finally get it at the end. Another sees a set of 4 answers or 4 data points. 25% understand. Sampling should be used. It means asking iterations of a single question or set of similar questions to a smaller group and using the answers as representative of a larger group’s answers.

- Data sets. Think about the percentage correct.
- Statistical sampling. Ask questions across the spectrum. Low, middle and high achieving students.
- Reliability. Stop questioning when your students get it right several times in a row, not once. Have students stretch out their answers to make sure it wasn’t a lucky guess.
- Validity. Make sure the answer to the question is at the same rigor as what the test will be.

Types of Questions. Don’t use just yes or no questions and rely less on self report-thumbs up if you agree.

Observation. Instead of circulating to see how close to finished students are or whether they are working, you would specifically look for the number and type of errors they are making. Standardize a format where information is in the same place for students. It will be quicker to identify class mastery. Set format for writing on paper or Slates.

Responding to Data.

All the data you collect won't help if it does not result in action and done quickly.

- Reteach using a different approach.
- Reteach by identifying and reteaching the problem step.
- Reteach by identifying and explaining difficult terms.
- Reteach at a slower pace.
- Reteach using a different order.
- Reteach identifying students of concern. Teacher works with a small group at a table or at recess or
- Reteach using more repetitions.

Technique 19 At Bats

Want to know what single factor best predicts the quality of a surgeon? It's not her reputation, not the place she went to medical school, or not even how smart she is. The best predictor is how many surgeries of a particular type she's done. It's muscle memory. Repetition.

Repetition matters. Students need to practice over and over. Go until they can do it on their own. Use multiple variations and formats (Students should be able to solve questions in multiple formats and significant number of plausible variations and variables). Grab opportunities for enrichment and differentiation. (As some students demonstrate mastery faster than others, be sure to have bonus problems ready for them to push them to the next level).

- Go until they can do it on their own.
- Use multiple variations and formats.
- Grab opportunities for enrichment and differentiation. Be ready to move some to the next level with bonus problems.

Technique 20 Exit Ticket

End lesson with a final At Bat.

*They are quick: one to three questions.

*They are designed to yield data. You can see what they are doing wrong.

*They make great Do Nows. (#29) Start the next day analyzing and re-teaching the Exit Ticket when students are struggling.

Technique 21 Take a Stand

*Whole class-Stand up if you agree with..or directed to an individual-That's not right, is it Sue.

*Evaluative-How many people think Sue is right?

*Analytical-How could she check her work to see if she's right, Sue?

*Verbal or signaled through a gesture-Show me with your hands which answer choice you think is correct. (Can do it with their heads down)

Realize that it is not so much about asking if students agree but following up on their answers to inform your teaching and make students accountable for mentally engaged judgments. Make students defend or explain their positions with predictable consistency. They defend their response if it was right or wrong to see their thinking.

You have some cultural work to do in making sure your students are comfortable exposing and discussing, especially when it was wrong. Praise and acknowledge students.

Chapter 4 Engaging Students in Your Lessons

Technique 22 Cold Call

In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.

*Allows you to check the understanding effectively and systematically.

*Increases speed in both the terms of your pacing and the rate at which you can cover material. (You are not waiting for volunteers)

*Allows you to distribute work more broadly around the room and signal to students not only that they are likely to be called on to participate, and therefore that they should engage in the work of the classroom, but that you want to know what they have to say. Cold call is NOT chastening or stressful if done correctly.

*It will help you distribute work around the room more authoritatively. You make me accountable.

Author says the single most powerful technique in the book is Cold Call.

1. It is predictable. Use it a little bit every day instead of inconsistently.
2. It is systematic. Should not carry emotion. It is the way we do business here. Everyone should be involved. It is not punishment but instead a chance to shine.
3. It is positive. Don't use it to catch someone. You want students to succeed.
4. It is scaffolded. Especially effective when you start with simple questions and progress to harder ones, drawing students in. Unbundle or break larger questions up into a series of smaller questions.

Three varieties:

1. Follow-on to a previous question. Ask a simple question and then ask the students a short series of further questions (two to four) in which her opinions are further developed or understanding further tested.
2. Follow-on to another student's comment. This reinforces the importance of listening to peers as well as teacher.
3. Follow-on to a student's own earlier comment. This signals that once the student has spoken, she's not done. Sue, you said earlier that

Cold Call can be hands up/hands down. Move between hands and cold calling at your discretion.

Cold Call can vary in terms of when you say the name of the student you're calling on. Most common and effective is to Question. Pause. Name.

Sometime you may want to help prepare someone with processing delays by precall. Tell the student that he or she can be expected to be called on later in the lesson. This could be done privately. You may want to use precall when coming out of a sequence of Call and Response 23, when students have been calling out answers in unison.

Cold Call responds well to mixing with other engagement techniques like Call to Response.

You may want to give a talk the first time you use Cold Call. Remarks should explain the what and why.

Technique 23 Call and Response

You ask a questions and the whole class calls out the answer in unison.

Three primary goals:

*Academic review and reinforcement.

*High energy fun.

*Behavioral reinforcement.

The 5 types of Call and response listed from least intellectual rigor, to greatest.

1. Repeat. Students repeat what their teacher has said or complete a familiar phrase.
2. Report. Students who have completed problems or questions are asked to report their answers back. (On three, tell me your answer to problem number three)
3. Reinforce. You reinforce new information or a strong answer by asking the class to repeat it. (Yes, Paul, that is the exponent. Class, what is this part of the expression called.)
4. Review. This asks students to review answers or information from earlier in the class or unit.
5. Solve. Most challenging and most rigorous. Teacher asks class to solve a problem and call out the answer in unison.

Plan to use a specific signal (Class, Everybody, One- Two, or even a nonverbal signal like a finger point.)

Students should know if the question is Rhetorical, about to be directed to a single child, awaiting a volunteer, or asked in anticipation of full class call and response.

Three ways to adapt and apply Call and Response.

1. Combine it with cold call.
2. Jazz it up by asking subgroups within the class to respond in unison to cues. Boys or girls. Left side or right side. Front or back.
3. Add a physical gesture.

Three risks and downsides.

1. It can allow freeloading. They fake it by moving lips. You could add a gesture to the response.
2. It does not provide effective checking for understanding.
3. It reinforces the behavioral culture in your classroom only if it's crisp. Try again if response is not crisp.

Technique 24 **Pepper**

A teacher tosses questions to a group of students quickly, and they answer back. The teacher does not slow down to engage or discuss and answer. If it is right move on to a new question or ask another student if it is wrong. Great warm-up activity. Perfect for filling in a stray 10 minutes. It is a game. Pull out popsicle sticks with names. Realize you can still call a different name than on the stick. Picking a stick slows you down.

You can go head-to-head. Around the world. Or sit down. Students earn their seat by answering correctly or do the reverse.

Technique 25 **Wait Time**

Delay a few seconds after a question before asking students to answer. You can enhance wait time by narrating.

*I'm waiting for more hands, I'd like to see at least fifteen hands before we hear an answer, I'm giving everyone lots of time because this is tricky, I'm seeing people jotting thoughts down- I'll give a few seconds for everyone to do that, I'm seeing people go back to the chapter to see if they can find the answer-That seems like a good idea, page 136 for more.

Technique 26 **Everybody Writes**

Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing. (I write to know what I think.)

6 Benefits:

1. It often allows you to select effective responses to begin the discussion since you can get an idea of what they are writing by looking over their shoulders.
2. It allows you to Cold Call.
3. It allows you to give every student, not just those who put up their hand fast, a chance to be part of the conversation.
4. Processing thoughts in writing refines them.
5. You set standards or steer students in a direction you think especially fruitful.
6. Students remember twice as much of what they are learning if they write it down.

Technique 27 **Vegas**

Thirty second interlude when students do the action verb shimmy, sing the long division song, or compete to see who can do the best charade for the day's vocabulary word, dramatic summary.

Design Principles:

Production values. Performers vary their tone and pace, occasionally whispering for emphasis, later speaking in a booming voice, sometimes speaking very slowly, sometimes racing along.

Like a faucet. Jazz up a study of something by letting students literally ooh and ahh whenever one of the items was mentioned. Like a faucet, it has to turn on and then off. (Making a faucet motion to turn off)

Same objective. Vegas has a specific learning objective and should have the same objective as the lesson.

Chorus line. Everyone has to know the words and steps just like a chorus line.

On point. It needs to be managed so that as soon as it is off point, the behavior is corrected.

Chapter Five

Creating a Strong Classroom Culture. The five principles of a classroom culture:

Discipline: teaching students the right and successful way to do things.

Management: The process of reinforcing behavior by consequences and rewards. What we call disciplining is often really management or giving consequences. Without the other four elements, management ultimately suffers from diminishing marginal returns: the more you use it, the less effective it is.

Control: Control is your capacity to cause someone to choose to do what you ask, regardless of consequences. Teachers who have strong control ask respectfully, firmly, and confidently but also with civility, and often kindly. They express faith in students. They replace vague and judgmental commands like calm down with specific like, please return to your seats and begin writing in your journal.

Influence: Ideally all teachers connect to their students and inspire them to want for themselves the things the class is trying to achieve. Inspiring students to believe, want to succeed, and want to work for it for intrinsic reasons is influencing them. It is the next step beyond control. Control gets them to do things you suggest; influence gets them to want to internalize the things you suggest. Kids want it for themselves.

Engagement: Give students plenty to say yes to, plenty to get involved in, plenty to lose themselves in. Get them busily engaged in productive, positive work. What you do all day shapes what you believe rather than vice versa. Keep students positively engaged not just so that they are too busy to see opportunities to be off task but because after a while, they start to think of themselves as positively engaged people.

Technique 28 **Entry Routine**

Make a habit out of having efficient, productive, and scholarly routines after the greeting and as students take their seats and class begins.

Technique **29 Do Now**

Students should never have to ask, “What am I suppose to be doing” when they enter the room. 4 criteria so it is focused, efficient, and effective.

1. They should be able to complete without instruction or discussion with classmates.
2. They should take 3-5 minutes to complete.
3. The activity should require putting a pencil to paper (a written product).
4. The activity should preview the day’s lesson or review a recent lesson.

Technique 30 **Tight Transitions**

Have quick and routine transitions (when students move from place to place or activity to activity) that students can execute without extensive narration by the teacher. Scaffold the steps, point to point. They need to be fast. Consistent enforcement. For moving materials it is generally best to pass across rows, not up and back or distribute to groups.

Technique 31 **Binder Control**

Care enough about and demonstrate the importance of what you teach to build a system for storage, organization, and recall of what your students have learned. Have a required format and take the time in class to put papers away.

Technique 32 **Slant**

5 key behaviors that max. students' ability to pay attention are in the acronym SLANT. Sit up, Listen, Ask and answer questions, Nod your head, and Track the speaker. Teachers may remind students by saying slant or just say a letter.

Technique 33 **On Your Mark**

Prepares students to be ready for class before it begins and expected every day.

1. Be explicit about what students need to have to start class. A chart or list of some sort to show how it should look.
2. Set a time limit. Be specific about when students need to be ready.
3. Use a standard consequence. Have a small and appropriate consequence that you can administer without hesitation- perhaps loss of some privilege or doing some work to help the class stay prepared (sharpen pencils in pencil box).
4. Provide tools without consequence (pencils, paper) to those who recognize the need before class. Pencil can, paper stack, ...
5. Include all homework. Should be a separate consequence for not doing it.

Technique 34 **Seat Signals**

1. Students must be able to signal their request from their seats.
2. Students must be able to signal requests nonverbally.
3. The signals should be specific and unambiguous but subtle enough to prevent them from becoming a distraction.
4. You should be able to manage both their requests and your response without interrupting instruction (with a nod yes or no or 5 fingers for "in five minutes").
5. You should be explicit and consistent about the signals you expect students to use. Post them.

Make clear rules about when students can ask for certain freedoms that require seat signals. Emergency bath room would require student to "buy" the right. Maybe extra problems or ten minutes of classroom service.

Technique 35 **Props (Also called shout outs and ups)**

Props are public praise for students who demonstrate excellence or exemplify virtues. Teach students to give props crisply, quickly (less than 5 seconds), and enthusiastically. (Two stomps for, a round of applause for, the hitter where kids pretend to toss a ball and swing at it. Then they shield their eyes as if to glimpse its distant flight and then they mimic crowd noise suitable for a home run for some fraction of a second, ...)

Chapter Six Setting and Maintaining High Behavioral Expectations

Technique 36 **100 Percent**

There's one acceptable percentage of students following a direction: 100%. Should the signal for silence be hand raising or put eyes on you. The most sustainable form of compliance is one that for both students and teachers is clearly an exercise that will help students achieve, not an empty exercise in teacher power. The author says that the teacher raising their hand for silence is commonly used and misused often. It becomes very easy for teachers to learn to ignore noncompliance.

Potential fast and invisible interventions. Try to have the correction as near the top of the list as possible:

1. Nonverbal intervention. (Gestures to or eye contact with the off task student.)
2. Positive group intervention. (Quick verbal reminder to the group about what they **should** be doing)
3. Anonymous individual correction. (We need two people to ...)
4. Private individual correction. (Seek to correct privately and quietly)
5. Lightning quick public correction. (Your goal in making an individual verbal correction should be to limit the amount of time a student is "onstage" for something negative and focus on telling the student what to do right rather than scolding about what he did wrong)
6. Consequence. (Consequences should be delivered in the least invasive, least emotional manner)

A common misperception is that ignoring misbehavior-or addressing it by praising students who are behaving-is the least invasive form of intervention. But ignoring misbehavior is the most invasive or of intervention because it becomes more likely that the behavior will persist and expand.

Technique 37 **What To Do**

Giving directions to students in a way that provides clear and useful guidance, enough of it to allow any student who wanted to do as asked can do so easily.

Directions should be:

1. Specific. Don't say "pay attention" instead say put your pencil down and eyes on me.
2. Concrete. Turn your body to face me.
3. Sequential. Feet under your desk, your pencil down, and your eyes on me.
4. Observable. You can see student is complying.

You must distinguish between incompetence and defiance responding to incompetence with teaching and defiance with consequence.

You may need to break the what to do into steps. Instead of come with me, say, push your chair back from your desk and stand up beside it. Now follow me to the door.

Technique 38 Strong Voice

Some teachers have “it”: they enter a room and are instantly in command. Students who moments before seemed beyond the appeal of reason suddenly take their seats to await instructions. It is hard to say what the it is but there are 5 concrete things that “it” teachers consistently use to signal their authority.

5 principals:

1. Economy of Language. Fewer words are stronger than more.
2. Do not talk over. Every student has the right and responsibility to hear you.
3. Do not Engage.
4. Square Up/Stand Still. Show with your body using eye contact.
5. Quiet Power. Get slower and quieter when you want control.

Technique 39 Do It Again

When students fail to successfully complete a basic task, have them do it again right, or better, or perfectly is often the best consequence.

Technique 40 Sweat the Details

You must create the perception of order. Plan for it. Tape marks on floor to line up desks. Give students a homework rubric for what is acceptable.

Technique 41 Threshold

The most important moment to set expectations in your classroom is the minute when your students enter. It is a critical time to establish rapport, set the tone. Greet at door.

Technique 42 No Warnings

The goal is to take action rather than get angry.

1. Act early. Catch it early.
2. Act reliably. Be consistent.
3. Act proportionately. Start small when the misbehavior is small.

Chapter 7 Building Character and Trust

Technique 43 Positive Framing

Make interventions to correct in a positive and constructive way.

1. Live in now. Avoid harping on what they can no longer fix. (Say show me slant instead of you aren't slanting)
2. Assume the best. (Say some people seem to have forgotten to push in their chairs or whoops)
3. Allow plausible anonymity. (Some people didn't manage to follow directions the whole way so let's try it again.)
4. Build momentum, and narrate the positive. (I see pencils moving. I see ideas rolling out. Bob's ready to roll. Keep it up Pat) Narrating your weakness only makes your weakness seem normal. If you say, "Some students didn't do what I asked, you made that situation public.
5. Challenge. Challenge students as individuals or groups.
6. Talk expectations and aspirations. Keep their eyes on the prize by constantly referring to it.

Don't ask rhetorical questions. Thank you for joining us Pat instead of Would you like to join us Pat?

Contingencies. Don't say I'll wait unless you will. Say I need you with us.

Technique 44 Precise Praise

Positive reinforcement is one of the most powerful tools in every classroom. Some rules of thumb:

- Differentiate acknowledgment and praise. Praising students for doing the expected is, in the long run, not just ineffective but destructive. Recent research demonstrates that students have come to interpret frequent praise as a sign that they are doing poorly and need encouragement from their teacher.
- Praise (and acknowledge) loud; fix soft. Praise as specifically as possible and focus on exactly the behavior and action that you would like to see more of. Praise for working hard and not for being smart.
- Praise must be genuine.

Technique 45 Warm/Strict

It is not, "I care about you, but you still must serve the consequences for being late," but, "Because I care about you, you must serve the consequences for being late."

- Explain to students why you're doing what you are. We don't do that in this classroom because it keeps us from making the most of our learning time.
- Distinguish between behavior and people. Say, "Your behavior is inconsiderate," rather than, "You are inconsiderate."
- Demonstrate that consequences are temporary. Once you've given the consequence, the next job is to forgive. Get over it.
- Use warm, nonverbal behavior. Arm on students shoulder, bend down to eye level

Technique 46 The J-Factor (Finding joy in the work of learning) Five categories of J-Factor:

1. Fun and games.
2. Us (and them). Make them feel like they belong. Special nicknames, hum a song,...
3. Drama, song, and dance.
4. Humor. Inside joke with the class
5. Suspense and surprise. Vocabulary words in sealed envelopes

Technique 47 **Emotional Constancy**

Say, “I expect better of you,” or, “The expectation in this class is that you give your best,” instead of, “I’m really disappointed in you.” Focus on what students should or shouldn’t do instead of how the teacher felt.

Technique 48 **Explain Everything**

Do you understand that if you go to the nurse, you’re not going to participate when we have recess?

Technique 49 **Normalize Error**

Getting it wrong and then getting it right is one of the fundamental processes for schooling. Respond to both parts of this sequence, the wrong and the right, as completely normal. Right answers: Don’t flatter; Don’t fuss. You don’t want praise diluted by overuse.

Chapter 8 **Improving Your Pacing**

6 techniques for managing the illusion of speed in your classroom:

Change the Pace	People of all ages tend to begin losing focus after ten minutes and need something new to engage them. (Switch activities based on the Age + 2 Rule)
Brighten Lines	Draw bright, clear lines at the beginning and end of lessons. Get your activities off to a clean start and students will perceive them to be energetic and dynamic.
All Hands	Get more students involved and engaged in the activity.
Every Minute Matters	Use every minute for review or questioning.
Look Forward	At the end of the class today, one of you will be able to solve this problem, Later we will be making this really tricking so stay with me,
Work The Clock	Emphasize the importance of every second. Take 3 minutes to answer the questions in front of you. Pencils down and eyes on me in 5-4-3-2-1

Chapter 9 **Challenging Students to Think Critically**

The building process is essentially the same whether there are three steps or three hundred. A bigger goal means not bigger steps but more of the same steady, manageable steps. Questioning can serve at least 5 distinct purposes in effective classrooms.

1. To guide students toward understanding when introducing material.
2. To push students to do a greater share of the thinking.
3. To remediate an error.

4. To stretch students.
5. To check for understanding.

A few general rules of thumb for designing effective questions, no matter the purpose:

One At A Time Have only one question in the question

Simple to Complex Ask questions that progress from simple to complex.

Verbatim (No Bait and Switch) If you restate the question before student answers, make sure you are asking the same question.

Clear and Concise

1. Start with a question word. (who, when, what, where, why, how)
2. Limit them to two clauses.
3. Write them in advance when they matter.
4. Ask an actual question. (Why does Pat think so?)
5. Assume the answer. (Ask, “Who can tell me...,” not, “Can anyone tell me...”)

Stock Questions Ask one sequence of questions in a row. Ask versions of the same question.

Hit Rate A hit rate of 100% isn't necessarily a good thing unless you are wrapping up a lesson of review. When they get them all right, you need to ask harder questions. However, a hit rate below 2 out of three is a problem. Students are not showing mastery.

How to reinforce effective questioning:

Break it down
No Opt Out
Right is Right and Stretch It
Ratio
Cold Call

Chapter 10 How All Teachers Can (And Must) Be Reading Teachers

This chapter is to help all teachers with teaching reading. If you teach, no matter the subject, you have the opportunity and obligation to ensure that your students read more (and better). This will result in their being both more informed regarding your topic of instruction and more effective assimilators and analyzers of information and better readers in the future. The chapter stresses two key assumptions:

Everybody in a school must be a reading teacher and the generalist techniques may be the most productive for study by Reading and Language Arts teachers.

Set of skills students need:

Decoding-the process of deciphering written text to identify the spoken words it represents.

Fluency-consists of automaticity, the ability to read at a rapid rate, plus expression, the ability to group words together into phrases to reflect meaning and tone.

Vocabulary-a student's base of word knowledge: how many words she knows and how well she knows them.

Comprehension-how much of what's written a student understands.

Comprehension requires a mastery of the first three and a set of techniques of its own.

The author goes on to say we need to have as much meaningful reading as possible and defines that as reading that is accountable, moderately expressive, and highly leveraged. By accountable he means that teachers are able to reliably assess whether students are actually reading, rather than, say sitting looking at pictures or out the window daydreaming when they are suppose to be reading and reading effectively, decoding and reading words correctly and diligently, rather than ignoring suffixes or skipping over the difficult parts of the text. Much of the reading in schools fails to meet this criterion. It is not enough to just drop everything and read. The students reading least are the often the ones who need it the most.

Moderately expressive means that students demonstrate the capacity to embed meaning in words as they read, to show in their inflection that they are processing the words at a level beyond the most basic level.

The degree to which students are reading is "leverage," the third critical element of meaningful reading. If one student is reading aloud and her classmates are listening passively, there's a leverage factor of 1, signifying a highly inefficient activity. However, if one student is reading aloud and 25 students are silently but accountably reading along with her at their desks, you have a leverage factor of 26. To get that leverage the author says to use the Control the Game Skills.

Control the Game Skills

Keep Durations Unpredictable-asking a student to begin reading is better than asking them to read the next paragraph. This ensures that other students in the class don't know when a new reader will be asked to pick up and therefore provides them with a strong incentive to follow along carefully. This makes them more likely to be secondary readers. If you don't specify the length of the read, you can also shorten or lengthen as you need to in the interest of both the primary reader and the rest of the class.

Keep the Identity of the Next Reader Unpredictable-Holding on to your ability to choose the next reader also allows you to match students to passages more effectively.

Keep Durations Short-Reading for short segments maximizes the concentration of the primary reader. It allows students to invest expressive energy in reading and focus intently on and sustain fluent and even dramatic reading. Moving quickly among primary readers also keeps the pacing lively. This also gives you data about who is reading along with the previous reader.

Reduce Transaction Costs-A transaction that takes more than a few seconds steals reading time and risks interrupting the continuity of what students are reading. Make it a goal to transition from one primary reader to another quickly and with a minimum of words-and ideally in a consistent way. “Susan, pick up,” is a much more efficient transition than, “Thank you Stephan. Nicely read. Susan will you begin reading, please?”

Use Bridging to Maintain Continuity-In Bridging, a teacher reads a short segment of text, a bridge, between primary student readers. The benefit of this method is that it moves the story along quickly and keeps the narrative thread alive, while interspersing teacher-quality expressive reading, which maximizes comprehension. Generally the harder the text, the more you might consider bridging.

Oral Cloze-Use a finger snap to indicate for the class to fill in the blank. Have the class try again if they are not with you.

Rely on a Placeholder-It is used to ensure that students retain their place in the text so they can quickly and immediately transition back to reading after discussion. “Hold your place. Track me,” can be used to help a class learn how to point to the spot where they left off reading and then close the book partway and engage eyes on the teacher. With, “Pick up reading please, John,” the class should be back into the book with almost no transaction cost.

Chapter 11 The Fundamentals (Teaching Decoding, Vocabulary Development, and Fluency)

Given the bedrock importance of decoding at every level, teachers should strive to correct decoding errors whenever possible, no matter what subject or grade level they teach. But it should not always be an “echo correction.” A better way to correct a decoding error may be to improve the student’s knowledge of the rules. Give them the rule and let them apply it in the situation. (Miss pronouncing might you may say ight says ite,)

Transaction Costs and Decoding

Except in cases where your lesson objective focuses on decoding skill, you should strive for the lowest possible transaction cost in making corrections. Consider these two corrections of a student’s decoding error of inspection:

Teacher 1: You said in-SPEAK-tion. Can you go back to the beginning of the sentence and read that word again?

Teacher 2: In-SPEAK-tion?

While you should correct consistently to help students decode effectively, doing so quickly and seamlessly is the only way to make correction viable. Make a habit of using the simplest and quickest intervention. If you are consistent in the manner that you do so, your students will get in the habit of self-correcting quickly and efficiently.

Two of the most efficient correction methods in terms of transaction cost are:

Punch the error- Quickly repeating the misread word back to the student while inflecting your voice to make it a question (in-SPEAK-tion).

Mark the spot-Rereading the three or four words prior to the word on which the student made the error, and inflecting your voice to show that the student should continue the reading from the point where you stop.

Only use Echo correction (the teacher corrects the mistake and ask the student to repeat the correct word) when you're reading an especially important section of a test and can't afford even a minimal distraction.

Address Decoding Errors Even When Students “Know” the Rule

Errors due to carelessness, haste, or sloppy reading habits are important to correct. The key part is not so much the added information for the correction but the reminder to go back and reread more carefully, an import habit to build.

Techniques for Addressing Decoding Errors These methods allow you to correct errors consistently, with minima transaction cost, and in a manner that causes students to self correct.

Punch the Error (see above)

Mark the Spot (see above)

Name the Sound or rule (That is a. Long a. Long vowels say their name)

Chunk It (Break the word into parts, suffix, prefix)

Speed the Exceptions When words do not conform to standard rules, identify the correct pronunciation quickly and directly. That word is written ‘bury’ but pronounced ‘berry,’ or we would expect the e to make that I say g-IVE as in hive but this word is an exception.

It is also important to use quick and simple positive reinforcement when students read a word correctly. (yup, perfect, you got it, nice)

Cueing Systems-Using the right pronunciation by using knowledge of letters and sounds, grammar and syntax, and context to develop plausible options.

Letter and Sound Cueing

The text reads: The dog growls.

The student reads: The dog barks.

Teacher says: If it was bark, there would be a b at the beginning. (pointing to the letter g) Is this a b?

Grammar and Syntax Cueing

The text reads: The boys wore their coats.

The student reads: The boys wore their coat.

The teacher says: The boys all shared one coat? Is that correct?

Meaning and Context Cueing

The text reads: Clowns wear makeup and fake noses.

The student reads: Clowns wear makeup and face noses.

The teacher says: Does it make sense that they would wear face noses?

Poor readers often rely excessively on meaning and context cueing systems. Be careful not to encourage them to rely exclusively on techniques that do not reinforce actual letter and sound decoding.

Vocabulary

Six Techniques to Reinforce Strong Vocabulary

- 1. Multiple Takes** –Have students practice using a word in different settings and situations. Circle back to words you previously taught. Give students a sentence stem with a vocabulary word, and ask them to finish it. Have students practice saying words correctly.
- 2. Compare, combine, contrast**-Be careful with the synonym model. It's the difference between similar words that creates meaning in a passage. Ask students to distinguish between or

compare two different words-focus on nuances of meaning. Ask students to describe how and whether they could combine vocabulary words (could a tyrant ever be humble). Ask students to apply and discuss a change -ideally to a similar word (How would it make James different if he mimicked Sue instead of imitating her).

3. **Upgrade**-Find opportunities to use richer and more specific words whenever possible. Ask students to use recently introduced words in class discussions. Ask explicitly for a better word (Can you use a better word than big)
4. **Stress the syntax**-Students often struggle to use new words in different settings. Ask students to identify or change a word's part of speech or change a word's tense.
5. **Back to roots**-Stress the foundational knowledge of roots so students can apply their understandings to new words. Ask students to identify roots or affixes and describe how they relate to meaning. Ask students to identify other words containing a root.
6. **Picture this**-Create a multidimensional image of each new word by using pictures and actions. Have students visualize, act out or personify, or develop gestures for words.

Vocabulary Methods for Specialists (Reading and Lang. Arts teachers)

1. Provide the definition and part of speech of a new vocabulary word.
2. Provide a similar word and explain how the vocabulary word is similar but different.
3. Show pictures that portrays the vocabulary word.
4. Create a sentence, written by the class with your guidance, that reflects the word's meaning.
5. List and discuss variations on the word, identifying their part of speech.
6. Play vocabulary-reinforcing activities and games.
7. Write a sentence independently (homework) using the word correctly.
8. Word walls

4 Techniques to Reinforce Strong Fluency

1. **Show some spunk.** Read aloud to your students regularly.

2. **Ask for some drama.** Just as your reading expressively is good for students, so too is asking students to read expressively. It forces them to practice looking for the depth of meaning in words.
3. **Check the mechanics.** Talk about punctuation, words that signal.
4. **Lather, rinse, repeat.** Don't just have students read frequently; have them reread frequently. (To smooth out an original read that was wooden or required mechanical correction. To emphasize some aspect of meaning or incorporate feedback. For fun or because the original read was especially good)

Chapter 12 Techniques for Building comprehension

Prereading Techniques

Preteach students critical facts and context they'll need to understand in order to make sense of the text they're about to read.

1. **Contexting**-Help students comprehend a text by taking them methodically through key information that will help them enter into it as informed readers. Lack of prior knowledge is one of the key barriers to comprehension for at-risk students and it affects all aspects of reading, even fluency and decoding.
2. **Focal Points**-Steer students in advance to key ideas, concepts, and themes to look for.
3. **Front-loading**-In addition to introducing key ideas in advance of students reading them, the best teachers introduce key scenes before their students read them much like movie studios give us previews. You want students to think, "Oh, here it is! My teacher told me about this scene!"
4. **Prereading Summary**-It is effective to summarize as a jumping off point for any given day's reading, a summary of the previous day's.
5. **Prereading in Action**-Prepare students by reading an article on something related or connected to the story.

During Reading Techniques-The types of questions asked while you read are critical.

Don't Wait-Top teachers constantly check for understanding by asking questions to see if students "get it" (the goal of these questions is not for student discussion) throughout the reading. Catching a misunderstanding is more effective as soon as it happens. It is critical to return to the reading quickly.

Lower the Level-Questions about a text can refer to any of (at least) four levels of meaning:

Word or phrase level of meaning: What does the word forlorn mean here?

Sentence level of meaning: Can you take that sentence and put it in simpler language?

Passage level of meaning: What part of this paragraph tells you that Mohi is mean spirited?

Story level of meaning: What's the purpose of this essay?

Lower levels of meaning are critical to ensuring firm story level understanding.

Evidence-Based Questioning- Ask questions where students must make reference to a fact or event from the text.

Postreading Techniques

Summarize- Students need to summarize. In writings students can learn to shorten summarizes by reducing the number of topics they are trying to include or reduce the number of words.

Better Connections-Types of questions used in priority order according to their relative rigor with the more rigorous question formats at the top.

Text to text-These are preferable to text to world and text to self because they reinforce testable ideas rather than judgments, opinions, and stories that students may not be able to access.

Text to world-Ask students to relate an issue in a story to some event or person in their world. You may want to tell students you are not looking for a text to media connection (movies).

Text to self-They are best when they focus on the specific elements of the text being read. (How would you feel if you were in a position like Donovan, rather than sweeping in their breadth, Did anyone else have a time when they felt scared?)