

# CONTENTS

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**Acknowledgments**    **xvii**

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**Introduction**    **1**

**A Map of the 49 Techniques**    **8**

## **Section 1**    **Setting High Academic Expectations**

**Technique 1**    **NO OPT OUT**    | 11

Turn “I don’t know” into a success by helping students who won’t try or can’t succeed practice getting it right (and being accountable for trying).

**Technique 2**    **RIGHT IS RIGHT**    | 22

When you respond to answers in class, hold out for answers that are “all-the-way right” or all the way to your standards of rigor.

**Technique 3**    **STRETCH IT**    | 37

Reward “right” answers with follow-up questions that test for reliability, challenge students, and extend knowledge.

**Technique 4**    **FORMAT MATTERS**    | 52

Help your students to “format” responses to your questions grammatically, in complete sentences, audibly, and according to other worthy criteria.

**Technique 5**    **WITHOUT APOLOGY**    | 65

Get beyond labeling what students need to learn as “boring,” out of your control, or too remote or hard for them. Keep it rigorous, not watered down.

## **Section 2**    **Planning That Ensures High Academic Achievement**

**Technique 6**    **BEGIN WITH THE END**    | 73

Progress from unit planning to lesson planning. Define the objective, decide how you’ll assess it, and then choose appropriate lesson activities.

Use the checkboxes to track your progress through this *Field Guide*.

Making Progress	A Strength
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		Making Progress	A Strength
<b>Technique 7</b> 4 MS	82	<input type="radio"/>	<input type="radio"/>
There are four criteria for an effective lesson plan objective: Manageable, Measurable, Made first, and Most important.			
<b>Technique 8</b> POST IT	89	<input type="radio"/>	<input type="radio"/>
Display your lesson objective where everyone can see it and identify your purpose.			
<b>Technique 9</b> SHORTEST PATH	92	<input type="radio"/>	<input type="radio"/>
In planning lessons, find the most direct and effective route by which students can reach a goal.			
<b>Technique 10</b> DOUBLE PLAN	97	<input type="radio"/>	<input type="radio"/>
As you plan a lesson, plan what students will be doing at each point in class.			
<b>Technique 11</b> DRAW THE MAP	103	<input type="radio"/>	<input type="radio"/>
Consciously design and control the physical environment in which you teach, including seating arrangements.			
<b>Section 3 Structuring and Delivering Your Lessons</b>			
<b>Technique 12</b> THE HOOK	110	<input type="radio"/>	<input type="radio"/>
Introduce material to your class in a captivating, inspiring, and exciting way.			
<b>Technique 13</b> NAME THE STEPS	114	<input type="radio"/>	<input type="radio"/>
Break down complex tasks into steps that form a path for student mastery.			
<b>Technique 14</b> BOARD = PAPER	121	<input type="radio"/>	<input type="radio"/>
This is a method by which a teacher models and shapes how students should take notes in order to capture information he or she presents.			
<b>Technique 15</b> CIRCULATE	125	<input type="radio"/>	<input type="radio"/>
Move strategically around the room during all parts of the lesson.			
<b>Technique 16</b> BREAK IT DOWN	134	<input type="radio"/>	<input type="radio"/>
When a student makes an error, provide just enough help to allow her to “solve” as much of the original problem as she can.			
<b>Technique 17</b> RATIO	148	<input type="radio"/>	<input type="radio"/>
In some classrooms, teachers do nearly all of the cognitive work. The aim of <i>Ratio</i> is for students to do progressively more of it themselves.			

		Making Progress	A Strength
<b>Technique 18</b> CHECK FOR UNDERSTANDING	163	<input type="radio"/>	<input type="radio"/>
While you teach, constantly assess what your students understand. Correct misunderstandings as quickly as you can.			
<b>Technique 19</b> AT BATS	179	<input type="radio"/>	<input type="radio"/>
Succeeding twice at a skill won't bring mastery. You get to real mastery on the twentieth iteration. Or the fiftieth. Or the hundredth. Give your students lots of practice in learning and mastering knowledge or skills.			
<b>Technique 20</b> EXIT TICKET	185	<input type="radio"/>	<input type="radio"/>
End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.			
<b>Technique 21</b> TAKE A STAND	190	<input type="radio"/>	<input type="radio"/>
Get students to exercise their own judgment of their peers' answers. Doing so builds engagement, healthy skepticism, and confidence.			
<b>Section 4 Engaging Students in Your Lessons</b>			
<b>Technique 22</b> COLD CALL	195	<input type="radio"/>	<input type="radio"/>
Call on students regardless of whether they've raised their hands.			
<b>Technique 23</b> CALL AND RESPONSE	211	<input type="radio"/>	<input type="radio"/>
You ask (call); the class answers in unison (response). Do it to build energetic, positive engagement and to spread the work around the room.			
<b>Technique 24</b> PEPPER	227	<input type="radio"/>	<input type="radio"/>
<i>Pepper</i> is fast-paced cumulative vocal review that builds energy and actively engages the whole class.			
<b>Technique 25</b> WAIT TIME	233	<input type="radio"/>	<input type="radio"/>
Allow students time to process before answering. If they aren't productive with that time, narrate them toward being more productive.			
<b>Technique 26</b> EVERYBODY WRITES	245	<input type="radio"/>	<input type="radio"/>
Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.			
<b>Technique 27</b> VEGAS	251	<input type="radio"/>	<input type="radio"/>
<i>Vegas</i> is the sparkle, the fun that brings students together while progressing toward your learning objective.			



		Making Progress	A Strength
<b>Section 6 Setting and Maintaining High Behavioral Expectations</b>			
<b>Technique 36 100%</b>	300	<input type="radio"/>	<input type="radio"/>
Expect 100% compliance, 100% of the time, 100% of the way. But get it with finesse.			
<b>Technique 37 WHAT TO DO</b>	319	<input type="radio"/>	<input type="radio"/>
Use specific, concrete, sequential, and observable directions to tell students <i>What to Do</i> , as opposed to what <i>not</i> to do.			
<b>Technique 38 STRONG VOICE</b>	333	<input type="radio"/>	<input type="radio"/>
Affirm your authority through intentional verbal and nonverbal habits, especially at moments when you need control.			
<b>Technique 39 DO IT AGAIN</b>	354	<input type="radio"/>	<input type="radio"/>
Give students more practice when they're not up to speed—not just doing something again but doing it better, striving to do their best.			
<b>Technique 40 SWEAT THE DETAILS</b>	363	<input type="radio"/>	<input type="radio"/>
Even minor physical details of the classroom and personal appearance can signal and reinforce high expectations.			
<b>Technique 41 THRESHOLD</b>	366	<input type="radio"/>	<input type="radio"/>
Meet your students at the door, setting classroom expectations before they enter the room.			
<b>Technique 42 NO WARNINGS</b>	374	<input type="radio"/>	<input type="radio"/>
Warnings are the slipperiest of slopes. Effectively and appropriately intervene, to keep expectations high.			
<b>Section 7 Building Character and Trust</b>			
<b>Technique 43 POSITIVE FRAMING</b>	380	<input type="radio"/>	<input type="radio"/>
Narrate the classroom you want and show your faith in students even while making corrections consistently.			
<b>Technique 44 PRECISE PRAISE</b>	395	<input type="radio"/>	<input type="radio"/>
Make your positive reinforcement strategic. Differentiate between acknowledgment and praise.			
<b>Technique 45 WARM/STRICT</b>	408	<input type="radio"/>	<input type="radio"/>
Be both warm and strict at the same time to send a message of high expectations, caring, and respect.			

**xii** CONTENTS**Technique 46 JOY FACTOR** | 416

Celebrate the work of learning as you go.

**Technique 47 EMOTIONAL CONSTANCY** | 426

Manage your emotions to consistently promote student learning and achievement.

**Technique 48 EXPLAIN EVERYTHING** | 432

Help students see the big picture. Let them know how what you and they are doing in the classroom will advance them academically.

**Technique 49 NORMALIZE ERROR** | 438

Getting it wrong then getting it right is the fundamental process of schooling. Expect it and communicate the normality of that process to students.

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