

*Southern Regional Education Board*



*Looking at Instruction: Teaching  
Techniques that Enhance Student  
Learning*

**HSTW Symposium**

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***Participant's Guide***



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**Admit Ticket:**

**Respond and Explain**

***Rate your agreement according to the scale below to the following statement:***

***"At my school, there exists a widely-shared vision of what constitutes excellent teaching."***

***Not Yet Started    1    2    3    4    Well Established***

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**Effort Based Ability: Fixed Mindset vs Growth Mindset (Carol Dweck, 2006)**  
**Changing from a Fixed Mindset to a Growth Mindset:**

**As you approach a challenge:**

**THE FIXED-MINDSET says "Are you sure you can do it? Maybe you don't have the talent."**

**THE GROWTH-MINDSET answers, "I'm not sure I can do it now, but I think I can learn to with time and effort."**

**FIXED MINDSET: "What if you fail—you'll be a failure."**

**GROWTH MINDSET: "Most successful people had failures along the way."**

**FIXED MINDSET: "If you don't try, you can protect yourself and keep your dignity."**

**GROWTH MINDSET: "If I don't try, I automatically fail. Where's the dignity in that?"**

**As you hit a setback:**

**FIXED MINDSET: "This would have been a snap if you really had talent."**

**GROWTH MINDSET: "That is so wrong. Basketball wasn't easy for Michael Jordan and science wasn't easy for Thomas Edison. They had a passion and put in tons of effort."**

**As you face criticism:**

**FIXED MINDSET:** "It's not my fault. It was something or someone else's fault."

**GROWTH MINDSET:** "If I don't take responsibility, I can't fix it. Let me listen—however painful it is—and learn whatever I can."

Take the growth mindset action.

Over time, which voice you heed becomes pretty much your choice. Whether you

- take on the challenge wholeheartedly,
- learn from your setbacks and try again
- hear the criticism and act on it

is in your hands. Practice hearing both voices, and practice acting on the growth mindset. See how you can make it work for you.

**Respond and Explain**

***Rate your agreement according to the scale below to the following statements:***

***Strongly Disagree    1    2    3    4    Strongly Agree***

- (1) Most students in our school are capable of mastering grade level learning objectives.***
- (2) Students at our school consistently behave appropriately.***
- (3) Teachers at our school believe that most students are able to master core content standards.***
- (4) My expectations for students influence how well they will perform academically.***
- (5) My expectations for students will influence how well they behave at school.***
- (6) Nearly all of my students will be at or above grade level by the end of the school year.***
- (7) Some of our students are destined to fail classes and/or not meet learning expectations.***
- (8) Teachers at our school are effective at establishing and communicating specific expectations for all students.***
- (9) All teachers at our school consistently adhere to school wide expectations, enforcing them firmly, fairly, and consistently.***

## 8 Keys to Success by Richard St. John



### Video Taped Lesson

**For the video taped lesson we observed, take a few minutes and list any criteria/evidence you used for grading it:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Characteristics of an A+ Lesson:

**List 3-5 Things You Would Expect to see in a Model Lesson:**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Obstacles to Success

**What are the obstacles you face at your school in trying to design and deliver A+ lessons on a daily basis?**

[illegible]

**7 Components of Effective Teaching (*Teach Like a Champion: 49 Techniques that Put Students on the Path to College*, D. Lemov, 2010)**

- 1. Setting/Maintaining High Academic Expectations***
- 2. Setting/Maintaining High Behavioral Expectations***
- 3. Planning that Ensures Achievement***
- 4. Structuring/Delivering Your Lessons***
- 5. Engaging Students in the Lesson***
- 6. Creating a Strong Classroom Culture***
- 7. Building Character and Trust***

## **Techniques for Establishing a Rigorous Classroom Learning Environment (adapted from *Teach Like a Champion*, D. Lemov, 2010):**

**Cold Call (5):** Teachers should create a system that ensures that all students think it's possible that they are about to be called on, regardless of whether they have their hand raised, and, therefore think they must prepare to answer. The goal is for all students to answer each of their teachers' questions in their minds, with the teacher simply deciding which one student will speak the answer aloud. If teachers "cold call" for a few minutes each day in class, students will come to expect it and change their behavior in advance. *Cold Call* is not a "gotcha" but a systematic, predictable, and positive way to check for understanding of *all* learners that saves time (no need for: "does anyone know...?" "I need to see a few more hands" etc.), and allows for teachers to distribute work more broadly around the room and more authoritatively. Take a lesson you are getting ready to teach, and mark it up by identifying 2 or 3 places where it would be beneficial to use *cold call*. Script the questions you will use and make some notes about which students you will call on.

**No Opt Out (1):** One consistency among rigorous teachers is their vigilance in maintaining the expectation that it's not O.K. not to try. Everybody learns in a high-performing classroom, and expectations are high even for students who don't yet have high expectations for themselves. So a method of eliminating the possibility of opting out—muttering, "I don't know," in response to a question or perhaps merely shrugging impassively in expectation that the teacher will soon leave you alone—quickly becomes a key component of the classroom culture. *No Opt Out* is the belief that a sequence beginning with a student unable (or unwilling) to answer a question should end with that student giving the right answer as often as possible, even if it is only to repeat the correct answer. Only then is the sequence complete. As is the case with *Cold Call*, the tone of *No Opt Out* in most classrooms is astoundingly positive and academic. Using it empowers you to cause all students to take the first step, no matter how small. It reminds them that you believe in their ability to answer. And it results in students' hearing themselves succeed and getting answers right. This causes them to grow increasingly familiar with successful outcomes. *No Opt Out* normalizes this process with the students who need it most. Early in my teaching career, I was horrible at this. Later, I got better and it helped my students as a result. Often, when a student did not know an answer, I would provide an additional clue or simply rephrase the question to the same student. If the student still did not know, I might respond with, "That's OK, Johnny, but pay attention because I'm coming back to you.....Jimmy, can you help us out?" (Jimmy responds correctly). "That's correct; now, Johnny, what is the answer?"

**4 M's (3):** Master teachers make it consistently explicit to their students what they will be learning each day. These learning objectives are displayed prominently in each classroom where students see them immediately upon sitting down. They are phrased in student-friendly terms and begin with learning-focused stems such as, "Today You Will Learn..." or "By the end of the lesson, you will be able to..." When posting daily instructional objectives, keep in mind the "4 M's" according to Lemov: objectives should be **Manageable**, meaning they can be taught and learned during a single lesson. They should be **Measureable**, meaning that your success in getting students to achieve the intended learning can be measured, ideally by the end of the lesson (see Exit Ticket). **Made First**, meaning the objective drives the activities, not the other way around. "Students will read a poem" is an activity, not an objective. "2. L-6: Students will read a variety of literary genres" is a standard, not an objective. **Most Important**, meaning

we should monitor our planning each and every day, weeding out what is extraneous and focusing on the essential learning outcomes/Power Standards for each subject.

**Warm/Strict (7):** I have also used the terms, “Firm, not mean” and “Loose/Tight” to convey similar meaning. Instead of, “I care about you, but you must still serve the consequence for being late” we are saying, “Because I care about you, you must serve a consequence for being late.” This brings to mind Jim Collins’s idea of the “Genius of and” versus the “Tyranny of or.” You should be warm, funny, nurturing, AND inflexible and relentless! Not only should you seek to be both, but both at the same time: you should be clear, consistent, firm, and unrelenting while at the same time positive, enthusiastic, caring, and thoughtful. Send the message that having high expectations is part of caring for and respecting someone. Keep in mind these 4 tips: 1. Explain to students why you are doing what you are. 2. Distinguish between people and behavior. 3. Demonstrate that the consequences are temporary. 4. Use warm, nonverbal behavior.

**Double Plan (3):** Most lesson plans focus on what the teacher will do during the lesson---what he/she will be explaining, modeling, handing out, etc. Don’t forget to plan what your *students* will be doing while you are doing these things. Thinking about and planning what students will be doing at every step of the lesson is critically important, helping you see the lesson through their eyes and increase student engagement. One way to do this is by creating a T-Chart when planning the activities portion of your lesson, with “Me” on one side and “Students” on the other.

**Do Now (6):** Whether you call this the “Do Now” the “Focus” the “Warm Up” or “Bell Ringer”, it is vitally important that you plan on such an activity each and every day. Students should never have to ask themselves, “What am I supposed to be doing” when they enter the classroom. Be clear with students about what they should be working on and eliminate excuses so students cannot claim they do not know what they should be doing. 4 criteria for effective Do Now’s: (1) Students should be able to complete the Do Now without direction from the teacher or discussion with a classmate; (2) Do Now’s should take between 3-5 minutes to complete; (3) Do Now’s should require a pen to paper activity; and (4) Do Now’s should preview the day’s learning or review the previous day’s learning. EX: 1. Define *scarce*. 2. Explain how it means more than having a small amount of something. 3. Use *scarce* in a sentence that tells about a time when something being scarce affected you or your family. 4. Name the noun form of *scarce*.

**Exit Ticket (4):** End each lesson with a final opportunity for students to summarize/reflect on their learning. Consider a single question or short sequence of problems and collect these from students on index cards or other paper. Consider a 3-2-1, in which you ask students to state 3 things they learned, 2 things they still have questions about, and 1 thing they know they will be doing the following day. By consistently planning for an Exit Ticket, you are making a clear statement regarding your expectations about the work being completed each day while at the same time checking frequently for student understanding. These should be quick (1 to 3 questions), designed to yield data, and they make great Do Now’s: the following day, students can look at the data from the Exit Tickets. You can start the next day by analyzing the Exit Ticket and re-teaching when appropriate.

**SLANT (6):** Our kids need to be actively prepared to learn as they are sitting in their seats. At every school in which I have worked, administrators and teachers spent tons of time preparing students for fire drills and severe weather drills: how to line up, where to move, what to do, etc. Yet, we typically fail to teach—and practice with—students how to carry themselves during the majority of their day—when they

are seated in our classrooms learning. We need to teach and practice with students how to concentrate, focus, and participate in class. SLANT is one way of doing this. Originally started in KIPPP schools, SLANT was used to stand for: **S**it Up, **L**isten, **A**sk and answer questions, **N**od your head, and **T**rack the speaker. The use of an acronym for an effective learning posture in class is quick and efficient. Some teachers incorporate nonverbal signals to go along with the 5 indicators. Use it with students as a verb, as in “Where’s my SLANT?” “I need everyone SLANTing during this presentation” and “TRACK me now.” Use this to serve as a shorthand reminder each day to your students about what they need to be doing to be fully engaged—even when they are merely seated and listening to a speaker.

**Name the Steps (4):** Why are superstar athletes rarely the best coaches? It comes naturally to them, while the rest of us need to consciously think about complex tasks and break them down into smaller, more manageable steps. We need to remind ourselves over and over again what step comes next and how best to execute it. Giving each of these steps a name helps to recall it easily. Master teachers name the steps students must master: the 5 steps to combining sentences with the same subject, the 4 steps to regrouping, the 6 parts of a great literary response, etc. Their students learn these steps, referring to the map they provide as they are developing competence, and then leave the steps behind when they have become familiar enough with the recipe to become fluent. Examples: Rounding Whole Numbers—1. Underline 2. Circle 3. Decide 4. Left 5. Right. FREE THROWS—**F**eet **R**ight at the target **E**nact the routine **E**yes **T**ake a bow **H**ands **R**ight at the target **O**n the way **W**atch it through **S**tick.

**100 Percent (2):** There is one acceptable percentage of students following a teacher direction: 100%. Less, and your authority is open to interpretation, situation, and motivation. This sounds like an extremely lofty and hard to achieve goal, but in master teacher classrooms this culture of compliance is both positive and invisible. Do not let students see non-compliance as an option. Avoid the “only the good kids do what they’re asked” culture. This is not an empty exercise in teacher power, but an exercise that will help students achieve. Keep in mind 3 principles of 100%: 1. Use the least invasive form of intervention from among 6 possibilities: Non Verbal, Positive Group Correction, Anonymous Individual Correction, Private Individual Correction, Lightning Quick Public Correction, Consequence. 2. Rely on firm, calm finesse. This is an exercise in purpose, not power. Command obedience because it serves your students on their path to college and career success. Use, “That’s not how we do it in this classroom” and “In this classroom, we respond with respect to our peers.” 3. Emphasize compliance you can see. Ask students to do things you can see. Instead of “Pay attention” say, “Please put your pencils down and look at me.” Be seen looking, scanning the room regularly with a clam smile. Narrate your scan for reinforcement. Find opportunities for students to practice what you ask.

## **The Power of Pacing**

**Definition of Pacing:**

**Every Minute Matters:**

**Change the Pace (age + 2):**

**Brighten Lines:**

**Bounding:**

**Clean Start:**

**Start Signals:**

**Tell 'em They're Done:**

## **All Teachers Must be Reading Teachers:**

**Definition of Meaningful Reading:**

**Value of Meaningful Reading:**

**Control the Game (1 thing we can all do):**

**Keep durations unpredictable--**

**Keep the identity of next reader unpredictable--**

**Keep durations short--**

**Reduce transaction costs--**

**Use bridging for continuity--**

**Use a placeholder--**

### **The 3 R Framework for Effective Teaching**

#### ***Rigor***

#### ***Relevance***

#### ***Respectful Relationships***

The rigor of our lesson, its relevance to our students' lives, and the respect evident in the teacher-student relationship in the classroom are perhaps the three most critical factors influencing how much our students will learn. Although seemingly simplistic, the 3 R's are not a definition of good instruction as the answer; instead, the 3 R's should be used to provoke good questions among professionals working in communities of practice (networks through which people can develop their capacities, build and exchange ideas and knowledge, transfer best practices, and solve problems of practice):

- Is the instruction we see sufficiently rigorous, relevant, and respectful?
- What do we mean by—and how do we measure—rigor, relevance, and respectful relationships?
- What are teachers doing in 3 R classrooms?
- What are students doing in 3 R classrooms?

7 Questions to relating to the 3 R's:

1. What is the purpose of this lesson?
2. Why is this important to learn?
3. In what ways am I challenged to think in this lesson?
4. How will I apply, assess, or communicate what I've learned?
5. How will I know how good my work is and how I can improve it?
6. Do I feel respected by other students in this class?
7. Do I feel respected by the teacher in this class?

## ***Thoughts on Classroom Management: Moving Our Students from Behave, to Believe, to Achieve***

***"We are the authors of what happens in the classroom. Students follow our lead and behave in ways that we unconsciously allow."***

To Begin:

- (1) Name 1 or 2 of your biggest challenges...
- (2) Write your most useful classroom management advice to a colleague...
- (3) What is more important: managing behavior or teaching content?
- (4) What does the term "invisible classroom management" imply?

4 Keys:

1. Know what you want and what you don't want.
2. Show and tell your students what you want.
3. When you get what you want, acknowledge (not praise) it.
4. When you get something else, act quickly and appropriately.

### **Foundation, Prevention, and Intervention**

**Who we are...**refers to how we hold ourselves internally and how we come across to our students (**Foundation**).

**What we do...**refers to the nuts and bolts of classroom management—specific strategies (**Prevention and Intervention**)

### **Tips for Managing Classroom Behavior**

The ability to manage student behavior is the number one concern of beginning teachers and is near the top for most experienced teachers. The inability to effectively manage student behavior accounts for more teacher dismissals than any other cause, including lack of knowledge of subject matter. Here are some tips on effective classroom management gleaned from research and observations of effective teachers:

Teach Content **and** Teach Procedures. Think of "procedures" as the railroad tracks and "content" as the train." How well we line and grease the tracks impacts the amount and direction of learning which will occur.

- ◆ Invest in relationship building from the beginning, continuing to build and maintain positive relationships throughout the year.
- ◆ Deliver interesting, fast-paced, organized learning experiences.
- ◆ Be sure your rules and expectations are clear; have a few, rather than many, classroom expectations.
- ◆ Avoid causing students to lose face in front of their peers.
- ◆ Keep your eyes moving, continually monitoring what is happening in your classroom.
- ◆ Use the power of silence.
- ◆ Don't overreact.
- ◆ Develop selective hearing.

- ◆ Never argue with a student in front of the class (Never argue; never yell; never use sarcasm).
- ◆ Become adept at offering an effective "No." An effective "No" has: (1) no blame, (2) no complaining, (3) no wiggle room, and is: (1) simple, (2) clear, (3) to the point.
- ◆ Include an optional question on all major assessments: "Is there anything else you would like me to know about you, this class, or anything else?"
- ◆ Procedures: (1) determine what procedures are needed (2) Break them into simple steps (3) Teach them visually, orally, and/or kinesthetically (4) check for understanding (5) Practice them (6) Reinforce them (7) Periodically review them
- ◆ Every class period consciously try to teach at least two procedures—regardless of what the lesson is.
- ◆ In class discussions, move nearer to students who are inattentive when you are talking; move away from students when they are contributing during a class discussion.
- ◆ Have a clear hand-raising procedure and enforce this consistently.
- ◆ Establish procedures for when a student disagrees with your decision....no "arguing with the ref" and "right way, right time, right place."
- ◆ Get all students actively on task before having individual conversations with any of them.
- ◆ Use consequences as a pause to gain student attention. Organize consequences in a hierarchy from mildest to strongest. Have and use four levels of consequences: (a) reminders and warnings (nonverbal and verbal); (b) actual consequences inside the classroom (c) removing a student from the classroom; (d) "behind the scenes" efforts.
- ◆ Quiet reprimands are much more effective than loud ones.
- ◆ Clearly focus on a student's "behavior," not the student.
- ◆ Understand the school's student behavior code.
- ◆ Reinforce positive behaviors.
- ◆ Develop classroom routines early in the year.
- ◆ Avoid branding a student a "failure" because of one mistake.
- ◆ Avoid punishing the whole class for the misbehavior of one student.
- ◆ Don't send students out into the hallway as a punishment.
- ◆ For persistent, serious problems with a student, use the private teacher-student conference.
- ◆ If you feel overwhelmed by a student's challenging behavior, don't be afraid to consult other professionals.
- ◆ Make an extra effort to really know your toughest to reach students.
- ◆ Use praise effectively.
- ◆ Vary rewards.
- ◆ Preserve classroom momentum.
- ◆ Greet your students at the classroom door each day.

## **13 Cooperative Learning/Teambuilding Strategies** (Many of these are derived from or adapted from Kagan: [www.kaganonline.com](http://www.kaganonline.com))

### **TIMED PAIR SHARE**

- Teacher announces a topic and states how long each student will have to share.
- Teacher provides think time.
- In pairs, Partner A shares; Partner B listens.
- Partner B responds.
- Partners switch roles.

### **TEAM WINDOW**

- Each team draws (or is provided) a Team Window on a large piece of paper. (Team Windows contain spaces marked 1, 2, 3, and All.)
- Facilitator provides a topic. (What are your favorite after school activities? Who are your favorite actors?)
- Teammate #1 names something true of him/herself.
- The other teammates each put a thumb up if it is true of them.
- Teammate #1 records the item in the corresponding part of the team window. (In space 1 if it is true of one person; in space 2 if it is true of two.)

### **JOT THOUGHTS**

- Teacher names a topic and sets a time limit.
- Students announce and write as many ideas as they can in the allotted time, one idea per slip of paper.
- Students attempt to “cover the table” with ideas (no slips are to overlap).

### **THINK, PAIR, SHARE**

- Students think to themselves or write on a topic or question, preferably one demanding analysis, evaluation, or synthesis, provided by the teacher.
- After 30 seconds, students turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas.
- Then they share their thoughts with the class. Through this structure, all students have an opportunity to learn by reflection and by verbalization.
- This works well for generating and revising hypotheses, inductive reasoning, deductive reasoning, application.

## **KNOCK, KNOCK**

- This is an energizer that looks easier than it is. Knock Knock works like this:
- Knock, Knock (partners touch fists together in rhythm with the words)
- This, This (flat hands this time, clapping them together)
- Knock, Knock (fists)
- That, That (back of hands)
- Knock, This (fists, flat hands—getting more difficult)
- Knock, That (fists, back of hands—very difficult)
- Knock, Knock (fists—are there awards for doing it right?)
- This, That (flat hands, back of hands—and try again!)

## **QUIZ, QUIZ TRADE**

- All students are given a card or slip of paper with the question (or vocabulary word) on one side and the answer (or definition) on the other side.
- All students stand up and pair up.
- One student reads the question to the other student. The other student answers. The first student corrects, if necessary, then gives a praise statement (whether the answer is right or wrong).
- The students switch roles. When both questions have been given, the students trade questions, then put their hand up. They look around for other students with their hands up, and pair up with new partners.

## **INSIDE OUTSIDE CIRCLE**

- Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in.
- Students use flash cards to ask questions of their partner, or they may take turns responding to a teacher question(s).
- Partners switch roles: outside circle students ask, listen, then praise or coach.
- After each question or set of questions, students in the outer or inner circle rotate to the next partner. (Teacher may call rotation numbers: "Rotate three ahead.")

## NUMBERED HEADS TOGETHER

- *Teammates work together to ensure all members understand; one is randomly selected to be held accountable.*
- Students count off numbers in their groups.
- Teacher poses a problem and gives wait time (Example: "Everyone think about how rainbows are formed. [Pause] Now make sure everyone in your team knows how rainbows are formed.")
- Students lift up from their chairs to put their heads together, discuss and teach.
- Students sit down when everyone knows the answer or has something to share or when time is up.
- Teacher calls a number. The student with that number from each team answers question individually, using: a. Response cards b. chalkboard response c. slate share

## RALLY TABLE

- *In pairs, students alternate generating written responses or solving problems.*
- Cooperative teams are given one piece of paper and one pen or pencil.
- Teacher poses a problem or provides a task to which there are multiple possible answers, steps, or procedures.
- The teacher provides an example and checks for understanding. A time limit is set.
- The teacher selects a student to begin in each team.
- Students quickly write their word or phrase and pass their paper to the team member on the left.
- The paper continues to go around and around the table as each student adds to the team's list.
- The teacher calls time. All pencils/pens are placed on the team table.
- The teams take turns sharing their responses.

## SIMULTANEOUS ROUND TABLE

- *In teams, students simultaneously generate responses, then pass their list or product clockwise so each teammate can add to the prior responses.*
- Teacher assigns a topic or question.
- All four students respond simultaneously by writing or drawing.
- Teacher signals time, or students place papers/pens down thumbs up when done with the problem.
- Students pass papers one person clockwise.
- Students continue writing or drawing, adding to what was already on the paper.
- Continue, starting at step 3.

## **STAND UP, HAND UP, PAIR UP**

- *A classbuilding activity that can be used to motivate, activate prior knowledge, close a lesson or group of lessons, review previously learned material, and to have fun.*
- Teacher says, "stand up, hand up, and pair up!"
- Students stand up and keep one hand in the air until they find the closest partner
- Students sit or stand and put their hands down.
- Teacher assigns and defines the task.
- Students are given "think time."
- Pairs of students complete the task.
- Teacher randomly calls on groups to report.
- Students thank their partners and depart.
- Repeat as many times as needed.

## **CORNERS**

- Teacher announces three or more corners.
- Students think about, then write down their corner selection.
- Students move to their corners.
- Teacher provides interaction question.
- Pairs are formed within the corner.
- Pairs share
- Teacher calls on student from each corner to share reasons or ideas with the class.
- Students may be asked to paraphrase reasons of those from other corners.

## **MIX PAIR SHARE**

- Students silently mix around the room.
- Teacher calls "Pair."
- Students pair up with the person closest to them and give a high five. Students who haven't found a partner raise their hands to find each other.
- Teacher asks a question and gives think time.
- Students share with their partners using