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Teach like a champion reading strategies

The 49 Techniques first appeared in a March 7, 2010 article in the New York Times Magazine titled Can Good Teaching Be Learned? The story focused on the book Teach Like a Champion by Doug Lemov. After learning with mixed success in downtown Philadelphia, some of us recognized the effectiveness of the techniques, even in difficulty dealing with classrooms. This article brings links to some of the blogs we've found useful about this topic. Technique One: None withdrawn. Teachers with high expectations don't accept I know, but expect students to be engaged and give it a shot. Technique Two: Right is right. This technique assumes no half-answers, but asks for complete and correct answers to questions. Technique Three: Stretch it. This technique pushes a teacher to take correct answers and ask students to add depth or nuance to their answers. Technique Four: Format Matters. High expectations also mean that students only accept answers in complete sense with good grammar. Technique Five: No excuses. Teachers with high expectations don't apologize for what they're learning. No more Sorry I should teach you Shakespeare. Technique 39: Do it again. Recurrence is one way to make sure that students understand what you expect and that it's done to your standards. Technique Six: Start with the end. This planning technique focuses on the outcome instead of what you want to do during the period. Technique Seven: The Four M's. The four m's of planning are: ManageableMeasureableMade FirstMost Important.Technique Eight: Post It. Make sure your students know your goal for the day by putting it on the board. Technique Nine: The shortest path. Although teachers often work with smart approaches, Lemov claims that the shortest path to goal is most effective. Technique 10: Dual plan. Dual planning involves planning not only what you will do, but also what the students will do during a lesson. Technique 11: Draw the map. To draw the map, control the environment by grouping students wisely through the seating chart. Technique 12: The hook. Introducing the lesson with a hook will help an activity or item that grabs the attention of your students to improve your lesson. Technique 13: Name the steps. Great coaches, like great teachers, break down the tasks in steps. Technique 14: Board = Paper. This technique means that students put everything you put on their paper on the board. Technique 15: Circulate. Keep moving! Sign the card suggests making room between the desks so that the teacher moves unhindered. Technique 16: Break it down. Breaking it down requires the teacher to use the wrong answers and help students discover the correct number. Technique 17: Relationship Part One. It's a complex idea require two parts! This involves increasing student participation and limiting teacher talks. Technique 17: Relationship Part Two. More strategies for the time students are involved in discussion. Technique 18: Look for understanding. It's an on your feet method of data collection, kind of a formative assessment on the run. Technique 19: At Bats. Baseball coaches know that the best way to increase efficiency is to increase the number of times they are on bat. Technique 20: Exit ticket. An exit ticket is a quick formative assessment of the lesson your students have just finished. Technique 21: Take a stand. This technique encourages students to have opinions and take views on those opinions. Technique 22: Cold Calls. Like the sales technique, the teacher asks someone who is unsuspoiling for an answer. It avoids opting out, keeping all of your students on their toes. Technique 23: Call and reaction. This technique uses a tradition of African-American hypnody and creates a way the whole class can participate in questioningTechnique 24: Pepper. Like a coach lobbiing balls to his fielders, a teacher can pepper his or her students with quick questions, making it fun and keeping students on their toes. Technique 25: Wait time. Teachers are too often too impatient and provide an answer to their own question when no student holds a hand. On the other hand, teachers also don't give students time to form a complete, thoughtful response to a question. Technique 26: Everyone writes. What goes on the board should go into the notebooks. Technique 27: Vegas. Nothing like a little glitz to liven up classroom teaching! Technique 28: Enrollment routine. With a structured enrollment routine, the beginning of teaching expedites. Technique 29: Do now. Known to elementary teachers and devotees of Harry Wong as clockwork, Do Now's is short academic tasks to review the previous day's work or to introduce the day's new work. Technique 30: Tight transitions. Transitions must be written and re-measured, so little time is wasted between teaching activities. Technique 32: SLANT. SLANT is an acronym for what excellent attention behavior looks like. Technique 33: On your mark. Coaches expect athletes to be ready to engage in their sport. Similarly, a teacher shows students what they need to be on their mark. Technique 34: Seat Signals. Simple hand signals simplify request routine interruptions, such as using a bathroom or getting a pencil, can eliminate some of the waste of time that plague instruction. Technique 35: Props. In Teach Like a Champion, parlance, props are fun routines that the class does together to support the success of their peers. Technique 36: 100 percent. Champion teachers don't create unreasonable behaviour expectations because their final expectation is that everyone meets everyone (100%) of the time. Technique 37: What to do. Make sure, if you ask for compliance, that you were very explicit in explaining what it you want your students to do. Technique 38: 38: Voice Part One and Part Two. This technique, strong voice, is one that separates the very effective teacher from the adequate. It is in two parts so you understand its use and how to acquire it. The blogs below continue with the chapter Institution and

maintenance of high behavioral expectations. Technique 39: Do it again. This technique is perhaps the only negative consequence that really works. When students don't meet your standards, you ask them to do it again. They model the appropriate behavior, but are eager not to have to do it again. Technique 40: Sweat the details. Lemov says that maintaining high standards will have positive effects across the classroom environment. Technique 41: Threshold. This threshold is the one at the door. By meeting and greeting students as they enroll, you can set the tone for your class. Technique 42: No warnings. Responding early and proportionately can help you avoid real crises. So rather than giving warning, you have consequences out when the behavior is still just a minor problem. Technique 43 Part 1: Positive Frame. Positive frame means casting things in a way that is positive and leads to appropriate behavior. This blog starts with three strategies to help you frame it positively. Technique 43 Part 2. Three more strategies for framing classroom experiences positively. Technique 44: Exact praise. Rather than cheap praise, exact praise is valued by students because it describes what it you're happy with. Technique 45: Hot and Strictly. It may seem like warm and rigorously inconsistent, but effective teachers can both be at the same time. Technique 46: The J Factor. The J in J factor stands for Joy. This technique provides ideas to help your students experience the joy! Technique 47: Emotional Constantness. An effective teacher keeps his or her emotions in check and doesn't make it all about him or herself. Make your good moods about good performance, not about heartening you. Technique 48: Explain everything. Make sure your students understand why you're doing what you're doing because the reason is an important part of teaching. Technique 49: Normalize error. If students understand that mistakes are not the end of the world, but an opportunity to learn, they will be more willing to take risks and more likely to learn. Teaching Like a Champion is an excellent resource for teaching, especially for middle school and high school students. In addition to the 49 techniques, this includes recommendations for improving teaching delivery. The book also includes video demonstrations of the techniques that make it worth investing in the book. Reflections on teaching, literacy, coaching and practice. Academia.edu use cookies to personalize content, customize ads, and improve the user experience. By using our website, you agree to our information by using cookies. To learn more, come, Our Privacy Policy.× On Education with Doug Lemov, managing director of the Taxonomy of Effective Teaching Practices, Uncommon Schools. Event organized by the Universitat Oberta de Catalunya (Open University of Catalonia) and the Jaume Bofill Foundation, with the collaboration of MACBA. believes #debatseducacio Doug Lemov in promoting the work of the many teachers who, as individuals, have put initiatives in practice to achieve good results. These initiatives are sometimes creative and sometimes simple, but they are always based on their understanding of the reality that surrounds them. He is the author of the book Teach Like a Champion which recounts the experiences of a number of such teachers in the United States. Summary of ideas—There is a need to raise awareness among teachers of the initiatives that help jobs and success at school. The solutions for teachers should come from other teachers. -We must be ready for adverse situations and predictable problems. We can often improve results and efficiency by applying simple fixes or everyday solutions. Lemov, as an example, gave a teacher who practiced with their students to find the best possible way to dissact papers. Something that seemed like a game was able to help save time on this task, time that could be better spent explaining the subject matter. Teaching is not synonymous with students learning. Simple actions need to be developed to collect data to show if students understand that this is explained and track those who have more problems. As an example, Lemov gave teachers who ensure constant feedback in class through questions and answers with their students. -We need to study the initiatives placed by teachers in practice and promote sharing of experiences and conversations between peers. This will allow us to create cultural capital and knowledge on the ground. -There is a need to assess teachers, but with specific data and flexibility. The goal is not only to root out problems, but also to recognize what promotes work and excellence. Teachers are great at sotulging problems. They are on the front line and they need to be listened to. To.

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