



# Proven Practices from Teach Like a Champion by Dr. Doug Lemov

MISSOURI'S EDUCATOR EVALUATION SYSTEM

## Introduction to Teach Like a Champion

Doug Lemov is a managing director of Uncommon Schools and oversees its True North network. He also trains teachers and school leaders at the sixteen Uncommon schools and nationally. He was the former president of School Performance, an organization that assisted schools in their use of data to drive the decisions they make. He was vice president for accountability at the State University of New York Charter Schools Institute and founder and principal of the Academy of the Pacific Rim Charter School in Boston.

Doug Lemov's Book *Teach Like a Champion* is about the tools of the teaching craft. It describes the tools necessary for success in all classrooms, particularly those with the most challenging student populations.

*Throughout my career working in urban public schools as a teacher, trainer, consultant, and administrator, I've had the privilege of watching many champion teachers, often in situations that would overwhelm most of us. These outstanding teachers routinely do what a thousand hand-wringing social programs have found impossible: close the achievement gap between the rich and poor, transform students at risk of failure into achievers and believers, and rewrite the equation of opportunity. And while each of these teachers is unique, their teaching holds certain elements in common.*

Basing his work on the books *Built to Last* and *Good to Great* by Jim Collins, Doug Lemov focused on the techniques that appeared to separate the great teacher from the teacher that is merely good. The techniques described are presented in concrete, specific and actionable ways to allow for immediate use by teachers in any classroom. The book also includes a DVD with video clips of teachers using the techniques.

*Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.*







Lemov: Teach Like a Champion		ST 1					ST 2						ST 3			ST 4			ST 5				ST 6				ST 7						ST 8			ST 9		
Technique	Key Idea / Description	1	2	3	4	5	1	2	3	4	5	6	1	2	3	1	2	3	1	2	3	4	1	2	3	4	5	6	1	2	3	1	2	3				
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills.		X																																			
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.		X																																			
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.		X	X	X	X																X	X	X														
27. Vegas	A moment during class when you might observe some production values: music, lights, rhythm, dancing.		X							X									X	X	X																	
<b>Creating A Strong Classroom Culture</b>																																						
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.									X	X								X	X	X	X																
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.		X							X									X	X	X																	
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.		X							X	X								X	X	X																	
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.			X																																		

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<b>32. SLANT</b>	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.		X							X					X				X		X																	
<b>33. On Your Mark</b>	Show students how to prepare for a lesson to begin and expect them to do so every day.							X		X					X				X	X	X																	
<b>34. Seat Signals</b>	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.									X									X	X	X	X																
<b>35. Props</b>	Public praise for students who demonstrate excellence or exemplify virtues.									X									X		X													X				
<b>Setting &amp; Maintaining High Behavioral Expectations</b>																																						
<b>36. 100 Percent</b>	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.									X									X										X									
<b>37. What To Do</b>	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.									X									X	X	X	X												X				
<b>38. Strong Voice</b>	Establish control, command and benign authority that make the use of excessive consequences unnecessary.									X									X	X	X									X		X						
<b>39. Do It Again</b>	Doing it again and doing it right or better or perfect is often the best consequence.								X	X									X										X	X								







Doug Lemov separates his techniques into 9 separate categories.

The charts below indicate how many Missouri Indicators align to techniques in each of the categories.

<b>Setting High Academic Expectations</b>		<b>35 MO Indicators</b>
<b>2. Right Is Right</b>	Set and defend a high standard of correctness in your classroom	8
<b>4. Format Matters</b>	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.	8
<b>5. Without Apology</b>	The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.	8
<b>1. No Opt Out</b>	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.	7
<b>3. Stretch It</b>	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)	4

<b>Planning That Ensures Academic Achievement</b>		<b>58 MO Indicators</b>
<b>10. Double Plan</b>	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	15
<b>6. Begin with the End</b>	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	14
<b>7. 4 Ms</b>	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	13
<b>11. Draw The Map</b>	Control the physical environment to support the specific lesson goal for the day	7
<b>9. Shortest Path</b>	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	5
<b>8. Post It</b>	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	4

<b>Structuring &amp; Delivering Your Lessons</b>		<b>68 MO Indicators</b>
<b>18. Check For Understanding</b>	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	13
<b>21. Take A Stand</b>	Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	11
<b>13. Name The Steps</b>	Subdivide complex skills into component tasks and build knowledge up systematically.	8
<b>16. Break It Down</b>	In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	8
<b>17. Ratio</b>	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	8
<b>12. The Hook</b>	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	6
<b>20. Exit Ticket</b>	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	4
<b>14. Board = Paper</b>	Students learning how to be good students by learning to take notes and retain a record of their knowledge.	4
<b>15. Circulate</b>	Moving strategically around the room during all parts of a lesson.	3
<b>19. At Bats</b>	Lessons should include as many repetitions as possible.	3

<b>Engaging Students In Your Lessons</b>		<b>25 MO Indicators</b>
<b>26. Everybody Writes</b>	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	8
<b>27. Vegas</b>	A moment during class when you might observe some production values: music, lights, rhythm, dancing.	6
<b>22. Cold Call</b>	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	4
<b>23. Call And Response</b>	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	3
<b>24. Pepper</b>	Use fast paced, group-orientated activities to review familiar information and foundational skills.	2
<b>25. Wait Time</b>	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	2

<b>Creating A Strong Classroom Culture</b>		<b>42 MO Indicators</b>
<b>33. On Your Mark</b>	Show students how to prepare for a lesson to begin and expect them to do so every day.	7
<b>28. Entry Routine</b>	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.	6
<b>30. Tight Transitions</b>	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	6
<b>32. SLANT</b>	Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	6
<b>29. Do Now</b>	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	5
<b>34. Seat Signals</b>	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	5
<b>35. Props</b>	Public praise for students who demonstrate excellence or exemplify virtues.	4
<b>31. Binder Control</b>	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	3

<b>Setting &amp; Maintaining High Behavioral Expectations</b>		<b>34 MO Indicators</b>
<b>37. What To Do</b>	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.	6
<b>38. Strong Voice</b>	Establish control, command and benign authority that make the use of excessive consequences unnecessary.	6
<b>39. Do It Again</b>	Doing it again and doing it right or better or perfect is often the best consequence.	5
<b>41. Threshold</b>	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	5
<b>42. No Warnings</b>	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	5
<b>36. 100 Percent</b>	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	4
<b>40. Sweat The Details</b>	To reach the highest standards, you must create the perception of order.	3

<b>Building Character And Trust</b>		<b>39 MO Indicators</b>
<b>49. Normalize Error</b>	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	9
<b>43. Positive Framing</b>	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	6
<b>44. Precise Praise</b>	Use positive reinforcement as a powerful classroom tool	6
<b>45. Warm/Strict</b>	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	5
<b>48. Explain Everything</b>	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	5
<b>46. The J Factor</b>	Find and promote the joy of learning to achieve a happy and high-achieving classroom.	4
<b>47. Emotional Constancy</b>	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	4

<b>Improving Your Pacing</b>		<b>41 MO Indicators</b>
<b>Change the Pace</b>	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.	11
<b>All Hands</b>	Shift rapidly among and involving a wide array of participants.	8
<b>Look Forward</b>	Use mild suspense to create tension, excitement and anticipation	7
<b>Every Minute Matters</b>	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.	6
<b>Work the Clock</b>	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.	5
<b>Brighten Lines</b>	Make learning activities begin and end crisply and clearly.	4

<b>Challenging Students To Think Critically</b>		<b>29 MO Indicators</b>
<b>Hit Rate</b>	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery).	9
<b>Simple To Complex</b>	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly.	8
<b>One At A Time</b>	Ask only one question at a time, not a sequence of them.	5
<b>Stock Questions</b>	Use similar sequences of questioning applied over and over in different settings.	3
<b>Verbatim (No Bait &amp; Switch)</b>	When repeating a question, be sure to ask it exactly the same way.	2
<b>Clear and Concise</b>	Make questions as clear and concise as possible.	2

## Growth Guide 1.1 – Teach Like a Champion Techniques

### Standard 1: Content knowledge aligned with appropriate instruction.

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.**

#### Quality Indicator 1: Content knowledge and academic language

Emerging		Developing		Proficient		Distinguished	
1E1) The emerging teacher...  Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		1D1) The developing teacher also...  Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also...  Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also...  Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Score = 0	1	2	3	4	5	6	7
<b>Technique1: No Opt Out</b>							
A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique2: Right is Right</b>							
Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique4: Format Matters</b>							
It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 5: Without Apology</b>							
The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			

<b>Technique 6: Begin with the End</b>	
Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.	
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity	Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)
<b>Technique7: 4 Ms</b>	
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
<b>Technique 12: The Hook</b>	
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
<b>Technique 13: Name the Steps</b>	
Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that proceeded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive

<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away"</p> <p>Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)</p> <p>Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
<p>Teacher</p> <p>Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).</p> <p>Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).</p>	<p>Student</p> <p>Actively engages in the ideas around them by making judgments about the answers their peers provide.</p> <p>Are open to having their ideas be assessed by peers as well</p>
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
<p>Teacher</p> <p>People of all ages tend to lose focus after ten minutes, so do something new to engage them.</p> <p>Creation an illusion of speed by using a variety throughout the lesson</p>	<p>Student</p> <p>Is energized as a part of the learning process</p> <p>Feels as if they are moving quickly from activity to activity</p>
<b>Brighten Lines</b>	
Draw bright clear lines at the beginning and end of a lesson	
<p>Teacher</p> <p>Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.</p>	<p>Student</p> <p>Experiences the "starts" and "stops" of different lesson activities</p>
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
<p>Teacher</p> <p>Shifting among participants creates a reference point which signals that something has changed, something has begun or ended.</p> <p>Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with</p>	<p>Student</p> <p>Feels engaged along with other students in the classroom</p>
<b>Every Minute Matters</b>	
Time is water in the desert, a teacher's most precious resource; You can always be teaching	
<p>Teacher</p> <p>Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).</p>	<p>Student</p> <p>Experiences no wasted time; comes to understand that the learning process is one in which every minute counts</p>
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
<p>Teacher</p> <p>Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective</p>	<p>Student</p> <p>Is motivated to see the learning through to the end (how it turns out)</p> <p>Wants to know what is coming next</p>

**Work the Clock**

Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity

**Teacher**

Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations

**Student**

Is better able to keep up with the learning objectives and with the flow of the lesson  
Experience a sense of accomplishment as they work through each increment

## Growth Guide 1.2 – Teach Like a Champion Techniques

### Standard 1: Content knowledge aligned with appropriate instruction.

#### Quality Indicator 2: Student engagement in subject matter

Emerging		Developing		Proficient		Distinguished	
1E2) The emerging teacher...  Chooses from multiple sources to engage student interest and activity in the content.		1D2) The developing teacher also...  Uses a variety of differentiated instructional strategies which purposefully engage students in content.		1P2) The proficient teacher also...  Uses specific instructional strategies to engage students and advance each individual student’s learning as evidenced by student data.		1S2) The distinguished teacher also...  Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 12: The Hook</b> A short introductory moment that captures what’s interesting and engaging about the material and puts it out in front.							
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest				Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning			
<b>Technique 21: Take a Stand</b> Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.							
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don’t ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well			
<b>Technique 22: Cold Call</b> In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.							
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).				Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.			

<b>Technique 23: Call and Response</b>	
Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.
<b>Technique 24: Pepper</b>	
Use fast paced, group-orientated activities to review familiar information and foundational skills.	
Teacher Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Student Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.
<b>Technique 25: Wait Time</b>	
Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	
Teacher Use of 3-5 seconds increases length and correctness of responses; decreases number of failures; increases number of volunteers; and increases use of evidence. Use narration during the wait time period to incent and reinforce specific behaviors most productive to students.	Student Generates richer, more reflective and well developed answers during the wait time
<b>Technique 26: Everybody Writes</b>	
Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
<b>Technique 27: Vegas</b>	
A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
<b>Technique 29: Do Now</b>	
A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
<b>Technique 30: Tight Transitions</b>	
Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher

<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
<b>Brighten Lines</b>	
Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
<b>Every Minute Matters</b>	
Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
<b>Work the Clock</b>	
Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment
<b>Simple to Complex</b>	
Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

## Growth Guide 1.3 – Teach Like a Champion Techniques

### Standard 1: Content knowledge aligned with appropriate instruction.

#### Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging		Developing		Proficient		Distinguished	
1E3) The emerging teacher...  Introduces students to various methods of inquiry and research methodologies.		1D3) The developing teacher also...  Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.		1P3) The proficient teacher also...  Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		1S3) The distinguished teacher also...  Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique1: No Opt Out</b> A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique7: 4 Ms</b> A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			

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<b>Technique 13: Name the Steps</b>	
Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).	Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well
<b>Technique 22: Cold Call</b>	
In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.
<b>Technique 26: Everybody Writes</b>	
Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves

<b>Technique 31: Binder Control</b>	
Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
<b>One at a Time</b>	
Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked
<b>Simple to Complex</b>	
Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
<b>Stock Questions</b>	
Similar sequences of questions applied over and over in different settings	
Teacher Don't make questions up as you go, instead decide to ask a sequence of questions	Student Answers are linked to answers provided before and after the one they answered
<b>Hit Rate</b>	
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 1.4 – Teach Like a Champion Techniques

### Standard 1: Content knowledge aligned with appropriate instruction.

#### Quality Indicator 4: Interdisciplinary instruction

Emerging		Developing		Proficient		Distinguished	
1E4) The emerging teacher...  Demonstrates the ability to make interdisciplinary content connections during instruction.		1D4) The developing teacher also...  Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also...  Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also...  Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 6: Begin with the End</b>							
Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 7: 4 Ms</b>							
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 12: The Hook</b>							
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.							
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest				Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning			
<b>Technique 13: Name the Steps</b>							
Subdivide complex skills into component tasks and build knowledge up systematically.							
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)				Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content			

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<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
<b>Technique 26: Everybody Writes</b>	
Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
<b>One at a Time</b>	
Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked
<b>Simple to Complex</b>	
Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

**Stock Questions**

Similar sequences of questions applied over and over in different settings

Teacher

Don't make questions up as you go, instead decide to ask a sequence of questions

Student

Answers are linked to answers provided before and after the one they answered

## Growth Guide 1.5 – Teach Like a Champion Techniques

### Standard 1: Content knowledge aligned with appropriate instruction.

#### Quality Indicator 5: Diverse social and cultural perspectives

Emerging		Developing		Proficient		Distinguished	
1E5) The emerging teacher...  Facilitates students’ ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.		1D5) The developing teacher also...  Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also  Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also...  Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 16: Break it Down</b>							
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student’s knowledge back up from a point of partial understanding.							
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).				Student Commits error but whose learning is then facilitated to result in a correct answer			
<b>Technique 21: Take a Stand</b>							
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.							
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don’t ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well			
<b>Technique 26: Everybody Writes</b>							
Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.							
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.				Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves			

**Technique 43: Positive Framing**

Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.

Teacher

Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).

Student

Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary  
Does not experience embarrassment or harassment  
Experience positive reaction even when being corrected

**Change the Pace**

Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson

Teacher

People of all ages tend to lose focus after ten minutes, so do something new to engage them.  
Creation an illusion of speed by using a variety throughout the lesson

Student

Is energized as a part of the learning process  
Feels as if they are moving quickly from activity to activity

**Simple to Complex**

Ask questions that progress from simple to complex

Teacher

Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly

Student

Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

## Growth Guide 2.1 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.**

#### Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging		Developing		Proficient		Distinguished	
2E1) The emerging teacher...  Knows how to address developmental factors when making instructional decisions.		2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also...  Uses knowledge of individual growth and development to monitor and chart learner’s progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also...  Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Score = 0	1	2	3	4	5	6	7
<b>Technique7: 4 Ms</b> A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it’s the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 10: Double Plan</b> It’s as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with “You” on one side and “Them” on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			

<b>Technique 11: Draw the Map</b>	
Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive
<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
<b>Technique 19: At Bats</b>	
Lessons should include as many repetitions as possible.	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation;	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
<b>Technique 44: Precise Praise</b>	
Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

<b>Technique 45: Warm / Strict</b>	
At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
<b>Hit Rate</b>	
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 2.2 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 2: Student goals

Emerging		Developing		Proficient		Distinguished	
2E2) The emerging teacher...  Facilitates students’ understanding of taking personal responsibility for their own learning.		2D2) The developing teacher also  Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.		2P2) The proficient teacher also...  Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.		2S2) The distinguished teacher also...  Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique4: Format Matters</b> It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 5: Without Apology</b> The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students’ response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 14: Board = Paper</b> Students learning how to be good students by learning to take notes and retain a record of their knowledge.							
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility				Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture			

<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
<p>Teacher</p> <p>Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).</p>	<p>Student</p> <p>Engages in increased doses of cognitive work as soon as they are ready (but not before)</p> <p>Engages in larger and larger shares of the right work – focused and productive</p>
<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
<p>Teacher</p> <p>Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).</p> <p>Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).</p>	<p>Student</p> <p>Actively engages in the ideas around them by making judgments about the answers their peers provide.</p> <p>Are open to having their ideas be assessed by peers as well</p>
<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
<p>Teacher</p> <p>Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).</p>	<p>Student</p> <p>Can successfully prepare themselves for learning.</p>
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
<p>Teacher</p> <p>Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.</p>	<p>Student</p> <p>Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.</p>

## Growth Guide 2.3 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 3: Theory of learning

Emerging		Developing		Proficient		Distinguished	
2E3) The emerging teacher...  Applies theories of learning to create well-planned and delivered instruction.		2D3) The developing teacher also...  Implements research-based instruction focused on production of learning for individual students.		2P3) The proficient teacher also...  Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		2S3) The distinguished teacher also...  Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Technique1: No Opt Out</b> A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique 5: Without Apology</b> The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 16: Break it Down</b> In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.							
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).				Student Commits error but whose learning is then facilitated to result in a correct answer			

<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away"</p> <p>Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)</p> <p>Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 39: Do It Again</b>	
Doing it again and doing it right or better or perfect is often the best consequence.	
<p>Teacher</p> <p>Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something</p> <p>Have students go back and try again as soon as you know the level of execution won't meet the standard you have set</p>	<p>Student</p> <p>Improves their own performance; experiences greater levels of success</p> <p>Students improve at something without feeling like their being punished or doing it out of compliance</p>
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
<p>Teacher</p> <p>Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.</p>	<p>Student</p> <p>Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.</p>
<b>Every Minute Matters</b>	
Time is water in the desert, a teacher's most precious resource; You can always be teaching	
<p>Teacher</p> <p>Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).</p>	<p>Student</p> <p>Experiences no wasted time; comes to understand that the learning process is one in which every minute counts</p>
<b>Work the Clock</b>	
Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
<p>Teacher</p> <p>Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations</p>	<p>Student</p> <p>Is better able to keep up with the learning objectives and with the flow of the lesson</p> <p>Experience a sense of accomplishment as they work through each increment</p>
<b>Simple to Complex</b>	
Ask questions that progress from simple to complex	
<p>Teacher</p> <p>Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly</p>	<p>Student</p> <p>Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public</p>
<b>Hit Rate</b>	
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
<p>Teacher</p> <p>If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.</p>	<p>Student</p> <p>Is challenged with questions that are not too hard or unfair, but are not too easy either</p> <p>Stretches their thinking without being impossible; students are bored with easy content</p>

## Growth Guide 2.4 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 4: Differentiated lesson design

Emerging		Developing		Proficient		Distinguished	
2E4) The emerging teacher...  Designs and implements instruction that considers the needs of students.		2D4) The developing teacher also...  Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also...  Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also...  Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 10: Double Plan</b> It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with “You” on one side and “Them” on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 11: Draw the Map</b> Control the physical environment to support the specific lesson goal for the day							
Teacher Include space planning as a part of lesson planning. Think about the way you want students’ bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Student Environment around them supports learning; walls communicate information and motivation about learning			
<b>Technique 15: Circulate</b> Moving strategically around the room during all parts of a lesson.							
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don’t just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can’t see you).				Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher’s room			

<b>Technique 22: Cold Call</b>	
In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
<p>Teacher</p> <p>Choose one student to speak the answer out loud while all students answer in their minds. Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).</p>	<p>Student</p> <p>All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.</p>
<b>Technique 23: Call and Response</b>	
Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
<p>Teacher</p> <p>Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.</p>	<p>Student</p> <p>Provides answers with other classmates.</p>
<b>Technique 27: Vegas</b>	
A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
<p>Teacher</p> <p>Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.</p>	<p>Student</p> <p>Is more highly engaged due to the excitement, the spontaneity and fun of learning</p>
<b>Technique 28: Entry Routine</b>	
Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
<p>Teacher</p> <p>Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.</p>	<p>Student</p> <p>Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom</p>
<b>Technique 29: Do Now</b>	
A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
<p>Teacher</p> <p>Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.</p>	<p>Student</p> <p>Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.</p>
<b>Technique 30: Tight Transitions</b>	
Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
<p>Teacher</p> <p>Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students</p>	<p>Student</p> <p>Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher</p>
<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
<p>Teacher</p> <p>Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.</p>	<p>Student</p> <p>Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.</p>

<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need “before” class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
<b>Technique 34: Seat Signals</b>	
Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
<b>Technique 35: Props</b>	
Public praise from the class for students who demonstrate excellence or exemplify virtues (also called “shout-outs” or “ups”)	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
<b>Technique 36: 100 Percent</b>	
There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

<b>Technique 39: Do It Again</b> Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as “good – better – best” sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won’t meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
<b>Technique 40: Sweat the Details</b> To reach the highest standards, you must create the perception of order.	
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students’ perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules
<b>Technique 41: Threshold</b> When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it’s gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
<b>Technique 42: No Warnings</b> Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it’s deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience
<b>Technique 43: Positive Framing</b> Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don’t call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
<b>Technique 44: Precise Praise</b> Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don’t use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

<b>Technique 45: Warm / Strict</b>	
At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
<b>Technique 46: The J-Factor</b>	
Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
<b>Technique 47: Emotional Constancy</b>	
Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.	Student Success, in the long run, is about a consistent relationship with productive behaviors
<b>Technique 48: Explain Everything</b>	
Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
<b>Work the Clock</b>	
Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment

**Hit Rate**

The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)

**Teacher**

If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.

**Student**

Is challenged with questions that are not too hard or unfair, but are not too easy either  
Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 2.5 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging		Developing		Proficient		Distinguished	
2E5) The emerging teacher...  Delivers a variety of lesson activities that address students’ prior experiences, multiple intelligences, strengths and needs.		2D5) The developing teacher also...  Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.		2P5) The proficient teacher also...  Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.		2S5) The distinguished teacher also...  Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.	
Score = 0	1	2	3	4	5	6	7
<b>Technique1: No Opt Out</b>							
A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique3: Stretch It</b>							
A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)							
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)				Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that’s directly responsive to what they’ve shown they can already do			
<b>Technique4: Format Matters</b>							
It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 5: Without Apology</b>							
The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students’ response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult. They discover interest in content they might not have thought would be interesting			

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<b>Technique7: 4 Ms</b>	
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
<b>Technique 9: Shortest Path</b>	
All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.	
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.	Student Is focused on the lesson objectivity; Experiences reduced distractions
<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
<b>Technique 11: Draw the Map</b>	
Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
<b>Technique 23: Call and Response</b>	
Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.	
Teacher Use to accomplish academic review and reinforcement, high-energy fun, and behavioral reinforcement. Types include repeat, report, reinforce, review and solve.	Student Provides answers with other classmates.

**Technique 49: Normalize Error**

Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.

**Teacher**

Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.

**Student**

Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

**Simple to Complex**

Ask questions that progress from simple to complex

**Teacher**

Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly

**Student**

Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public

## Growth Guide 2.6 – Teach Like a Champion Techniques

### Standard 2: Student Learning, Growth and Development

#### Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging		Developing		Proficient		Distinguished	
2E6) The emerging teacher...  Reviews demographic and biographical data of students to determine the variety of learning needs.		2D6) The developing teacher also...  Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also...  Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also...  Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 21: Take a Stand</b> Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.							
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well			
<b>Technique 28: Entry Routine</b> Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.							
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.				Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom			
<b>Technique 30: Tight Transitions</b> Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.							
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students				Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher			

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**Technique 44: Precise Praise**

Use positive reinforcement as a powerful classroom tool

**Teacher**

Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).

**Student**

Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

## Growth Guide 3.1 – Teach Like a Champion Techniques

### Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

#### Quality Indicator 1: Implementation of curriculum standards

Emerging		Developing		Proficient		Distinguished	
3E1) The emerging teacher...  Makes informed decisions about instructional objects aligned to district mapping and pacing guides.		3D1) The developing teacher also...  Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also...  Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also...  Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 7: 4 Ms</b> A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 8: Post It</b> Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.							
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance				Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal			
<b>Technique 9: Shortest Path</b> All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.							
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.				Student Is focused on the lesson objectivity; Experiences reduced distractions			

<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
<p>Teacher</p> <p>Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other</p>	<p>Student</p> <p>What students will do during the lesson? Taking notes? Writing Summaries?</p>
<b>Technique 12: The Hook</b>	
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
<p>Teacher</p> <p>Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest</p>	<p>Student</p> <p>Is inspired and excited about the content that is about to be learned</p> <p>Willingly takes the first step into the learning</p>
<b>Technique 13: Name the Steps</b>	
Subdivide complex skills into component tasks and build knowledge up systematically.	
<p>Teacher</p> <p>Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)</p>	<p>Student</p> <p>Learn steps and use this road map as they progress towards mastery (competence)</p> <p>Explains the process while another student does the process. Provides a process that the student can use as they work to remember content</p>

## Growth Guide 3.2 – Teach Like a Champion Techniques

### Standard 3: Curriculum Implementation

#### Quality Indicator 2: Lessons for diverse learners

Emerging		Developing		Proficient		Distinguished	
3E2) The emerging teacher...  Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners		3D2) The developing teacher also...  Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also...  Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also...  Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.	
Score = 0	1	2	3	4	5	6	7
<b>Technique4: Format Matters</b> It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 18: Check for Understanding</b> Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.							
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.				Student Gives off data on the degree of their understanding and mastery of content through the answers they provide			
<b>Technique 20: Exit Ticket</b> Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.							
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).				Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.			

<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson	Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity
<b>Brighten Lines</b>	
Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete thing.	Student Experiences the "starts" and "stops" of different lesson activities
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
Teacher Shifting among participants creates a reference point which signals that something has changed, something has begun or ended. Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with	Student Feels engaged along with other students in the classroom
<b>Every Minute Matters</b>	
Time is water in the desert, a teacher's most precious resource; You can always be teaching	
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).	Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts
<b>Simple to Complex</b>	
Ask questions that progress from simple to complex	
Teacher Effective questions initially engages students' thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly	Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public
<b>Hit Rate</b>	
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
Teacher If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	Student Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 3.3 – Teach Like a Champion Techniques

### Standard 3: Curriculum Implementation

#### Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging		Developing		Proficient		Distinguished	
3E3) The emerging teacher...  Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.		3D3) The developing teacher also...  Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also...  Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also...  Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique3: Stretch It</b> A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)							
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)				Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do			
<b>Technique 5: Without Apology</b> The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

<b>Technique 7: 4 Ms</b>	
A great lesson objective and therefore a great lesson should be Manageable, Measurable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measurable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
<b>Technique 8: Post It</b>	
Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.	
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance	Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal
<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
<b>Technique 12: The Hook</b>	
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
<b>Technique 13: Name the Steps</b>	
Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
<b>Technique 17: Ratio</b>	
Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).	Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive

<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away"</p> <p>Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)</p> <p>Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 19: At Bats</b>	
Lessons should include as many repetitions as possible.	
<p>Teacher</p> <p>Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation;</p>	<p>Student</p> <p>Participates in repetition of essential concepts as a strategy for achieving mastery</p> <p>Increases confidence that they know the content</p>
<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
<p>Teacher</p> <p>Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).</p> <p>Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).</p>	<p>Student</p> <p>Actively engages in the ideas around them by making judgments about the answers their peers provide.</p> <p>Are open to having their ideas be assessed by peers as well</p>
<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
<p>Teacher</p> <p>Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).</p>	<p>Student</p> <p>Can successfully prepare themselves for learning.</p>
<b>Technique 43: Positive Framing</b>	
Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
<p>Teacher</p> <p>Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).</p>	<p>Student</p> <p>Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary</p> <p>Does not experience embarrassment or harassment</p> <p>Experience positive reaction even when being corrected</p>
<b>Technique 48: Explain Everything</b>	
Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
<p>Teacher</p> <p>Deliberately make your expectations clear, rational and logical.</p> <p>The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.</p>	<p>Student</p> <p>Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.</p>

**Change the Pace**

Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson

Teacher

People of all ages tend to lose focus after ten minutes, so do something new to engage them.

Creation an illusion of speed by using a variety throughout the lesson

Student

Is energized as a part of the learning process

Feels as if they are moving quickly from activity to activity

**One at a Time**

Ask one question at a time

Teacher

Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.

Student

Develops one idea at a time in response to the specific question you asked

## Growth Guide 4.1 – Teach Like a Champion Techniques

### Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills.

**Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking**

Emerging		Developing		Proficient		Distinguished	
4E1) The emerging teacher...  Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.		4D1) The developing teacher also...  Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		4P1) The proficient teacher also...  Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		4S1) The distinguished teacher also...  Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 13: Name the Steps</b> Subdivide complex skills into component tasks and build knowledge up systematically.							
Teacher Identify the steps; make them sticky (memorable and stick in students’ minds); build the steps; use two stairways (explaining the process and doing the process)				Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content			
<b>One at a Time</b> Ask one question at a time							
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.				Student Develops one idea at a time in response to the specific question you asked			
<b>Simple to Complex</b> Ask questions that progress from simple to complex							
Teacher Effective questions initially engages students’ thinking about a topic in contained and concrete ways and then pushes them to think more deeply and broadly				Student Activates their memory of relevant facts and details to support their opinions; develops and reflects on ideas, turning them into insights before being called on to share them in public			
<b>Verbatim (No Bait and Switch)</b> Changing a question							
Teacher When repeating a question for a student and/or class, avoid changing a question after a student has raised their hand and is formulating an answer. Even a slight change in syntax can alter the question.				Student Hear and consider questions and participate based on thoughtful reflection because the question asked remained constant			

<b>Clear and Concise</b> Used to improve the clarity of a question	
<b>Teacher</b> Start with a question word (who, when, what, where, why or how); limit to two clauses (rigorous and demanding but limited to two clauses); write them in advance when they matter (script them as a part of lesson planning); ask an actual question (not making a statement with a question mark); and assume the answer (state it in a way that assumes someone can answer it).	<b>Student</b> Is not held accountable for a wrong answer when the actual problem was the way the question was asked Can formulate better questions themselves
<b>Stock Questions</b> Similar sequences of questions applied over and over in different settings	
<b>Teacher</b> Don't make questions up as you go, instead decide to ask a sequence of questions	<b>Student</b> Answers are linked to answers provided before and after the one they answered
<b>Hit Rate</b> The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
<b>Teacher</b> If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.	<b>Student</b> Is challenged with questions that are not too hard or unfair, but are not too easy either Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 4.2 – Teach Like a Champion Techniques

### Standard 4: Critical Thinking

#### Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging		Developing		Proficient		Distinguished	
4E2) The emerging teacher...  Uses a variety of instructional resources to enhance the teaching and learning process.		4D2) The developing teacher also...  Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also...  Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		4S2) The distinguished teacher also...  Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique7: 4 Ms</b> A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 13: Name the Steps</b> Subdivide complex skills into component tasks and build knowledge up systematically.							
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)				Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content			
<b>Change the Pace</b> Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson							
Teacher People of all ages tend to lose focus after ten minutes, so do something new to engage them. Creation an illusion of speed by using a variety throughout the lesson				Student Is energized as a part of the learning process Feels as if they are moving quickly from activity to activity			

**Every Minute Matters**

Time is water in the desert, a teacher's most precious resource; You can always be teaching

**Teacher**

Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).

**Student**

Experiences no wasted time; comes to understand that the learning process is one in which every minute counts

## Growth Guide 4.3 – Teach Like a Champion Techniques

### Standard 4: Critical Thinking

#### Quality Indicator 3: Cooperative, small group and independent learning

Emerging		Developing		Proficient		Distinguished	
4E3) The emerging teacher...  Employs individual and cooperative learning activities to promote critical thinking skills.		4D3) The developing teacher also...  Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.		4P3) The proficient teacher also...  Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also...  Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 7: 4 Ms</b> A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 10: Double Plan</b> It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 11: Draw the Map</b> Control the physical environment to support the specific lesson goal for the day							
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Student Environment around them supports learning; walls communicate information and motivation about learning			

<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
<p>Teacher</p> <p>Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).</p> <p>Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).</p>	<p>Student</p> <p>Actively engages in the ideas around them by making judgments about the answers their peers provide.</p> <p>Are open to having their ideas be assessed by peers as well</p>
<b>Change the Pace</b>	
Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson	
<p>Teacher</p> <p>People of all ages tend to lose focus after ten minutes, so do something new to engage them.</p> <p>Creation an illusion of speed by using a variety throughout the lesson</p>	<p>Student</p> <p>Is energized as a part of the learning process</p> <p>Feels as if they are moving quickly from activity to activity</p>
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
<p>Teacher</p> <p>Shifting among participants creates a reference point which signals that something has changed, something has begun or ended.</p> <p>Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with</p>	<p>Student</p> <p>Feels engaged along with other students in the classroom</p>

## Growth Guide 5.1 – Teach Like a Champion Techniques

### Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

#### Quality Indicator 1: Classroom management techniques

Emerging		Developing		Proficient		Distinguished	
5E1) The emerging teacher...  Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.		5D1) The developing teacher also...  Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		5P1) The proficient teacher also...  Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		5S1) The distinguished teacher also...  Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Technique1: No Opt Out</b> A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique3: Stretch It</b> A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)							
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)				Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that’s directly responsive to what they’ve shown they can already do			
<b>Technique 9: Shortest Path</b> All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.							
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.				Student Is focused on the lesson objectivity; Experiences reduced distractions			

<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
<b>Technique 11: Draw the Map</b>	
Control the physical environment to support the specific lesson goal for the day	
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating	Student Environment around them supports learning; walls communicate information and motivation about learning
<b>Technique 15: Circulate</b>	
Moving strategically around the room during all parts of a lesson.	
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room
<b>Technique 19: At Bats</b>	
Lessons should include as many repetitions as possible.	
Teacher Go until they can do it on their own; use multiple variations and formats; grab opportunities for enrichment and differentiation	Student Participates in repetition of essential concepts as a strategy for achieving mastery Increases confidence that they know the content
<b>Technique 20: Exit Ticket</b>	
Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.
<b>Technique 22: Cold Call</b>	
In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	
Teacher Choose one student to speak the answer out loud while all students answer in their minds Allows you to check for understanding effectively and systematically increases speed in terms of pacing and rate at which material is covered, and distribute work broadly and more fully. It is predictive (students come to expect it); is systematic (universal and impersonal); is positive (students know you think they can answer the question); is a scaffold to deeper learning (start with simple and move to progressively harder).	Student All students answer in their minds because they think they are about to be called on. Knows that the teacher thinks they can answer the question.
<b>Technique 24: Pepper</b>	
Use fast paced, group-orientated activities to review familiar information and foundational skills.	
Teacher Toss questions to a group of students quickly; if its right, teacher asks another student a new question; if it's wrong the same questions is asked to a new student. Maintain a fast pace and be unpredictable.	Student Answers question randomly as a part of a group of students receiving teacher questions given quickly and unpredictably.

<b>Technique 25: Wait Time</b>	
Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.	
Teacher Use of 3-5 seconds increases length and correctness of responses; decreases number of failures; increases number of volunteers; and increases use of evidence. Use narration during the wait time period to incent and reinforce specific behaviors most productive to students.	Student Generates richer, more reflective and well developed answers during the wait time
<b>Technique 26: Everybody Writes</b>	
Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.	Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves
<b>Technique 27: Vegas</b>	
A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
<b>Technique 28: Entry Routine</b>	
Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
<b>Technique 29: Do Now</b>	
A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
<b>Technique 30: Tight Transitions</b>	
Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). (this applies to the movement of materials as well as students)	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.

<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need “before” class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
<b>Technique 34: Seat Signals</b>	
Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
<b>Technique 35: Props</b>	
Public praise from the class for students who demonstrate excellence or exemplify virtues (also called “shout-outs” or “ups”)	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
<b>Technique 36: 100 Percent</b>	
There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
Teacher Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).	Student Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.

<b>Technique 39: Do It Again</b> Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as “good – better – best” sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won’t meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
<b>Technique 40: Sweat the Details</b> To reach the highest standards, you must create the perception of order.	
Teacher Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students’ perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head	Student If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules
<b>Technique 41: Threshold</b> When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it’s gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
<b>Technique 42: No Warnings</b> Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it’s deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience
<b>Technique 43: Positive Framing</b> Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
Teacher Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don’t call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).	Student Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary Does not experience embarrassment or harassment Experience positive reaction even when being corrected
<b>Technique 44: Precise Praise</b> Use positive reinforcement as a powerful classroom tool	
Teacher Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don’t use the praise of one student to serve as the correction of another).	Student Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated

<b>Technique 45: Warm / Strict</b>	
At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
Teacher Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior	Student Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.
<b>Technique 46: The J-Factor</b>	
Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
Teacher Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.	Student Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive
<b>Technique 48: Explain Everything</b>	
Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
Teacher Deliberately make your expectations clear, rational and logical. The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.	Student Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
Teacher Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective	Student Is motivated to see the learning through to the end (how it turns out) Wants to know what is coming next
<b>Work the Clock</b>	
Time: count it down, parcel it out in highly specific increments, announce an allotted time for each activity	
Teacher Mix in frequent countdowns to pace the class in completing tasks and emphasize the importance of each second; continually set goals for your class's speed in meeting expectations	Student Is better able to keep up with the learning objectives and with the flow of the lesson Experience a sense of accomplishment as they work through each increment

## Growth Guide 5.2 – Teach Like a Champion Techniques

### Standard 5: Positive Classroom Environment

#### Quality Indicator 2: Management of time, space, transitions, and activities

Emerging		Developing		Proficient		Distinguished	
5E2) The emerging teacher...  Manages time, space, transitions, and activities in their classroom.		5D2) The developing teacher also...  Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		5P2) The proficient teacher also...  Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.		5S2) The distinguished teacher also...  Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 8: Post It</b> Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.							
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance				Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal			
<b>Technique 10: Double Plan</b> It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with “You” on one side and “Them” on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 11: Draw the Map</b> Control the physical environment to support the specific lesson goal for the day							
Teacher Include space planning as a part of lesson planning. Think about the way you want students’ bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Student Environment around them supports learning; walls communicate information and motivation about learning			

<b>Technique 15: Circulate</b> Moving strategically around the room during all parts of a lesson.	
Teacher Break the plane between the front of the room and where the students sit (within first 5 minutes of a class); full access required (able to be next to any student without interrupting your teaching); engage when you circulate (work the room, don't just stand there); move systematically (universally and impersonally but unpredictably); and position for power (face as much of the class as much as possible and leverage the use of blind spots – where you can see them and they know it but they can't see you).	Student Knows the teacher is able to move where he/she wants and that they control the room Feels as if the teacher is always accessible; knows that they as student are easily accessible to the teacher as well no matter where they sit in their classroom Has a full sense that this is the teacher's room
<b>Technique 27: Vegas</b> A moment during class when you might observe some production values: music, lights, rhythm, dancing.	
Teacher Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.	Student Is more highly engaged due to the excitement, the spontaneity and fun of learning
<b>Technique 28: Entry Routine</b> Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
<b>Technique 29: Do Now</b> A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
<b>Technique 30: Tight Transitions</b> Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
<b>Technique 31: Binder Control</b> Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
<b>Technique 33: On Your Mark</b> Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.

<b>Technique 34: Seat Signals</b>	
Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance. Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
<b>Technique 41: Threshold</b>	
When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong. Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them. This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door. Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
<b>Technique 42: No Warnings</b>	
Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school. Experiences help and clarity when they demonstrate incompetence. Experiences incremental consequences when they demonstrate disobedience
<b>Brighten Lines</b>	
Draw bright clear lines at the beginning and end of a lesson	
Teacher Beginnings and endings that are clearly visible are more likely to be perceived as reference points and creates the perception you have done multiple, discrete things.	Student Experiences the "starts" and "stops" of different lesson activities

**All Hands**

Shift rapidly among and involving a wide array of participants

**Teacher**

Shifting among participants creates a reference point which signals that something has changed, something has begun or ended.  
Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with

**Student**

Feels engaged along with other students in the classroom

## Growth Guide 5.3 – Teach Like a Champion Techniques

### Standard 5: Positive Classroom Environment

#### Quality Indicator 3: Classroom, school and community culture

Emerging		Developing		Proficient		Distinguished	
5E3) The emerging teacher  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.		5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also...  Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Score= 0	1	2	3	4	5	6	7
<b>Technique2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique 11: Draw the Map</b> Control the physical environment to support the specific lesson goal for the day							
Teacher Include space planning as a part of lesson planning. Think about the way you want students' bodies engaged in a lesson as well as their minds. You have to be able to get anywhere in the room and within a foot of any student at all times. The walls in the rooms should avoid overstimulation and distraction; walls should be functional not just decorative and motivating				Student Environment around them supports learning; walls communicate information and motivation about learning			
<b>Technique 14: Board = Paper</b> Students learning how to be good students by learning to take notes and retain a record of their knowledge.							
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility				Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture			
<b>Technique 27: Vegas</b> A moment during class when you might observe some production values: music, lights, rhythm, dancing.							
Teacher Use it to reinforce not just academics but the day's learning objective; it's upbeat but often short, sweet and on point – once it's done, it's done.				Student Is more highly engaged due to the excitement, the spontaneity and fun of learning			

<b>Technique 28: Entry Routine</b>	
Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
<b>Technique 29: Do Now</b>	
A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.	
Teacher Effectively uses this by ensuring students can complete it without directions or discussion with others; takes three to five minutes; creates a written product; and previews the day's lesson.	Student Is hard at work even before you fully enter the room or into the lesson Is productive during every minute and ready for instruction when you start; has done the anticipatory set and is thinking about what is coming.
<b>Technique 30: Tight Transitions</b>	
Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.	
Teacher Protects the most important resource: time. Teach transitions in steps (maybe even number them); use point to point movement (identify a location that students move to and then stop); to focus on speed, practice transitions against the clock (motivates students to improve); control what students say during the transition (if they are quick enough, it can be done in silence); and provide consistent enforcement (always do it the right way). *this applies to the movement of materials as well as students	Student Knows exactly what to do, where to do it, and how to do it and can do it quickly without needing additional information from the teacher
<b>Technique 31: Binder Control</b>	
Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.	
Teacher Have a required place for notes; have the required place be in a binder (ideally provided by you that maybe even stays in the classroom at night); have a required format for organizing papers (perhaps assign a number to all materials).	Student Maintains all notes and materials in an organized manner consistent with all of the other students.
<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
Teacher Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.	Student Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.
<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
Teacher Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).	Student Can successfully prepare themselves for learning.
<b>Technique 34: Seat Signals</b>	
Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)

<b>Technique 35: Props</b>	
Public praise from the class for students who demonstrate excellence or exemplify virtues (also called “shout-outs” or “ups”)	
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas);	Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
Teacher Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren’t feeling it).	Student Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.
<b>Technique 41: Threshold</b>	
When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it’s gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
<b>Technique 42: No Warnings</b>	
Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
Teacher Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it’s deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must	Student Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience

<b>Technique 43: Positive Framing</b>	
Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
<p>Teacher</p> <p>Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).</p>	<p>Student</p> <p>Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary</p> <p>Does not experience embarrassment or harassment</p> <p>Experience positive reaction even when being corrected</p>
<b>Technique 44: Precise Praise</b>	
Use positive reinforcement as a powerful classroom tool	
<p>Teacher</p> <p>Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).</p>	<p>Student</p> <p>Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated</p>
<b>Technique 46: The J-Factor</b>	
Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
<p>Teacher</p> <p>Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.</p>	<p>Student</p> <p>Experiences the joy and enjoyment of learning</p> <p>Realizes that learning can be fun and exciting and yet controlled and productive</p>
<b>All Hands</b>	
Shift rapidly among and involving a wide array of participants	
<p>Teacher</p> <p>Shifting among participants creates a reference point which signals that something has changed, something has begun or ended.</p> <p>Manage questions, requests, and comments that are off task or persist on a topic you are ready to dispense with</p>	<p>Student</p> <p>Feels engaged along with other students in the classroom</p>
<b>Look Forward</b>	
Mild suspense creates tension, excitement and anticipation around learning	
<p>Teacher</p> <p>Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective</p>	<p>Student</p> <p>Is motivated to see the learning through to the end (how it turns out)</p> <p>Wants to know what is coming next</p>

## Growth Guide 6.1 – Teach Like a Champion Techniques

### Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### Quality Indicator 1: Verbal and nonverbal communication

Emerging		Developing		Proficient		Distinguished	
6E1) The emerging teacher...  Uses correct, effective verbal and non-verbal communication skills.		6D1) The developing teacher also...  Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6P1) The proficient teacher also...  Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also...  Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 5: Without Apology</b> The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 8: Post It</b> Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.							
Teacher Clearly communicate to anyone entering your room the intent of your lesson Particularly helpful for walk-throughs and other mechanisms for feedback on performance				Student Knows what the teacher is trying to do in the lesson for that day and works more intentionally toward that goal			
<b>Technique 9: Shortest Path</b> All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.							
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.				Student Is focused on the lesson objectivity; Experiences reduced distractions			

<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other	Student What students will do during the lesson? Taking notes? Writing Summaries?
<b>Technique 12: The Hook</b>	
A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	
Teacher Prepare students to be brought into the content; use a brief story, analogy, prop, media, status challenge, etc to engage student attention and build interest	Student Is inspired and excited about the content that is about to be learned Willingly takes the first step into the learning
<b>Technique 28: Entry Routine</b>	
Make efficiency, productivity, and scholarly the habit after the greeting and as students take their seats and class begins.	
Teacher Have students pick up materials instead of you passing them out (it is quicker); be sure students know where to sit; turn in homework the same way every day; and a Do Now gets students busy and the lesson underway.	Student Comes in, picks up needed materials, turns in homework, sits in their seat and immediately begins on the day's objective. Knows that efficiency, productivity and being scholarly is the habit in this classroom
<b>Technique 34: Seat Signals</b>	
Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.	
Teacher Develop a set of signals for common needs in order to not become distracted from teaching: manage requests without interrupting instruction; be explicit and consistent about the signals to be used; make signals specific and unambiguous to prevent them from being a distraction; and be clear about when they can be used and when they can't	Student Signals requests from their seats and can receive the teacher's approval nonverbally for common needs (e.g. pencil sharpener, tissue, bathroom, water, etc.)
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
Teacher Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).	Student A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.
<b>Technique 41: Threshold</b>	
When students cross the threshold into the classroom, remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	
Teacher With culture, getting it right and keeping it right is easier than fixing it once it's gone wrong Greet students in the threshold of the door, remind them where they are (with you) and your expectations and demands of them This establishes a personal connection with students and reinforces classroom expectations	Student Hard at work just a few seconds after hitting the door Knows the teacher cares personally for them and recalls what the expectations and routines are going to be; experiences and participates in a culture of learning when in your room
<b>One at a Time</b>	
Ask one question at a time	
Teacher Although questions tend to come in sequences, ask only one question at a time to help students focus on developing one idea at a time and to focus you on questioning with a specific goal or purpose in mind.	Student Develops one idea at a time in response to the specific question you asked

**Verbatim (No Bait and Switch)**

Changing a question

Teacher

When repeating a question for a student and/or class, avoid changing a question after a student has raised their hand and is formulating an answer. Even a slight change in syntax can alter the question.

Student

Hear and consider questions and participate based on thoughtful reflection because the question asked remained constant

**Clear and Concise**

Used to improve the clarity of a question

Teacher

Start with a question word (who, when, what, where, why or how); limit to two clauses (rigorous and demanding but limited to two clauses); write them in advance when they matter (script them as a part of lesson planning); ask an actual question (not making a statement with a question mark); and assume the answer (state it assuming someone can answer it).

Student

Is not held accountable for a wrong answer when the actual problem was the way the question was asked  
Can formulate better questions themselves

## Growth Guide 6.2 – Teach Like a Champion Techniques

### Standard 6: Effective Communication

#### Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging		Developing		Proficient		Distinguished	
6E2) The emerging teacher...  Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.		6D2) The developing teacher also...  Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		6P2) The proficient teacher also...  Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.		6S2) The distinguished teacher also...  Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 4: Format Matters</b> It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 21: Take a Stand</b> Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.							
Teacher Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture). Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).				Student Actively engages in the ideas around them by making judgments about the answers their peers provide. Are open to having their ideas be assessed by peers as well			
<b>Technique 26: Everybody Writes</b> Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.							
Teacher Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.				Student Is challenged intellectually and is engaged The quality of the ideas and their writing improves			

## Growth Guide 6.3 – Teach Like a Champion Techniques

### Standard 6: Effective Communication

#### Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging		Developing		Proficient		Distinguished	
6E3) The emerging teacher...  Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		6D3) The developing teacher also...  Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.		6P3) The proficient teacher also...  Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.		6S3) The distinguished teacher also...  Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	
Score = 0	1	2	3	4	5	6	7
<b>Technique1: No Opt Out</b> A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique4: Format Matters</b> It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 10: Double Plan</b> It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			

**Technique 21: Take a Stand**

Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.

**Teacher**

Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).  
Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).

**Student**

Actively engages in the ideas around them by making judgments about the answers their peers provide.  
Are open to having their ideas be assessed by peers as well

**Technique 26: Everybody Writes**

Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

**Teacher**

Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.

**Student**

Is challenged intellectually and is engaged  
The quality of the ideas and their writing improves

## Growth Guide 6.4 – Teach Like a Champion Techniques

### Standard 6: Effective Communication

#### Quality Indicator 4: Technology and media communication tools

Emerging		Developing		Proficient		Distinguished	
6E4) The emerging teacher...  Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.		6D4) The developing teacher also...  Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also...  Facilitates the students’ effective use of technology and media communication tools.		6S4) The distinguished teacher also...  Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 4: Format Matters</b>							
It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society;			
<b>Technique 10: Double Plan</b>							
It’s as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with “You” on one side and “Them” on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 14: Board = Paper</b>							
Students learning how to be good students by learning to take notes and retain a record of their knowledge.							
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility				Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture			
<b>Technique 18: Check for Understanding</b>							
Gather data constantly on what students can do while you’re teaching and act immediately on that knowledge to inform what you do next and how you do it.							
Teacher Check for understanding and do something about it “right away” Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.				Student Gives off data on the degree of their understanding and mastery of content through the answers they provide			

Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

**Technique 26: Everybody Writes**

Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

Teacher

Ask all students to prepare for more ambitious thinking and discussion by reflecting in writing for a short interval. Benefits include selection of effective responses by circulating and reading over shoulders; you know everyone is prepared with something to share; allows you to involve everyone; processing thoughts refines them; steers students in a direction you think especially fruitful; and students remember twice as much.

Student

Is challenged intellectually and is engaged  
The quality of the ideas and their writing improves

**Technique 27: Vegas**

A moment during class when you might observe some production values: music, lights, rhythm, dancing.

Teacher

Use it to reinforce not just academics but the day's learning objective; its upbeat but often short, sweet and on point – once it's done, it's done.

Student

Is more highly engaged due to the excitement, the spontaneity and fun of learning

**Change the Pace**

Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson

Teacher

People of all ages tend to lose focus after ten minutes, so do something new to engage them.  
Creation an illusion of speed by using a variety throughout the lesson

Student

Is energized as a part of the learning process  
Feels as if they are moving quickly from activity to activity

## Growth Guide 7.1 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

#### Quality Indicator 1: Effective use of assessments

Emerging		Developing		Proficient		Distinguished	
7E1) The emerging teacher...  Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.		7D1) The developing teacher also...  Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		7P1) The proficient teacher also...  Identifies student’s prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		7S1) The distinguished teacher also...  Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 2: Right is Right</b>							
Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don’t let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique 7: 4 Ms</b>							
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student  (Not executed live in front of students; it’s the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			

<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away"</p> <p>Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)</p> <p>Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 20: Exit Ticket</b>	
Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
<p>Teacher</p> <p>Refine your next lesson based on the data from the exit ticket</p> <p>These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).</p>	<p>Student</p> <p>Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.</p>
<b>Technique 36: 100 Percent</b>	
There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
<p>Teacher</p> <p>Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).</p>	<p>Student</p> <p>Does as they are asked without ever seeming to think about it (out of habit).</p> <p>Learns how to do rituals and routines right.</p> <p>Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power</p> <p>Does not comply in order to please the teacher but to promote their own learning</p>
<b>Technique 39: Do It Again</b>	
Doing it again and doing it right or better or perfect is often the best consequence.	
<p>Teacher</p> <p>Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something</p> <p>Have students go back and try again as soon as you know the level of execution won't meet the standard you have set</p>	<p>Student</p> <p>Improves their own performance; experiences greater levels of success</p> <p>Students improve at something without feeling like their being punished or doing it out of compliance</p>
<b>Hit Rate</b>	
The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)	
<p>Teacher</p> <p>If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.</p>	<p>Student</p> <p>Is challenged with questions that are not too hard or unfair, but are not too easy either</p> <p>Stretches their thinking without being impossible; students are bored with easy content</p>

## Growth Guide 7.2 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 2: Assessment data to improve learning

Emerging		Developing		Proficient		Distinguished	
7E2) The emerging teacher...  Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.		7D2) The developing teacher also...  Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.		7P2) The proficient teacher also...  Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.		7S2) The distinguished teacher also...  Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.	
Score = 0	1	2	3	4	5	6	7
<b>Technique1: No Opt Out</b> A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.							
Teacher Provides answer and student repeats it; another student provides answer and first student repeats; provide cue and student uses it to find the answer; another student provides a cue and first student uses it to answer correctly				Student Is not able to avoid work or failure Becomes increasingly familiar with success because they answer questions correctly more often			
<b>Technique2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique3: Stretch It</b> A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (Differentiated Instruction)							
Teacher Respond to a right answer by asking a different/tougher question that builds and extends Use questioning to make sure that a right answer is repeatable (ask how or why; ask for another way to answer; ask for a better word; ask for evidence; ask students to integrate a related skill; ask students to apply the same skill in a new setting)				Student Knows how to get similar right answers again and again Explains their thinking or applies knowledge in new ways Pushed in a way that's directly responsive to what they've shown they can already do			
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

<b>Technique7: 4 Ms</b>	
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).	
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).	Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)
<b>Technique 13: Name the Steps</b>	
Subdivide complex skills into component tasks and build knowledge up systematically.	
Teacher Identify the steps; make them sticky (memorable and stick in students' minds); build the steps; use two stairways (explaining the process and doing the process)	Student Learn steps and use this road map as they progress towards mastery (competence) Explains the process while another student does the process. Provides a process that the student can use as they work to remember content
<b>Technique 16: Break it Down</b>	
In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.	
Teacher Go back and ask a question or present information that bridges the part of the material that they think most likely caused the error Provide the smallest hint possible and yet still enable a student to answer correctly Provide an answer, context, rule or missing (or first) step; rollback (repeat answer back); eliminate false choices (take away incorrect possibilities).	Student Commits error but whose learning is then facilitated to result in a correct answer
<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.	Student Gives off data on the degree of their understanding and mastery of content through the answers they provide
<b>Technique 20: Exit Ticket</b>	
Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.	
Teacher Refine your next lesson based on the data from the exit ticket These are quick (one to three questions); they're designed to yield data (fairly simple and focus on one key part of the objective); and make for great Do Nows (technique 29).	Student Looks at the data from the exit ticket to understand how well they mastered the key part of the objective and to inform what else they need to know.
<b>Technique 39: Do It Again</b>	
Doing it again and doing it right or better or perfect is often the best consequence.	
Teacher Practice helping students to improve; frame it as "good – better – best" sets a standard of excellence by challenging students positively to show you their best at something Have students go back and try again as soon as you know the level of execution won't meet the standard you have set	Student Improves their own performance; experiences greater levels of success Students improve at something without feeling like their being punished or doing it out of compliance
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
Teacher Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.	Student Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.

**Hit Rate**

The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)

**Teacher**

If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.

**Student**

Is challenged with questions that are not too hard or unfair, but are not too easy either  
Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 7.3 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 3: Student-led assessment strategies

Emerging		Developing		Proficient		Distinguished	
7E3) The emerging teacher...  Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities		7D3) The developing teacher also...  Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.		7P3) The proficient teacher also...  Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.		7S3) The distinguished teacher also...  Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 4: Format Matters</b> It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.							
Teacher Prepare students to succeed by requiring complete sentences and proficient grammar Format Expectations: grammatical; complete sentence; audible; and unit				Student Take knowledge and express it in a variety of clear and effective formats to fit the demands of the situation and of society			
<b>Technique 14: Board = Paper</b> Students learning how to be good students by learning to take notes and retain a record of their knowledge.							
Teacher Have students take exact notes of what you put on the board as a starting point to their capturing their own increasing knowledge Provide exact direction and then increasing flexibility				Student Learn to capture own learning by first copying exactly what the teacher puts down; move on to making internal decisions about what to capture Increases in own discretion of what is important to capture and how they capture			
<b>Technique 17: Ratio</b> Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.							
Teacher Unbundle (sharing more with more students and forcing them to react with one another); half-statement (students complete the idea); what's next? (asking about process and product both); feign ignorance (pretend you don't know); repeated examples (especially rigorous when you set the terms for how it must be different than the one that preceded it); rephrase or add on (improving an answer); whys and hows (explaining the thinking); supporting evidence (constantly ask about the evidence that supports it); batch process (allow a short series of student comments to be made directly following and in response to, one another); and discussion objectives (focus discussions on the most productive and rigorous points).				Student Engages in increased doses of cognitive work as soon as they are ready (but not before) Engages in larger and larger shares of the right work – focused and productive			

<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away"</p> <p>Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery)</p> <p>Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 21: Take a Stand</b>	
Push students to actively engage in the ideas around them by making judgments about the answers their peers provide.	
<p>Teacher</p> <p>Push students to assess the responses of other students (can be whole class, evaluative, verbal or signaled through a gesture).</p> <p>Don't ask if they agree, but make students accountable for mentally engaged judgments rather than empty and obligatory participation (have students defend their judgment and do this technique for both correct and incorrect answers).</p>	<p>Student</p> <p>Actively engages in the ideas around them by making judgments about the answers their peers provide.</p> <p>Are open to having their ideas be assessed by peers as well</p>
<b>Technique 32: SLANT</b>	
Key behaviors that maximize students' ability to pay attention: Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.	
<p>Teacher</p> <p>Serves as shorthand for reminding students to be attentive and ready learners. Develop non-verbal signals allowing you to remind them without interrupting what you're otherwise doing.</p>	<p>Student</p> <p>Understands what the letters of the acronym means and can successfully adjust their behavior to comply with the direction for each.</p>
<b>Technique 33: On Your Mark</b>	
Show students how to prepare for a lesson to begin and expect them to do so every day.	
<p>Teacher</p> <p>Show students how to prepare for class and expect it every day: be explicit about what is needed; set a time limit for preparation; use a standard consequence; provide tools without consequence to those who recognize the need "before" class begins; and include homework (most important thing students do that is unsupervised by a teacher).</p>	<p>Student</p> <p>Can successfully prepare themselves for learning.</p>
<b>Technique 48: Explain Everything</b>	
Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
<p>Teacher</p> <p>Deliberately make your expectations clear, rational and logical.</p> <p>The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.</p>	<p>Student</p> <p>Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.</p>
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
<p>Teacher</p> <p>Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.</p>	<p>Student</p> <p>Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.</p>

## Growth Guide 7.4 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 4: Effect of instruction on individual/class learning

Emerging		Developing		Proficient		Distinguished	
7E4) The emerging teacher...  Observes the effect of class instruction on individual and whole class learning.		7D4) The developing teacher also...  Collects relevant information and data about current instruction to plan future instruction.		7P4) The proficient teacher also...  Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual’s learning of instructional objectives through modifications to instructional strategies.		7S4) The distinguished teacher also...  Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day’s lesson builds off the previous day’s, prepares for the next day’s and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student  (Not executed live in front of students; it’s the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 10: Double Plan</b> It’s as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with “You” on one side and “Them” on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 18: Check for Understanding</b> Gather data constantly on what students can do while you’re teaching and act immediately on that knowledge to inform what you do next and how you do it.							
Teacher Check for understanding and do something about it “right away” Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.				Student Gives off data on the degree of their understanding and mastery of content through the answers they provide			

**Change the Pace**

Use a variety of activities to accomplish your objective and move from one to the other throughout the course of a lesson

Teacher

People of all ages tend to lose focus after ten minutes, so do something new to engage them.

Creation an illusion of speed by using a variety throughout the lesson

Student

Is energized as a part of the learning process

Feels as if they are moving quickly from activity to activity

**Hit Rate**

The rate at which students answer the teacher's questions correctly (or adequately and thoroughly if there's no firm right answer)

Teacher

If the hit rate is 100%, it's probably time to ask harder questions (unless you've just wrapped up a review) and if it is below 2 out of 3 (67%) there is a problem with how you presented material or how aligned your questions are to that material.

Student

Is challenged with questions that are not too hard or unfair, but are not too easy either  
Stretches their thinking without being impossible; students are bored with easy content

## Growth Guide 7.5 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 5: Communication of student progress and maintaining records

Emerging		Developing		Proficient		Distinguished	
7E5) The emerging teacher...  Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.		7D5) The developing teacher also...  Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also...  Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.		7S5) The distinguished teacher also...  Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 2: Right is Right</b> Set and defend a high standard of correctness in your classroom							
Teacher Do not accept partially or almost right answers; hold out for all the way; make students answer the question you asked and when you ask it (don't let them get ahead of you); have students use technical vocabulary; tell students they are almost there or almost correct until they are 100% correct				Student Strives to provide precise answers to specific questions asked Believes they are capable of getting answers as right as students anywhere else			
<b>Technique 18: Check for Understanding</b> Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.							
Teacher Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.				Student Gives off data on the degree of their understanding and mastery of content through the answers they provide			

## Growth Guide 7.6 – Teach Like a Champion Techniques

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 6: Collaborative data analysis

Emerging			Developing		Proficient		Distinguished	
7E6) The emerging teacher...  Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.			7D6) The developing teacher also...  Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also...  Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also...  Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
<b>Technique 6: Begin with the End</b>								
Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.								
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity					Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

## Growth Guide 8.1 – Teach Like a Champion Techniques

### Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

#### Quality Indicator 1: Self-assessment and improvement

Emerging		Developing		Proficient		Distinguished	
8E1) The emerging teacher...		8D1) The developing teacher also...		8P1) The proficient teacher also...		8S1) The distinguished teacher also...	
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.		Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 5: Without Apology</b>							
The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 6: Begin with the End</b>							
Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 7: 4 Ms</b>							
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 9: Shortest Path</b>							
All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.							
Teacher Mastery of the objective is the main criterion and the best strategy for achieving it is what gets you to mastery best and fastest.				Student Is focused on the lesson objectivity; Experiences reduced distractions			

<b>Technique 10: Double Plan</b>	
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	
<p>Teacher</p> <p>Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other</p>	<p>Student</p> <p>What students will do during the lesson? Taking notes? Writing Summaries?</p>
<b>Technique 18: Check for Understanding</b>	
Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.	
<p>Teacher</p> <p>Check for understanding and do something about it "right away" Gather data (think of answers to your questions as data); use questions to generate a deeper understanding that you can act on; observation (students indicating non-verbally that they have achieved mastery) Respond to the data; the shorter the delay between recognizing a lack of mastery and fixing it the more likely the intervention will be effective; Fixing it can include re-teaching by: a different approach; identifying and re-teaching the problem step; identifying and explaining difficult terms; a slower pace; using a different order; and identifying students of concern.</p>	<p>Student</p> <p>Gives off data on the degree of their understanding and mastery of content through the answers they provide</p>
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
<p>Teacher</p> <p>Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).</p>	<p>Student</p> <p>Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.</p>
<b>Technique 45: Warm / Strict</b>	
At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
<p>Teacher</p> <p>Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior</p>	<p>Student</p> <p>Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.</p>
<b>Technique 46: The J-Factor</b>	
Find and promote the joy of learning to achieve a happy and high-achieving classroom.	
<p>Teacher</p> <p>Uses fun and games to draw on a kid's love for challenges, competition and play; makes kids feel they belong and are a part of "us"; uses drama, song and dance to raise spirits and establish collective identity; invokes humor to make happy and fulfilled students; and uses suspense and surprise to make the classroom an adventure.</p>	<p>Student</p> <p>Experiences the joy and enjoyment of learning Realizes that learning can be fun and exciting and yet controlled and productive</p>
<b>Technique 47: Emotional Constancy</b>	
Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
<p>Teacher</p> <p>Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.</p>	<p>Student</p> <p>Success, in the long run, is about a consistent relationship with productive behaviors</p>

## Growth Guide 8.2 – Teach Like a Champion Techniques

### Standard 8: Professionalism

#### Quality Indicator 2: Professional learning

Emerging		Developing		Proficient		Distinguished	
8E2) The emerging teacher...  Is aware of and utilizes resources available for professional learning.		8D2) The developing teacher also...  Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also...  Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.		8S2) The distinguished teacher also...  Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 6: Begin with the End</b>							
Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 7: 4 Ms</b>							
A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).							
Teacher Great objectives are manageable (has size & scope to be taught in a single lesson); measureable (success can be determined by the end of class); made first (guides activities); and most important (focuses on the most essential learning there is).				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in student learning driven by useful, effective lesson objectives)			
<b>Technique 10: Double Plan</b>							
It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 47: Emotional Constancy</b>							
Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.							
Teacher Earn students' trust by having them know you are always under control. Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.				Student Success, in the long run, is about a consistent relationship with productive behaviors			
<b>Every Minute Matters</b>							
Time is water in the desert, a teacher's most precious resource; You can always be teaching							
Teacher Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges (end of class, in the hallway, waiting for buses, etc.).				Student Experiences no wasted time; comes to understand that the learning process is one in which every minute counts			

**Look Forward**

Mild suspense creates tension, excitement and anticipation around learning

Teacher

Make your pacing feel more vibrant by building in some type of mild suspense into your learning objective

Student

Is motivated to see the learning through to the end (how it turns out)  
Wants to know what is coming next

## Growth Guide 8.3 – Teach Like a Champion Techniques

### Standard 8: Professionalism

#### Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging		Developing		Proficient		Distinguished	
8E3) The emerging teacher...  Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.		8D3) The developing teacher also...  Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.		8P3) The proficient teacher also...  Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.		8S3) The distinguished teacher also...  Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.	
Score = 0	1	2	3	4	5	6	7
<b>Technique 5: Without Apology</b> The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.							
Teacher Reframe from apologizing for what we teach by assuming something will be boring; blaming it (we have to learn it); or not making it accessible				Student Self-perception is raised because they know they can handle any content, no matter how difficult They discover interest in content they might not have thought would be interesting			
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.							
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity				Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			
<b>Technique 10: Double Plan</b> It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.							
Teacher Too often, planning only focusing on what the teacher is doing and fails to account for what the student does. Thinking and planning for what students will do allows you to see your lesson through their eyes and keeps them productively engaged. Use a T-Chart with "You" on one side and "Them" on the other				Student What students will do during the lesson? Taking notes? Writing Summaries?			
<b>Technique 35: Props</b> Public praise from the class for students who demonstrate excellence or exemplify virtues (also called "shout-outs" or "ups")							
Teacher Can cue a prop in one second; can be visceral (non-verbal and without a message); is universal (everyone joins in); its tone is lively and fun; is evolving (students can suggest and develop ideas)				Student Gives props the right way: crisply, quickly and enthusiastically for peers Receives props from classmates for doing something excellent or virtuous			

<b>Technique 36: 100 Percent</b>	
There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.	
<p><b>Teacher</b> Sets a standard, not a goal, of 100% compliance; culture of compliance is both positive and more importantly invisible (matter of habit). Most sustainable form of compliance is one that for both teacher and student is about achievement, not an empty exercise in teacher power. To get 100% compliance use the least invasive form of intervention (in order try nonverbal intervention, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, and consequence); rely on firm, calm finesse (complying is an exercise in purpose, not power: you emphasize compliance when you invent ways to maximize visibility, be seen looking, avoid marginal compliance, and leverage the power of unacknowledged behavioral opportunities).</p>	<p><b>Student</b> Does as they are asked without ever seeming to think about it (out of habit). Learns how to do rituals and routines right. Engages in 100% compliance because it promotes their own achievement, not because it is about the teacher's power Does not comply in order to please the teacher but to promote their own learning</p>
<b>Technique 37: What To Do</b>	
Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as they have been asked to do so easily.	
<p><b>Teacher</b> Make directions routinely useful and easy to follow. They should be specific (focus on manageable and precisely described actions); concrete (involve clear, actionable steps that any student knows how to do); sequential (describes a sequence of actionable steps); and observable (things the teacher can plainly see and verify).</p>	<p><b>Student</b> A larger portion of non-compliance occurs because of incompetence, not defiance Incompetence requires direction in order to become competent allowing the student to move from non-compliant to compliant.</p>
<b>Technique 38: Strong Voice</b>	
Manifestation of the unique power of individuals and their ability to earn respect and credibility, build relationships, and exude confidence and poise.	
<p><b>Teacher</b> Establish control, command and benign authority that make the use of excessive consequences unnecessary. This includes an economy of language (focus students on what is most important and nothing more); do not talk over (wait until there is no other talking or rustling); do not engage (avoid engaging in other topics until you have satisfactorily resolved the topic you initiated); square up/stand still (turn, with two feet and two shoulders to face the object of your words directly); and use quiet power (when you get nervous, anxious and upset, drop your voice and make students strain to listen-exude poise and calm even if you aren't feeling it).</p>	<p><b>Student</b> Feels as if they are being taught by someone who is in control of their learning. Sees the teachers as someone who can control their emotions, is credible and worthy of respect.</p>
<b>Technique 40: Sweat the Details</b>	
To reach the highest standards, you must create the perception of order.	
<p><b>Teacher</b> Clean up clutter, keep desk rows tidy, make sure shirts are tucked in and hats off, Change students' perception of your classroom by making it seem an orderly, organized place where it is hard to imagine disorder rearing its head</p>	<p><b>Student</b> If they think the front line of their struggle to test the rules is seeing what color socks they can get away with under uniform guidelines, they are far less likely to consider other ways to test the rules</p>
<b>Technique 42: No Warnings</b>	
Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.	
<p><b>Teacher</b> Take action rather than get angry: act early (use minor interventions to prevent major ones); act reliably (be predictably consistent); act proportionately (start small when the misbehavior is small). Giving a warning is not taking action; it is threatening to take action; once you determine a behavior is the result of disobedience (it's deliberate) rather than incompetence, a consequence is better than a warning. Issue consequences: be calm, poised and impersonal; be incremental; and be private when you can and public when you must</p>	<p><b>Student</b> Does not behave to please you, but demonstrates the correct behaviors to better themselves, and to be the best they can be and get the most out of school Experiences help and clarity when they demonstrate incompetence Experiences incremental consequences when they demonstrate disobedience</p>

<b>Technique 43: Positive Framing</b>	
Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.	
<p>Teacher</p> <p>Live in the now (in public: in front of your class or when a lesson is underway); assume the best instead of ill intention (it could be the result of distraction, lack of practice, or genuine misunderstanding instead of ill intention); allow plausible anonymity (don't call someone out until you have to); build momentum and narrate the positive (make the positive the normal or status quo); challenge (build competition into the day); talk expectations and aspirations (the goal is for them to leave you and move on to bigger and better things).</p>	<p>Student</p> <p>Is encouraged to do their best without being threatened by penalty unless it becomes absolutely necessary</p> <p>Does not experience embarrassment or harassment</p> <p>Experience positive reaction even when being corrected</p>
<b>Technique 44: Precise Praise</b>	
Use positive reinforcement as a powerful classroom tool	
<p>Teacher</p> <p>Differentiate acknowledgment and praise (acknowledge when expectations have been met and praise when the exceptional has been achieved); praise and acknowledge loud – fix soft; praise must be genuine (address praise and correction specifically to those who need to receive it – don't use the praise of one student to serve as the correction of another).</p>	<p>Student</p> <p>Understands that meeting expectation will be acknowledged but that receiving praise is reserved for when exceptional work has been demonstrated</p>
<b>Technique 45: Warm / Strict</b>	
At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).	
<p>Teacher</p> <p>Warmth and strictness are not opposites: explain to students why you are doing what you are doing; distinguish between the behavior and the person; demonstrate that a consequence is temporary, once over it is immediately in the past; use warm, nonverbal behavior</p>	<p>Student</p> <p>Understands that they are held to very high standards that will be enforced by someone who genuinely cares about them.</p>
<b>Technique 47: Emotional Constancy</b>	
Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.	
<p>Teacher</p> <p>Earn students' trust by having them know you are always under control.</p> <p>Provide an emotional rudder to help students return to productivity as soon as possible when emotions run hot.</p>	<p>Student</p> <p>Success, in the long run, is about a consistent relationship with productive behaviors</p>
<b>Technique 48: Explain Everything</b>	
Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).	
<p>Teacher</p> <p>Deliberately make your expectations clear, rational and logical.</p> <p>The rationale behind decisions made in students' interest and the way that adults think on behalf of children is made clear; it happens well in advance of a behavior that needs fixing or after the fixing has resulted in the meeting of expectations.</p>	<p>Student</p> <p>Understands the logic behind rules and expectations designed for their betterment; understands that group success depends on everyone's participation.</p>
<b>Technique 49: Normalize Error</b>	
Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.	
<p>Teacher</p> <p>Since wrong answers are a normal and healthy part of the learning process, avoid chastening wrong answers. Avoid spending a lot of time talking about wrongness and get down to fixing. Acknowledge correct or hard work and then move on; don't flatter or fuss.</p>	<p>Student</p> <p>Experiences an incentive to take on challenges and take risks because being wrong is ok. They are acknowledged for hard work and being correct and wrong answers are normal part of their learning.</p>

## Growth Guide 9.1 – Teach Like a Champion Techniques

### Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

#### Quality Indicator 1: Induction and collegial activities

Emerging			Developing		Proficient		Distinguished	
9E1) The emerging teacher...  Engages in supporting the school’s vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.			9D1) The developing teacher also...  Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.		9P1) The proficient teacher also...  Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.		9S1) The distinguished teacher also...  Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.	
Score = 0	1	2	3	4	5	6	7	
<b>Technique 6: Begin with the End</b>								
Teaching by methodically asking how one day’s lesson builds off the previous day’s, prepares for the next day’s and all three fit into a larger sequence of objectives that leads to mastery.								
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity					Student (Not executed live in front of students; it’s the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

## Growth Guide 9.2 – Teach Like a Champion Techniques

### Standard 9: Professional Collaboration

#### Quality Indicator 2: Collaborating to meet student needs

Emerging			Developing		Proficient		Distinguished	
9E2) The emerging teacher...  Identifies ways to work with others across the system to provide needed services to support individual learners.			9D2) The developing teacher also...  Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs		9P2) The proficient teacher also...  Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also...  Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.	
Score = 0	1	2	3	4	5	6	7	
<b>Technique 6: Begin with the End</b> Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and all three fit into a larger sequence of objectives that leads to mastery.								
Teacher Progress from unit planning to lesson planning; use a well-framed objective to define the goal of each lesson; determine how to assess your effectiveness in reaching your goal; and decide on your activity					Student (Not executed live in front of students; it's the preparation done before teaching. This technique will result in students experience cohesive, learning progressions)			

## Growth Guide 9.3 – Teach Like a Champion Techniques

### **Standard 9: Professional Collaboration**

#### **Quality Indicator 3: Cooperative partnerships in support of student learning**

<b>Emerging</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
<p>9E3) The emerging teacher...</p> <p>Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.</p>		<p>9D3) The developing teacher also...</p> <p>With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.</p>		<p>9P3) The proficient teacher also...</p> <p>Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.</p>		<p>9S3) The distinguished teacher also...</p> <p>Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.</p>	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>