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| **2a Creating an Environment of Respect and Rapport** | |
| Elements   * Teacher interactions with Students (words   and actions)   * Student interactions with Teacher (words   and actions)  Indicators   * Respectful talk, active listening, and turn   taking   * Acknowledgement of students’ lives   outside classroom   * Body language indicates warmth, caring,   by Teacher and Ss   * Physical proximity * Politeness, encouragement * Fairness | Examples   * Teacher chats with students before, after class * Teacher smiles when teaching * Humor used appropriately * Respects, encourages different points of view * Respect, sensitivity to diverse learners * Establishes eye contact * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Techniques from Teach Like a Champion (Lemov)**

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| http://www.lwsd.org/school/rush/Library/PublishingImages/SLANT.jpg | Technique 32: SLANT –SLANT is an acronym to remind students to focus: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker. |
| http://image.shutterstock.com/display_pic_with_logo/247744/247744,1317876473,3/stock-vector-props-86052586.jpg | Technique 35: PROPS –is a way to give students public praise for excellent work or virtues. For it to work, it should be short (a few seconds), universal (everyone must give the praise), and enthusiastic (fun, lively, perhaps using movement and sound). “Fireworks”, “High Five, Oh Yeah”, “Looking Good” are some examples. |
| http://www.clipartguide.com/_thumbs/0511-1008-1202-4126.jpg | Technique 41: THRESHOLD – The most important moment for setting expectations is when students enter your class or begin a lesson. Greet students at the door to accomplish two things: (1) establish a personal connection and (2) reinforce your classroom expectations. Students shake your hand, look you in the eye, and offer a civil greeting and you respond in a way to build relationships. |
| http://www.chicagonow.com/cubicle-dad/files/2011/07/CalvinHobbsCalmDown.jpg | Technique 47: EMOTIONAL CONSTANCY – Students will get upset at times, but the teacher must remain calm and under control. |
| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTzfn1jyzRn_d2FyoWBnMP7u0KfYjc3f-B7aPLVp_kEXW_DmFKS | Technique 45: WARM/STRICT – We’re socialized to think that being strict and being warm are opposites. In fact, as a teacher you must be both, “Because I care about you, you must serve the consequence for being late.” High expectations show caring for someone. |
| http://free.clipartof.com/5-Free-Summer-Clipart-Illustration-Of-A-Happy-Smiling-Sun.jpg | Technique 46: THE J-FACTOR\* – Include joy in the work of learning. This includes anything from games, to making students feel they belong, to humor, to suspense (setting out a mystery box and building anticipation about what’s inside). |
| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQpLtnehNdekREr1xodVK364K7mWL36YI4S2gQ_mZrzlpXa-rqD6A | Technique 44: PRECISE PRAISE – Positive reinforcement can be one of the most powerful tools a teacher has, but it should be implemented well. First, don’t praise students for what is expected, “John, great job bringing a pencil to class!” Instead, save it for something exceptional. Also, be specific about what you are praising and make it as public as possible. In contrast, criticisms should be whispered or nonverbal. |
| http://pixbim.com/wp-content/uploads/2014/07/picture-frame-clipart.GIF | Technique 43: POSITIVE FRAMING\* – Your interventions will be more effective if they are framed positively. Correcting students in a positive way does not mean avoiding interventions. Below are six rules.  1. Live in the now. Don’t harp on the past. Instead of saying, “Keana, stop looking back at Tanya, say, “Keana, I need your eyes forward.”  2. Assume the best. Until you know a student has a bad intention, remain positive. If you say, “Just a minute, class. I asked for chairs pushed in, and some people decided no to do it,” this assumes disrespect, laziness, or selfishness. Instead try, “Just a minute, class. Some people seem to have forgotten to push in their chairs.”  3. Allow plausible anonymity. When possible, correct students without using their names. “Class, check yourself to make sure you’ve done what I’ve asked.”  4. Build momentum, and narrative the positive. Don’t narrate it when students do not follow directions. Avoid, “I’m still waiting on some of you,” and try, “I’ve got almost everybody now!”  5. Challenge! Kids love a challenge so frame a direction as one, “Let’s see if we can get these papers in 12 seconds!”  6. Talk expectations and aspirations. When your class is doing well, tell them you feel like you’re among future presidents, doctors, and artists. |

**Set a Goal for Student Success**

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