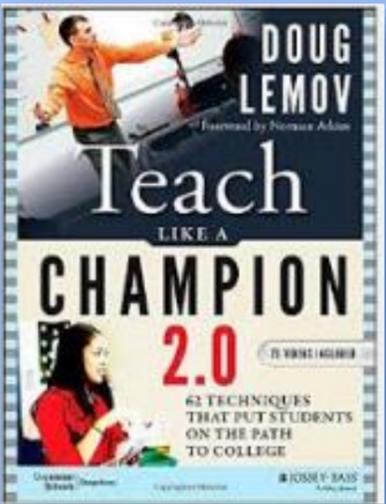
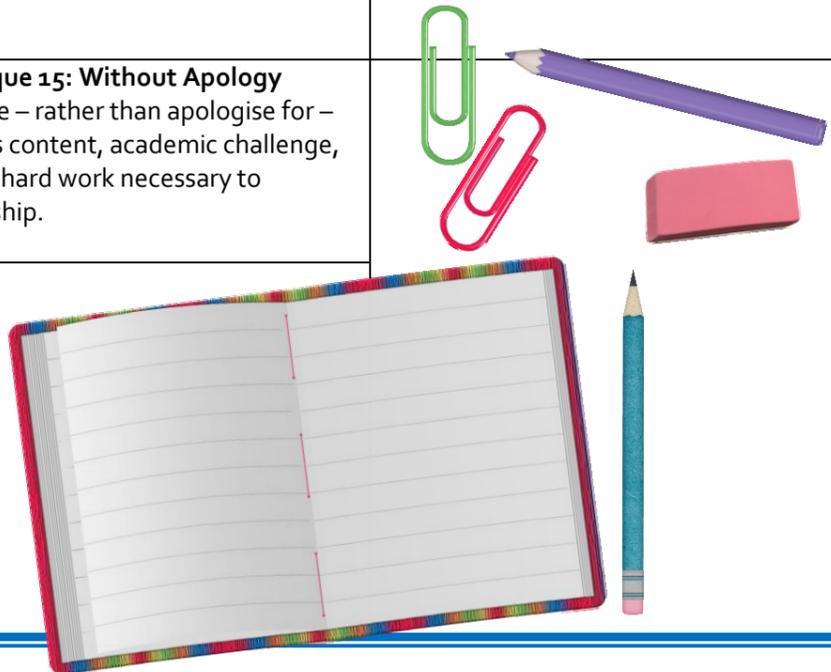


Teach Like a Champion 2.0 - The 62 Techniques Placemat

WITH THE NANANGO NINE

Part One – Checking for Understanding

Part Two – Academic Ethos

Gathering Data on Student Mastery	Acting on Data and the Culture of Error	Setting High Academic Expectations	Planning for Success	Lesson Structure	Pacing
Technique 1: Reject Self Report Replace functionally rhetorical questions with more objective forms of impromptu assessment.	Technique 7: Plan for Error Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.	Technique 11: No Opt Out 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 16: Begin With The End Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.	Technique 20: Do Now Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching.	Technique 27: Change the Pace Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.
Technique 2: Targeted Questioning Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period.	Technique 8: Culture of Error Create an environment where your students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.	Technique 12: Right is Right 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 rigour.	Technique 17: 4 Ms There are four criteria for an effective lesson plan objective: M anageable, M easurable, M ade first, and M ost important	Technique 21: Name the Steps Break down complex tasks into simple steps that form a path for student mastery.	Technique 28: Brighten Lines Ensure that change in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp.
Technique 3: Standardise the Format Streamline observations by designing materials and space so that you're looking in the same consistent place every time for the data you need.	Technique 9: Excavate Error Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.	Technique 13: Stretch It Reward 'right' answers with harder questions	Technique 18: Post It Display your lesson objectives where everyone can see it and identify your purpose.	Technique 22: Board = Paper Model and shape how students should take notes in order to capture the information you present.	Technique 29: All Hands Leverage hand raising to positively impact pacing. Manage and vary the ways that students raise their hands, as well as the methods you use to call on them.
Technique 4: Tracking, Not Watching Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.	Technique 10: Own and Track Have students correct or revise their own work, fostering an environment of accountability for the correct answer.	Technique 14: Format Matters Help your students practice responding in a format that communicates the worthiness of their ideas.	Technique 19: Double Plan As you plan a lesson, plan what your students will be doing at each point in class.	Technique 23: Control the Game Ask students to read aloud frequently, but manage the process to ensure expressiveness, accountability, and engagement.	Technique 30: Work the Clock Measure time-your greatest resource as a teacher-intentionally, strategically, and often visibly to shape both your and your students' experience in the classroom.
Technique 5: Show Me Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.		Technique 15: Without Apology Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship.		Technique 24: Circulate Move strategically around the room during all parts of the lesson.	Technique 31: Every Minute Matters Respect students' time by spending every minute productively. 
Technique 6: Affirmative Checking Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage.		Technique 25: At Bats Because succeeding once or twice at a skill won't bring mastery, give your students lots of practice mastering knowledge and skills.			
		Technique 26: Exit Ticket End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.			

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WITH THE NANANGO NINE

Part 3 Ratio

Part 4 – Five Principles of Classroom Culture: Discipline, Management, Control, Influence, Engagement

Building Ratio Through Questioning	Building Ratio Through Writing	Building Ratio Through Discussion	Systems and Routines	High Behavioural Expectations	Building Character and Trust
Technique 32: Wait Time Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.	Technique 37: Everybody Writes Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.	Technique 42: Habits of Discussion Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussion to be more efficiently cohesive and connected.	Technique 45: Threshold Meet your students at the door, setting expectations before they enter the classroom. Technique 46: Strong Start Design and establish an efficient routine for students to enter the classroom and begin class.	Technique 51: Radar/Be Seen Looking Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking. 100%	Technique 58: Positive Framing Guide students to do better work while motivating and inspiring them by using positive tone to deliver constructive feedback.
Technique 33: Cold Call Call on students regardless of whether they've raised their hands.	Technique 38: The Art of the Sentence Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.	Technique 43: Turn and Talk Encourage students to better formulate their thoughts by including short, contained pair discussions-but make sure to design them for maximum efficiency and accountability.	Technique 47: STAR/SLANT Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as STAR or SLANT.	Technique 52: Make Compliance Visible Ensure that students follow through on a request in an immediate and visible way by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance. 100%	Technique 59: Precise Praise Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.
Technique 34: Call and Response Ask your class to answer questions in unison from time to time to build energetic, positive engagement.	Technique 39: Show Call Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing-regardless of who volunteers to share.	Technique 44: Batch Process Give more ownerships and autonomy to students- by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.	Technique 48: Engineer Efficiency Teach students the simplest and fastest procedure for executing key classroom tasks, then practise so that executing the procedure becomes a routine.	Technique 53: Least Invasive Intervention Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task students. 100%	Technique 60: Warm/Strict Be both warm and strict at the same time to send a message of high expectations, caring, and respect.
Technique 35: Break it Down When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.	Technique 40: Build Stamina Gradually increase writing time to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time.		Technique 49: Strategic Investment - From Procedure to Routine Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. Routinising a key procedure requires clear expectations, consistency, and most important, patience. Even so, it's almost always worth it.	Technique 54: Firm Calm Finesse Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise. 100%	Technique 61: Emotional Constancy Manage your emotions to consistently promote student learning and achievement.
Technique 36: Pepper Use <i>Pepper</i> as a fast-paced, vocal review to build energy and actively engage your class.	Technique 41: Front the Writing Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.		Technique 50: Do It Again 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.	Technique 55: Art of the Consequence Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game. 100%	Technique 56: Strong Voice Affirm your authority through intentional verbal and non-verbal habits, especially at moments when you need control.
				Technique 57: What to Do Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do.	  