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| **2b Establishing a Culture for Learning** | |
| Elements   * Importance of Content * Expectations for Learning and Achievement * Student Pride in Work   Indicators   * Belief in the value of the work * High expectations for learning and participation, supported verbally and nonverbally * Expectation and recognition of high quality student work * Expectation and recognition of student effort and persistence * Expectations for all students to participate | 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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| https://munrobot.files.wordpress.com/2014/02/participate-join-us-partnership.gif | Technique 1: NO OPT OUT\*-- In typical classes, when students don’t know an answer, or don’t want to try, they quickly learn the teacher will leave them alone if they respond to a question with “I don’t know” or shrugging their shoulders. The teacher then moves on to another student. Instead, NO OPT OUT is a useful tool to get all students to the right answer, as often as possible, even if only to repeat the correct answer. |
| https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTzfn1jyzRn_d2FyoWBnMP7u0KfYjc3f-B7aPLVp_kEXW_DmFKS | Technique 2: RIGHT IS RIGHT\* The key idea behind RIGHT IS RIGHT is that the teacher should set and defend a high standard of correctness by only naming “right” those answers which are truly and completely right. |
| http://www.personaltrainerdoha.com/wp-content/uploads/2011/11/Stretch-Visualizing-Words.jpg | Technique 3: STRETCH IT – Rather than stopping after a student gives you the correct answer, follow up with questions that extend knowledge and check for full understanding. Champion teachers ask students how they got the answer, what is another way to get the answer, what is the evidence, how to apply the same skill in a new situation, and what more specific vocabulary words they can use. This both challenges students to extend their thinking, and checks that students don’t get the correct answer by luck. |
| http://www.marketing-schools.org/images/precision-marketing.jpg | Technique 4: FORMAT MATTERS\* -- It’s not just what students say when they respond that matters, but how they say it. If we want our students to be prepared for college we need to make sure they respond in complete (not one word) answers, answer in a loud enough voice, and use correct grammar. For inaudible answers you can simply and swiftly say, “Voice” to remind them to speak up. For grammatical errors, try repeating the sentence and emphasizing the incorrect words, “We was walking down the street?” |
| https://flashthoughts.files.wordpress.com/2013/03/no-apologies.gif | Technique 5: WITHOUT APOLOGY -- In the hands of a great teacher, no content is boring. Don’t lower your expectations inadvertently with comments such as, “I know this is kind of dull,” or “This material is on the test so we’ll have to learn it.” It also lowers expectations to assume that these students won’t connect to college prep material and instead replace learning sonnets, for instance, with learning contemporary songs. Instead, show your belief in your students with comments such as, “This material is great because it’s really challenging!” or “Lots of students don’t understand this until college, but you’ll know it now. Cool.” |

**Set a Goal for Student Success**

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