

## Teach Like a Champion Glossary

In *Teach Like a Champion*, Doug Lemov describes concrete techniques to help teachers become successful in the classroom based on his work with highly effective teachers at Uncommon Schools. Below you will find descriptions of some of the specific techniques that can be used to address one or more of the Student Survey domains. We encourage you to use this book as a resource as you plan next steps.

Technique	Notes	Main Domain Connection Additional Domains
<b>Technique 1: No Opt Out</b>	When a student cannot answer a question, this technique is a way of responding that ensures that the student provides the correct answer in the end. It involves either the teacher or another student providing cues or the actual answer to the student to lead the first student to respond correctly.	<b>Rigor</b> Managing Behavior Investing Students in Learning
<b>Technique 2: Right is Right</b>	Teachers who use <i>Right is Right</i> don't accept answers that are less than 100% correct. These teachers don't "add on" to students' almost or partially correct answers.	<b>Rigor</b>
<b>Technique 3: Stretch It</b>	<i>Stretch It</i> is a technique teachers use to extend students' correct answers by asking more questions. This is a great way to differentiate for students who are demonstrating basic understanding and to check that their success is replicable in increasingly more complex questions.	<b>Rigor</b> Investing Students in Learning
<b>Technique 5: Without Apology</b>	Champion teachers do not apologize for their instruction by noting that the content is boring or difficult. Instead, these teachers focus on engaging students in rigorous content.	<b>Rigor</b> Investing Students in Learning
<b>Technique 12: Hook</b>	The hook is a short introduction to a lesson where the teacher engages and excites students about the material. Lemov notes on page 75 of <i>Teach Like a Champion</i> that a story, analogy, or challenge (e.g. "Let's see if you can...") are a few of the ways to frame an engaging hook.	<b>Investing Students in Learning</b>
<b>Technique 17: Ratio</b>	Effective teaching requires that students – not the teacher – are the ones doing the thinking in class. <i>Ratio</i> outlines specific strategies, such as using half-statements or feigning ignorance, teachers can use to implement this technique.	<b>Rigor</b> Investing Students in Learning
<b>Technique 22: Cold Call</b>	In fast-paced classrooms where all students are engaged, teachers often use <i>Cold Call</i> . Rather than calling on students with raised hands, champion teachers call on whomever they like. As a result, students prepare to answer every question because they know they may be called on at any time.	<b>Investing Students in Learning</b> Rigor
<b>Technique 24: Pepper</b>	Pepper is the use of fast-paced, group-oriented activities to review familiar information and foundational skills.	<b>Investing Students in Learning</b> Rigor
<b>Technique 27: Vegas</b>	Vegas is the sparkle, the moment in a lesson when you might observe some production values: music, lights, rhythm, dancing. Vegas isn't sparkle for sparkle's sake-it reinforces academics, generally, as well as the daily learning objectives.	<b>Investing Students in Learning</b>

<b>Technique 28: Entry Routine</b>	To maximize learning time, students should know what to do and where to get materials at the beginning of every class. Champion teachers teach students a consistent routine they use at the beginning of every class.	<b>Managing Behavior</b> Rigor
<b>Technique 30: Tight Transitions</b>	Quick and routine transitions that students can execute without extensive narration by the teacher. Messy transitions are an invitation to disruptions and conflicts that continue to undercut the classroom environment even after the lesson has started, so procedures should be implemented consistently to ensure internalization.	<b>Managing Behavior</b>
<b>Technique 36: 100%</b>	There's one suitable percentage of students following a direction given in your classroom: 100%. If you don't achieve this, you make your authority subject to interpretation, situation, and motivation. Many teachers who fail to approach the 100% standard stop noticing where they are not achieving full compliance. To wield power justly but firmly, you must be keenly aware of how students respond to your directions.	<b>Managing Behavior</b>
<b>Technique 37: What to Do</b>	<i>What to Do</i> is a technique in which teachers give specific, concrete, sequential, and observable directions. Rather than telling a student to pay attention, teachers can say, "Voice off. Clasp your hands in your lap. Track me with your eyes."	<b>Managing Behavior</b>
<b>Technique 42: No Warnings</b>	Champion teachers make certain that their students know exactly what is expected of them. When students do not meet expectations, teachers can be sure students have chosen not to meet expectations and that they are not confused. Teachers can then respond with an appropriate consequence. ( <i>should be used in combination with technique 37: What to Do</i> )	<b>Managing Behavior</b>
<b>Technique 43: Positive Framing</b>	Many teachers use positive narration to highlight students who are meeting expectations. <i>Positive Framing</i> improves this practice by framing redirections of negative behavior in the most positive light. (Example: "I need two more students tracking" rather than "You're not tracking".)	<b>Relationship</b> Managing Behavior
<b>Technique 45: Warm/Strict</b>	Lemov suggests that champion teachers are simultaneously warm and strict. These teachers insist that students follow their directions but do so in a way that is positive and welcoming.	<b>Relationship</b> Managing Behavior
<b>Technique 46: The J-Factor</b>	Students will work harder if they enjoy what they are doing. <i>The J-Factor</i> is when teachers purposely inspire students to work through games (e.g. spelling bee), belonging (e.g. classroom nick names), and humor, among other things.	<b>Investing Students in Learning</b> Relationship
<b>Technique 49: Normalize Error</b>	Students need to feel that getting the answer wrong or right is a normal part of learning in order to take risks. The way that teachers react when a student answers a question helps to build that understanding.	<b>Relationship</b> Rigor