

Teach Like a Champion Technique 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
Technique 1: No Opt Out	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 lead the first student to respond correctly.	Holding High Academic Expectations Managing Behavior Promoting Risk-Taking Student Perseverance
Technique 2: Right is Right	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.	Holding High Academic Expectations Student Perseverance
Technique 3: Stretch It	<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.	Holding High Academic Expectations Investing Students in Learning
Technique 5: Without Apology	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.	Investing Students in Learning Holding High Academic Expectations
Technique 12: Hook	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.	Investing Students in Learning
Technique 17: Ratio	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 make sure students are cognitively engaged.	Holding High Academic Expectations
Technique 22: Cold Call	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.	Holding High Academic Expectations Managing Behavior Promoting Risk-Taking

Technique 28: Entry Routine	To maximize learning time, students should know what to do and where to get materials at the beginning of every class. Champion teachers teach and maintain a consistent routine when students enter class.	Managing Behavior High Academic Expectations
Technique 37: What to Do	<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."	Managing Behavior
Technique 42: No Warnings	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 them 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>)	Managing Behavior
Technique 43: Positive Framing	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 "You're not tracking".)	Managing Behavior Investing Students in Learning
Technique 44: Precise Praise	<i>Precise Praise</i> explains how to state positive reinforcement most effectively in the classroom by specifically describing students' work or actions. (Example: "You worked hard to revise your story and now your narrator really has a unique voice. Great work.")	Investing Students in Learning Managing Behavior
Technique 45: Warm/Strict	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.	Managing Behavior Investing Students in Learning
Technique 46: The J-Factor	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.	Investing Students in Learning Promoting Risk-Taking
Technique 49: Normalize Error	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.	Promoting Risk-Taking Student Perseverance