

SETTING HIGH ACADEMIC EXPECTATIONS

1. NO OPT OUT

If a student is unable/unwilling to answer a question, they should be asked the question again after a correct/complete answer is given by another student (or the teacher).

2. RIGHT IS RIGHT

Set and defend a high standard of correctness. Don't "round-up" an almost correct answer. If you answer with "right" or "perfect" or "good", make sure the answer is one of those things. Instead say, "Almost...", "On the right track...", etc.

3. STRETCH IT

Reward right answers with follow-up questions that extend knowledge and test for reliability. This is good for differentiation as well. You can do this by asking how the student got the answer, what evidence they have, etc.

4. FORMAT MATTERS

It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity. The complete sentence is the battering ram that knocks down the door to college. One word answers should be rare unless it is a brainstorming-type activity.

5. WITHOUT APOLOGY

Don't apologize for what you teach. There is no such thing as boring content, unless you allow it to be. Don't blame outside entities—administration, tests, government—for "making" you teach something. A belief that content is boring is a self-fulfilling process. Don't say, "Let's just get through this," or students will *just* get through it.

PLANNING TO ENSURE ACADEMIC ACHIEVEMENT

6. BEGIN WITH THE END

Start class by circling back to what students may have struggled with the day before, or just review to check in.

7. THE FOUR M'S

When writing an objective make it manageable, measurable, made first (guides the activity; activity does not guide objective), most important (focuses on what's important).

8. POST IT

Objective for class should be clear to anyone who walks into your class whether it students, administrators, or you.

9. SHORTEST PATH

The simplest, most direct explanation is usually the best. Group work, multisensory approaches, open inquiry, Socratic seminars, discussions, and lectures are neither good nor bad for a teacher to use except in how they relate to this goal.

10. DOUBLE PLAN

Most lesson plans say what a teacher will do in class. When planning, create a second column that illustrates what students should be doing as well.

11. DRAW THE MAP

Plan and control the physical environment to support a specific lesson rather than a fixed classroom setting (use seating arrangements to promote specific interaction).

STRUCTURING AND DELIVERING YOUR LESSONS

12. THE HOOK

Have a short introductory moment that captures what's interesting and engaging about the material and puts it out front.

13. NAME THE STEPS

Make sure students can identify each part of any process or sequence they are learning/going through.

14. BOARD=PAPER

To begin with, be very conscious of what you put on your board/screen, and have students write it all down so that it turns into something meaningful in their notes, not just random lists or words.

15. CIRCULATE

Move around the class and break the plane from the front area where most teachers speak to get closer to students.

16. BREAK IT DOWN

When a student gives a wrong answer, re-phrase the question based on the student's level of knowledge providing a context or using a cue that will fill the gap between the student's level of knowledge and the knowledge required to answer the question.

17. RATIO

Push more and more of the cognitive work out to students as soon as they are ready.

18. CHECK FOR UNDERSTANDING

Seek constant opportunities to assess what your kids can do while you're teaching. Ask a few students to ensure reliability and sample widely to ensure different kids understand. The second, harder, part is to act on the collected data immediately.

19. AT BATS

Provide student with as many chances as possible to gain mastery. Go until they can do it on their own.

20. EXIT TICKET

Finish a lesson with three quick questions to "complete" the lesson and check for understanding.

21. TAKE A STAND

Force students to make choice. "Stand up if you believe..." (group) "Is he right, Jim?" (individual) "Thumbs up/down" "Applaud if..."

ENGAGING STUDENTS IN YOUR LESSONS

22. COLD CALL

Call on students regardless of whether they raised their hand. It is critical to be able to check any student's level of mastery at any time. It is not meant to punish, it is meant to let students know you want to hear what they have to say. The goal is for the student to get the answer right, not learn a lesson by getting it wrong. Call on the student after you ask the question, so students don't disengage.

23. CALL & RESPONSE

Ask a question and the whole class calls out the answer in unison.

24. PEPPER

Use lots of random questions; popsicle sticks with kids names on them; head-to-head challenges where two students compete to see who gets the answer first—then comes a new challenger; sit-down, where class starts standing and you sit as you get a correct answer.

25. WAIT TIME

Delay after asking a question before taking answers.

26. EVERYBODY WRITES

Students reflect in writing before discussing, giving all more opportunity for rigorous engagement.

27. VEGAS

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

CREATING A STRONG CLASSROOM CULTURE
(5 Principles: Discipline, Management, Control, Influence, Engagement)

28. ENTRY ROUTINE

Have an easy way for kids to pick up handouts, drop off homework, and a clear expectation of what should be on their desk (and what they should be doing) when class starts.

29. DO NOW

Short activity that can be found in the same place every day (board, screen) that students can complete at beginning of class with no direction from teacher and no discussion with classmate.

30. TIGHT TRANSITIONS

Pass papers across rows, not front to back. Faster for passing out and turning in because no 180 degree turns required and passers can see each other easily. The rest is more for elementary, just make sure students can move from activity to activity with efficiency.

31. BINDER CONTROL

Demonstrate the importance of storage and organization by making binder use systematic. Have a required format for organizing papers.

32. SLANT

Sit up. Listen. Ask and answer questions. Nod your head. Track the speaker. This acronym should help students remember how to act in class.

33. ON YOUR MARK

This is similar to previous expectations, except it sets consequences for students not being ready for class in a specific time period.

34. SEAT SIGNALS

Have a standard, nonverbal signal for students who need to use bathroom, get Kleenex etc. Raise hand with fingers crossed for bathroom, plug nose with left hand for Kleenex, etc.

35. PROPS

Recognizing good answers. A variety of methods given, more for younger kids.

**SETTING AND MAINTAINING
HIGH BEHAVIORAL EXPECTATIONS**

36. 100 PERCENT

There's one acceptable percentage of students following a direction: 100 percent. Less, and your authority is subject to interpretation, situation, and motivation. Can be done nonverbally, through group correction, anonymous individual correction, private individual correction, or quick public correction.

37. WHAT TO DO

Student noncompliance can be from misunderstanding a direction, so directions should be specific, concrete, sequential, observable.

38. STRONG VOICE

Economy of teacher language, do not talk over, do not engage, square up/stand still, quiet power.

39. DO IT AGAIN

When students don't complete task correctly make them do it again, goal is not compliance, but excellence.

40. SWEAT THE DETAILS

How to raise hands, how to keep desks in rows, how to organize binders, etc. are all important.

41. THRESHOLD

Be at the door to greet, set expectations, give instructions at the beginning of a class period.

42. NO WARNINGS

Consequences for actions are important each time, warnings don't do much good.

BUILDING CHARACTER AND TRUST

43. POSITIVE FRAMING

Make corrections positively and consistently, Narrate the world you want your students to see even while you are improving it. Don't attribute ill intention to what could be distraction, lack of practice, or genuine misunderstanding.

44. PRECISE PRAISE

Praise and acknowledgment are different-treat them that way. Don't set up a situation where every student is "great."

45. WARM/STRICT

Explain why you are doing what you are doing, distinguish between behavior and people, demonstrate that consequences are temporary.

46. THE J-FACTOR

Use games, drama, suspense and surprise, humor, etc. because hard work can sometimes be done this way.

47. EMOTIONAL CONSTANCY

Students must have a consistent relationship with productive behaviors

48. EXPLAIN EVERYTHING

Provide a means for students to understand the big picture by making all expectations clear, rational, and logical.

49. NORMALIZE ERROR

Wrong and right answers are both normal. Don't chasten or excuse wrong answers, don't flatter or fuss over the right ones.