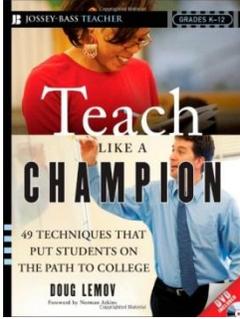


MAYA ANGELOU PUBLIC CHARTER SCHOOL



During our 2011-2012 pre-service professional development sessions, the teachers received an opportunity to review the 49 techniques/instructional strategies outlined in the book entitled, *Teach Like A Champion*. In lieu of attempting to master the exhaustive list, the teachers, under the direction of the academic deans/ teacher mentors/ coaches, have collectively agreed to adopt 15 of the methods for this school year. Refer to the list below.

Setting High Expectations

- **Technique 1: No Opt Out**—Teachers with high expectations do not accept. “I don’t know,” but expect students to be engaged and “give it a shot.”
- **Technique 39: Do it Again**—Repetition is one way to be sure that students understand what you expect and that it is done to your standards.

Planning the Ensures Academic Achievement

- **Technique 6: Begin with the End**— This planning technique focuses on the outcome instead of what you want to do during the period.
- **Technique 10: Double Plan**—Repetition is one way to be sure that students understand what you expect and that it is done to your standards.

Structuring and Delivering Your Lessons

- **Technique 12: The Hook**— Introducing the lesson with a “hook,” an activity or item that grabs the attention of your students will help enhance your lesson.
- **Technique 13: Name the Steps**—Great coaches, like great teachers, break down the tasks into steps.
- **Technique 20: Exit Ticket**—An exit ticket is a quick formative assessment of the lesson your students just finished.
- **Technique 21: Take a Stand**—This technique encourages students to have opinions and to take stands on those opinions.

Engaging Students in Your Lesson

- **Technique 23: Call and Response**— This technique uses a tradition from African American hymnody, and creates a way that the whole class can participate in questioning.
- **Technique 26: Everybody Writes**—What goes on the board needs to go in the notebooks.

Creating a Strong Classroom Culture

- **Technique 28: Entry Routine**— Having a structured entry routine expedites the beginning of instruction.

Building and Maintaining High Behavioral Expectations

- **Technique 37: What to Do**— Be sure, if you are asking for compliance, that you have been very explicit in explaining what it is you want your students “To Do.”
- **Technique 39: Do It Again**—This technique is perhaps the only negative consequence that truly works. When students fail to meet your standards, you make them to “Do it again.” They model the appropriate behavior, but are eager not to have to do it again.

Building Character and Trust

- **Technique 43 Part I: Positive Framing**— Positive Framing means casting things a way that is positive and leads to appropriate behavior. This blog starts with three strategies to help you frame it positively.
- **Technique 44: Precise Praise**—Rather than “cheap praise,” precise praise is valued by students because it describes what it is you are pleased with.