

Teach Like a **CHAMPION**[®]

SWITCHING FROM *TEACH LIKE A CHAMPION* TO *TEACH LIKE A CHAMPION 2.0*

The new *Teach Like A Champion* book is SO full of new ideas it demanded its own new tagline (2.0)! “New edition” just doesn’t cover it. New ideas, new structure, new updated techniques.

Over the past four years, Doug Lemov has continued to learn from watching great teachers in action—more specifically, watching teachers use and adapt the 49 techniques from the original *Teach Like a Champion*. Incorporating all of these additional observations into a book that is as much sequel as it is revision, *Teach Like a Champion 2.0* features 62 techniques and 75 new video clips.

Use this guide to find:

- Details about the new 2.0, content structure of 2.0, including changes from the previous book
- A snapshot of revised, removed, and new techniques
- Descriptions of useful resources that have been added
- Information about our online resources



OVERVIEW



NEW STRUCTURE



NEW AND REVISED TECHNIQUES



OUTTAKE TECHNIQUES



NEW VIDEO CLIPS



REFLECTION QUESTIONS



ADDITIONAL FEATURES



BEYOND THE BOOK

OVERVIEW

The addition of the phrase 2.0 acknowledges that the book is so full of new ideas, within an updated structure, that it cannot be simply called a new edition. Over the past four years, Doug Lemov has continued to learn from watching great teachers in action. More specifically, watching teachers use and adapt the 49 techniques from the original *Teach Like a Champion*. He discovered that the best teachers find ways to take anything you give them and make it more rigorous. Lemov calls this process the Virtuous Cycle: give teachers a good thing, and they make it better, smarter, faster.

What do you do when a student gives up and simply won't try? How do you know what the student who hides silently in the corner is learning? How can you maximize the amount of work students are doing? And what do you do when you ask a student to sit down, and he smirks and tells you to sit down? As these examples suggest, the predictability of endemic problems does not imply that they are simple to solve. And it shouldn't take a dozen years of brutal trial and error, suffering, and fatigue for a teacher to figure these problems out. Further observation has helped Lemov to see the many endemic problems for which teachers have derived brilliant solutions.

Incorporating all of these additional observations into a book that is as much sequel as revision, *Teach Like a Champion 2.0* features 62 techniques and 75 new video clips. This guide outlines the new content structure of 2.0, including changes from the previous book; a snapshot of revised, removed, and new techniques; a snapshot of new videos included; and descriptions of useful resources that have been added to 2.0, as well as information on our online resources.



NEW STRUCTURE

PART 1: *Check for Understanding*

In *Teach Like a Champion*, **Check for Understanding** (CFU) was a single technique. *Teach Like a Champion 2.0* not only begins with CFU, it has a whole section devoted to assessing student understanding. The ten techniques in these two chapters are entirely new to the second edition. They outline how to gather data through questioning and observation and how to build a culture of error in your classroom.

CHAPTER 1 - *Gathering Data on Student Mastery*

• Includes six (6) new techniques:

- 1. REJECT SELF REPORT.** Replace functionally rhetorical questions with more objective forms of impromptu assessment.
- 2. TARGETED QUESTIONING.** Get a thumbnail assessment via a quick series of carefully chosen questions directed at a strategic sample of the class and executed in a short time period.
- 3. STANDARDIZE THE FORMAT.** Streamline data collection and make observations more efficient by designing materials and space so that you're looking in the same, consistent place every time for the data you need.
- 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 a thousand distractions.
- 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.
- 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.

CHAPTER 2 - *Acting on the Data and the Culture of Error*

• Includes four (4) new techniques:

- 1. PLAN FOR ERROR.** Increase the likelihood that you'll recognize and respond to errors by planning for common mistakes in advance.
- 2. 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.
- 3. EXCAVATE ERROR.** Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.
- 4. OWN AND TRACK.** Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

PART 2: Academic Ethos

Academic Ethos is about the importance of seeking the maximum level of academic rigor. It includes revised versions of four chapters from the first version of the book: “Setting High Academic Expectations,” “Planning for Success,” “Lesson Structure,” and “Pacing.” Of course, other key factors help determine the level of rigor in a lesson—the content you teach and how deep you go—but these four chapters examine concrete actions that build rigor in a variety of domains.

CHAPTER 3 - Setting High Academic Expectations

- Previously Chapter 1 “Setting High Academic Expectations”.

CHAPTER 4 - Planning for Success

- Previously Chapter 2 “Planning that Ensures Academic Achievement”.
- Shortest Path and Draw the Map are not included as specific techniques in 2.0 but are discussed in side-bars instead.

CHAPTER 5 - Lesson Structure

- Previously Chapter 3 “Structuring and Delivering Your Lessons”.
- Includes one (1) new technique:
 1. **CONTROL THE GAME.** This technique was discussed in the first edition’s chapter on reading. It prompts teachers to ask students to read aloud frequently, while managing the process to ensure expressiveness, accountability, and engagement.
- The Hook and Take a Stand are not included in 2.0.

CHAPTER 6 - Pacing

- Previously extra techniques in Chapter 8, the following techniques are now in Chapter 6: Change the Pace, Brighten the Lines, All Hands, Work the Clock, and Every Minute Matters.
- Previously from Chapter 8, Look Forward is not included as a specific technique but is discussed within the text in 2.0.

PART 3: Ratio

The chapter “Engaging Students in Your Lessons,” is now renamed “Ratio” and divided into three chapters that explore ways teachers can build two types of Ratio—Participation Ratio (breadth and frequency of engagement) and Think Ration (depth of engagement) Ratio. The three chapters focus, respectively, on questioning, discussion, and writing and are preceded by an important “Content Prerequisite” in Chapter Seven. It argues that rigorous thinking requires a commitment to content knowledge.

CHAPTER 7 - Building Ratio Through Questioning

- Lemov emphasizes the importance of reading “The Content Prerequisite” in Chapter 7 before reading the three chapters on ratio.
- Vegas was removed in 2.0.

CHAPTER 8 - Building Ratio Through Writing

• Includes four (4) new techniques:

- 1. ART OF THE SENTENCE.** Emphasize the fundamental building block of writing and help students elevate their syntax and word choice by asking them to synthesize a complex idea, summarize a reading, or distill a discussion in a single, well-crafted, written sentence.
- 2. 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.
- 3. 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.
- 4. FRONT THE WRITING.** Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.

CHAPTER 9 - Building Ratio Through Discussion

• Includes three (3) new techniques:

- 1. HABITS OF DISCUSSION.** Make your discussions more productive and enjoyable by normalizing a set of ground rules or “habits” that allow discussion to be more efficiently cohesive and connected.
- 2. TURN AND TALK.** Encourage students to better formulate their thoughts by including short, contained pair discussions that are engineered to maximize efficiency and accountability.
- 3. BATCH PROCESS.** Grant students more ownership and autonomy over classroom discussions by avoiding the impulse to mediate their comments for short periods of time or for longer, more formal sequences.

PART 4: *Five Principles of Classroom Culture*

Part Four of the book focuses on behavior and culture. If your classroom culture is not where you want it to be, assessing the effectiveness of discipline, control, management, engagement, and influence is a great first step. This section frames more clearly the two critical points teachers must understand in building classroom culture: first, that the purpose of order in the classroom is to promote academic learning; second, that great culture entails doing far more than just eliminating disruptions. Lemov explores the latter point in more depth with Chapter Twelve, where he discusses the power of relationships and the importance of joy.

CHAPTER 10 - Systems and Routines

- Previously Technique 32, SLANT has been revised and renamed: STAR/SLANT. Teach students key baseline behaviors for learning, such as sitting up in class and tracking the speaker, by using a memorable acronym such as STAR or SLANT.

- Includes three (3) new techniques:
 - 1. STRONG START.** Design and establish an efficient routine for students to enter the classroom and begin class.
 - 2. ENGINEER EFFICIENCY.** Teach students the simplest and fastest procedure for executing key classroom tasks, then practice so that executing the procedure becomes a routine.
 - 3. STRATEGIC INVESTMENT: FROM PROCEDURE TO ROUTINE.** Turn procedures into routines by beginning with a strong rollout and reinforcing until excellence becomes habitual. Prepare for the fact that routinizing a key procedure requires clear expectations, consistency, and, most important, patience. Even so, it's almost always worth it.
- Strong Start builds upon the ideas in two techniques from the first edition: Do Now and Entry Routine. Entry Routine was removed in 2.0, and Do Now is now a part of Chapter 5 on "Lesson Structure."
- Tight Transitions are now discussed as a part of the techniques Engineer Efficiency and Strategic Investment: From Procedure to Routine.
- The technique Do it Again was moved from the original chapter "Setting and Maintaining High Behavioral Expectations" to this revised chapter on Systems and Routines.
- Props is no longer its own technique, but is discussed within Strategic Investment: From Procedure to Routine.
- Binder Control, On Your Mark, and Seat Signals were removed in 2.0. Doug still believes in the importance of these ideas, however, and has placed them on his website for teachers' continued reference.

CHAPTER 11 - High Behavioral Expectations

- Previously Technique 36, 100% is now five (5) new techniques:
 - 1. RADER/BE SEEN LOOKING.** Prevent nonproductive behavior by developing your ability to see it when it happens and by subtly reminding students that you are looking.
 - 2. 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.
 - 3. LEAST INVASIVE INTERVENTION.** Maximize teaching time and minimize "drama" by using the subtlest and least invasive tactic possible to correct off-task students.
 - 4. FIRM CALM FINESSE.** Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.
 - 5. ART OF THE CONSEQUENCE.** Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and depersonalized. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.
- No Warnings and Sweat the Details were removed in 2.0.

CHAPTER 12 - Building Character and Trust

- Explain Everything was removed in 2.0.
- Normalize Error is no longer its own technique, but it is discussed at length in Chapter 2 as part of Check For Understanding.

NEW AND REVISED TECHNIQUES

PART 1: *Check for Understanding*

| # in 1.0 | # in 2.0 | Technique | Changes |
|--|----------|------------------------|---------------|
| CHAPTER 1 – Gathering Data on Student Mastery | | | |
| X | 1 | Reject Self Report | NEW TECHNIQUE |
| X | 2 | Targeted Questioning | NEW TECHNIQUE |
| X | 3 | Standardize the Format | NEW TECHNIQUE |
| X | 4 | Tracking, Not Watching | NEW TECHNIQUE |
| X | 5 | Show Me | NEW TECHNIQUE |
| X | 6 | Affirmative Checking | NEW TECHNIQUE |
| CHAPTER 2 - Acting on the Data and the Culture of Error | | | |
| X | 7 | Plan for Error | NEW TECHNIQUE |
| X | 8 | Culture of Error | NEW TECHNIQUE |
| X | 9 | Excavate Error | NEW TECHNIQUE |
| X | 10 | Own and Track | NEW TECHNIQUE |

PART 2: *Academic Ethos*

| # in 1.0 | # in 2.0 | Technique | Changes |
|---|----------|--------------------|---------------|
| CHAPTER 3 – Setting High Academic Expectations | | | |
| 1 | 11 | No Opt Out | |
| 2 | 12 | Right is Right | |
| 3 | 13 | Stretch It | |
| 4 | 14 | Format Matters | |
| 5 | 15 | Without Apology | |
| CHAPTER 4 – Planning for Success | | | |
| 6 | 16 | Begin with the End | |
| 7 | 17 | 4Ms | |
| 8 | 18 | Post It | |
| 10 | 19 | Double Plan | |
| CHAPTER 5 – Lesson Structure | | | |
| 29 | 20 | Do Now | |
| 13 | 21 | Name the Steps | |
| 14 | 22 | Board = Paper | |
| X | 23 | Control the Game | NEW TECHNIQUE |
| 15 | 24 | Circulate | |
| 19 | 25 | At Bats | |
| 20 | 26 | Exit Ticket | |

CHAPTER 6 – Pacing

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|---|----|----------------------|--|
| X | 27 | Change the Pace | Previously extra techniques in Chapter 8 |
| X | 28 | Brighten the Lines | Previously extra techniques in Chapter 8 |
| X | 29 | All Hands | Previously extra techniques in Chapter 8 |
| X | 30 | Work the Clock | Previously extra techniques in Chapter 8 |
| X | 31 | Every Minute Matters | Previously extra techniques in Chapter 8 |

PART 3: RATIO

| # in 1.0 | # in 2.0 | Technique | Changes |
|---|----------|----------------------|---------------|
| CHAPTER 7 – Building Ratio Through Questioning | | | |
| 25 | 32 | Wait Time | |
| 22 | 33 | Cold Call | |
| 23 | 34 | Call and Response | |
| 16 | 35 | Break it Down | |
| 24 | 36 | Pepper | |
| CHAPTER 8 – Building Ratio Through Writing | | | |
| 26 | 37 | Everybody Writes | |
| X | 38 | Art of the Sentence | NEW TECHNIQUE |
| X | 39 | Show Call | NEW TECHNIQUE |
| X | 40 | Build Stamina | NEW TECHNIQUE |
| X | 41 | Front the Writing | NEW TECHNIQUE |
| CHAPTER 9 – Building Ratio Through Discussion | | | |
| X | 42 | Habits of Discussion | NEW TECHNIQUE |
| X | 43 | Turn and Talk | NEW TECHNIQUE |
| X | 44 | Batch Process | NEW TECHNIQUE |

PART 4: Five Principles of Classroom Culture

| # in 1.0 | # in 2.0 | Technique | Changes |
|--|----------|--------------|---|
| CHAPTER 10 – Systems and Routines | | | |
| 41 | 45 | Threshold | |
| X | 46 | Strong Start | NEW TECHNIQUE that builds upon the Do Now and Entry Routine from previous edition |
| 32 | 47 | STAR/SLANT | SLANT: this edition adds the other common acronym, STAR, to the description of this expectation |

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| X | 48 | Engineer Efficiency | NEW TECHNIQUE |
| X | 49 | Strategic Investment: From Procedure to Routine | NEW TECHNIQUE |
| 39 | 50 | Do it Again | |

CHAPTER 11 - High Behavioral Expectations

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|----|----|----------------------------------|--|
| 36 | 51 | 100% Radar/Be Seen Looking | Elaborates upon 100% from previous edition |
| 36 | 52 | 100% Make Compliance Visible | Elaborates upon 100% from previous edition |
| 36 | 53 | 100% Least Invasive Intervention | Elaborates upon 100% from previous edition |
| 36 | 54 | 100% Firm Calm Finesse | Elaborates upon 100% from previous edition |
| 36 | 55 | 100% Art of the Consequence | Elaborates upon 100% from previous edition |
| 38 | 56 | Strong Voice | |
| 37 | 57 | What to Do | |

CHAPTER 12 - Building Character and Trust

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|----|----|---------------------|--|
| 43 | 58 | Positive Framing | |
| 44 | 59 | Precise Praise | |
| 45 | 60 | Warm/Strict | |
| 47 | 61 | Emotional Constancy | |
| 46 | 62 | Joy Factor | |

OUTTAKE TECHNIQUES

| # in 1.0 | Technique name | Notes |
|----------|--------------------|---|
| 9 | Shortest Path | Discussed in sidebar |
| 11 | Draw the Map | Discussed in sidebar |
| 12 | The Hook | On TLAC website |
| 21 | Take a Stand | On TLAC website |
| Ch.8 | Look Forward | Discussed in text |
| 27 | Vegas | |
| 28 | Entry Routine | Now part of Strong Start |
| 30 | Tight Transitions | Discussed in Engineer Efficiency and Strategic Investment |
| 31 | Binder Control | On TLAC website |
| 33 | On Your Mark | On TLAC website |
| 34 | Seat Signals | On TLAC website |
| 35 | Props | Now part of Strategic Investment: From Procedure to Routine |
| 40 | Sweat the Details | |
| 42 | No Warnings | |
| 48 | Explain Everything | On TLAC website |
| 49 | Normalize Error | Now part of Culture of Error |



NEW VIDEO CLIPS

| Clip # | Technique | Description |
|--|------------------------|--|
| CHAPTER 1 – Gathering Data on Student Mastery | | |
| 1 | Reject Self-Report | Amy Cook collects data on student mastery by quickly scanning each student's answer to see whether it is correct. |
| 2 | Standardize the Format | Meaghan Reuler immediately identifies student misunderstandings thanks to materials that make mistakes easy to find—and to some careful looking. |
| 3 | Show Me | Bryan Belanger uses hand signals to gauge student mastery. He responds quickly in consideration of the extent of the errors. |
| 4 | Show Me | Jon Bogard uses Show Me to identify and correct common errors. Some students review; some earn independent practice. |
| 5 | Affirmative Checking | Bob Zimmerli sets “checkpoints” where students must check their answers with him before proceeding to more difficult problems. |
| 6 | Affirmative Checking | Hilary Lewis uses a “ticket” system to check students' work before they move on to independent practice. |
| CHAPTER 2 – Acting on the Data and the Culture of Error | | |
| 7 | Culture of Error | Katie Bellucci normalizes error by encouraging students who corrected their work to raise their hands and “be proud!” |
| 8 | Culture of Error | Jason Armstrong tells students he “expects some disagreement” and doesn't care for now what the right answer is. |
| CHAPTER 3 – Setting High Academic Expectations | | |
| 9 | No Opt Out | David Javicas stays steady at the helm and sticks with a student who declines to answer a question |

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| 10 | No Opt Out | Derek Pollak solicits help from the class when a student is very near to a correct answer. |
| 11 | No Opt Out | Jamie Davidson gets a student to improve her expression in reading after another student models what it means to “snap.” |
| 12 | No Opt Out | Shadell Purefoy (Noel) asks a student to repeat a correct answer after she’s unable to answer the first time. |
| 13 | Right Is Right | Grace Ghazzawi holds out for an all-the-way-right answer. |
| 14 | Right Is Right | Maggie Johnson pushes students to use precise language to describe a particular scene. |
| 15 | Right Is Right | Jason Armstrong holds out for a thorough definition of volume after students present formulas and partial definitions. |
| 16 | Stretch It | Art Worrell stretches the original student and then begins stretching other students to build a rigorous classroom culture. |
| 17 | Format Matters | Darryl Williams actively reinforces the language of opportunity by correcting informal phrases. |
| 18 | Format Matters | Beth Verrilli asks a student for more collegiate language. |

CHAPTER 5 – Lesson Structure

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| 19 | Control the Game | Jessica Bracey keeps durations short and unpredictable, moving the reading around the room to involve lots of students. |
| 20 | Control the Game | Eric Snider balances student reading with his own modeling to build a culture of expressive reading. |
| 21 | Circulate | Domari Dickinson and Rue Ratray demonstrate the fundamentals of Circulate. |

CHAPTER 6 – Pacing

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| 22 | Change the Pace | Erin Michels quickens classroom pace by shifting deftly among different styles of participation. |
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| 23 | Change the Pace | Jessica Bracey maintains a steady pace in her reading class by varying activities. |
| 24 | Brighten the Lines | Seven teachers show examples of Brighten Lines by cleanly beginning and ending exercises. |
| 25 | All Hands | Colleen Driggs shows her students how to raise their hands for a new question and lower them when someone else is called on. |
| 26 | Work the Clock | Deena Bernett uses a stopwatch projection to allot specific amounts of time for certain activities. |
| 27 | Change the Pace | Ashley Hinton puts together a number of pacing techniques to keep her class moving. |

CHAPTER 7 – Building Ratio Through Questioning

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| 28 | Cold Call | Gary Lauderdale’s consistent Cold Calling keeps his students focused on the math. |
| 29 | Wait Time | Maggie Johnson gives students think time, encouraging more reluctant scholars to participate. |
| 30 | Wait Time | Boris Zarkhi narrates hands, and tells his students to put their hands down to make full use of the Wait Time he gives them |
| 31 | Wait Time | Colleen Driggs encourages students to go back and look at their notes during think time. |
| 32 | Cold Call | Hannah Lofthus establishes a brisk rhythm with the way that she Cold Calls. |
| 33 | Cold Call | Colleen Driggs explains how she will “Hot Call,” as an opportunity for students to show they are “on fire.” |
| 34 | Cold Call | Jon Bogard makes his Cold Calls predictable and positive, including calling on one student whose “hand was up in [her] mind.” |
| 35 | Call and Response | Janelle Austin keeps her students’ responses sharp. |
| 36 | Call and Response | Jennifer Trapp uses Call and Response to reinforce note-taking skills, grammar rules, and difficult pronunciations. |

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| 37 | Pepper | Art Worrell Peppers his classroom with questions about constitutional amendments. |
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CHAPTER 8 – Building Ratio Through Writing

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| 38 | Everybody Writes | Gillian Cartwright sets up rigorous student-driven discussions with eighteen minutes of pre-thinking in writing. Yes, eighteen minutes! |
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| 39 | Everybody Writes | Rachel Coffin ups the ratio in her classroom by challenging students to complete a sentence that begins with a complex starter. |
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| 40 | Everybody Writes | Lauren Latto teaches her students to sustain their focus in writing for longer periods. |
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| 41 | Show Call | Paul Powell normalizes the process of “good to great” and sends a very clear message about accountability for written work by Show Calling exemplary work. |
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| 42 | Show Call | Katie McNickle Show Calls a number of different students’ work to show different approaches to solving the same problem. |
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CHAPTER 9 – Building Ratio Through Discussion

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| 43 | Habits of Discussion | Yasmin Vargas uses a series of questions and nonverbals to encourage productive discussion. |
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| 44 | Turn and Talk | Rue Ratray uses a variety of methods to keep his Turn and Talks engaging for his students. |
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| 45 | Turn and Talk | Eric Snider uses a series of efficient prompts and follow-ups to keep his Turn and Talks accountable and efficient. |
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| 46 | Turn and Talk | Laura Fern uses a number of different techniques to ensure efficiency, consistency, and rigor in her Turn and Talks. |
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CHAPTER 10 – Systems and Routines

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| 47 | Strategic Investment: From Procedure to Routine | Stephen Chiger delegates roles to create a culture of autonomy in his classroom. |
| 48 | Strategic Investment: From Procedure to Routine | Doug McCurry encourages students to pass in their papers faster and faster with Positive Framing. |
| 49 | Strategic Investment: From Procedure to Routine | Nikki Bowen works through procedures with her students until they become second nature and support student autonomy. |
| 50 | Strategic Investment: From Procedure to Routine | Lauren Moyle’s class transitions from desks to the floor by singing a song about the continents. |
| 51 | Do It Again | Sarah Ott teaches her kindergarteners how to do classroom tasks such as coming together on her signal. |

CHAPTER 11 – High Behavioral Expectations

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| 52 | This clip demonstrates what a culture of high behavioral expectations looks like at maturity. | Erin Michels demonstrates a number of high behavioral expectations in a lesson using “triangular units.” |
| 53 | 100%, Part 1: Radar/Be Seen Looking | Rachel King moves to Pastore’s Perch and scans the room at the moment she wants to monitor her class more closely. |
| 54 | 100%, Part 1: Radar/Be Seen Looking | Patrick Pastore demonstrates effective use of Pastore’s Perch. |
| 55 | 100%, Part 1: Radar/Be Seen | Michael Rubino scans consistently Looking and uses some “moves” to intimate that he is looking carefully. |
| 56 | 100%, Part 2: Make Compliance Visible | Amy Cook makes compliance visible with visible commands like “pen caps on.” |
| 57 | 100%, Part 2: Make Compliance Visible | Ashley Hinton scans the classroom even while she works with individual students. Her vigilance pays off with a happy classroom. |
| 58 | 100%, Part 3: Least Invasive Intervention | Ashley Hinton demonstrates a series of subtle interventions nonverbal used to keep her class focused. |
| 59 | 100%, Part 3: Least Invasive Intervention | Alexandra Bronson subtly resets her whole class via a positive group correction. |

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| 60 | 100%, Part 3: Least Invasive Intervention | Bob Zimmerli and Laura Brandt demonstrate different takes on anonymous individual correction. |
| 61 | 100%, Part 3: Least Invasive Intervention | Jaimie Brillante demonstrates private individual correction by whispering to a student. |
| 62 | 100%, Part 3: Least Invasive Intervention | Jason Armstrong uses a whisper correction to make public corrections feel private. |
| 63 | 100%, Part 3: Least Invasive Intervention | Lucy Boyd uses a variety of different nonverbal interventions to keep her students hard at work during discussion. |
| 64 | 100%, Part 4: Firm Calm Finesse | Channa Comer demonstrates Firm Calm Finesse as her class gets restless. |
| 65 | 100%, Part 5: Art of the Consequence | Ana O'Neil delivers two consequences with grace and calm, and encourages students to get back in the game. |
| 66 | 100%, Part 5: Art of the Consequence | Bridget McElduff demonstrates a number of techniques while giving a productive consequence. |
| 67 | Strong Voice | Christy Lundy uses do not engage in a situation every teacher has seen some version of. |
| 68 | Strong Voice | Jessica Merrill-Brown uses the self-interrupt to keep the full attention of her class even while she's sitting down. |
| 69 | Strong Voice | Mike Taubman uses a series of self-interrupts to ensure student focus. |

CHAPTER 12 – Building Character and Trust

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| 70 | Positive Framing | Janelle Austin demonstrates nearly a dozen ways to narrate the positive. |
| 71 | Precise Praise | Hilary Lewis gives positive reinforcement that provides students a model for success. |
| 72 | Precise Praise | David Javicas privately and genuinely praises replicable student actions. |

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| 73 | | Precise Praise Stephen Chiger doubles back to help a student better see how and why she was successful. |
| 74 | Joy Factor | Roberto de León makes the act of reading joyful. |
| 75 | Joy Factor | Taylor Delhagen lightens the mood by getting in touch with the joyful side of Simón Bolívar. |

? REFLECTION QUESTIONS

Chapter 1 – Gathering Data on Student Mastery **All New!**

1. To more effectively Reject Self-Report, brainstorm a list of four or five targeted questions you could use to check for understanding in a lesson you are currently teaching. Practice with a colleague and see if you can deliver them in a minute or less.
2. How might you Standardize the Format in your classroom in terms of handouts and homework material? In terms of the visual field? What other ways might you standardize your classroom, and in what ways might they improve the overall efficiency of your lessons and your ability to assess student mastery?
3. Select one question from an upcoming lesson. Working with that question,
 - a. Script a follow-up question for a correct response
 - b. Plan one anticipated wrong answer
 - c. Script the first question you'd ask to follow an incorrect response
 - d. Plan your cue and student hand signals

Chapter 2 – Acting on the Data and the Culture of Error **All New!**

1. We all have indicators that tell students when an answer is right or wrong. Brainstorm all of the tells that teachers have, including your own (for example, nodding, smiling).
2. Brainstorm a list of responses you could give to a wrong answer that could help build a Culture of Error in your classroom. (Examples: "I expect there are a lot of different answers here." "That answer is going to be really helpful to us." "You did a lot of smart things to get that answer. Now there's one thing we need to change.")
3. If students are asked to round 246.74 to the nearest hundreds place, what errors are students apt to make? List as many possible student misunderstandings as you can. Plan for how you'd address those misunderstandings.
4. Pick one question in your lesson outline for which you anticipate the need for deep excavation.
 - a. List the potential wrong answers that students might have.
 - b. Discuss why students might give these answers and what correct thinking might lead to an incorrect answer.

Chapter 3 – Setting High Academic Expectations

These questions were previously found in Chapter 1. Question 2 is slightly revised.

1. The chapter presented five techniques for raising academic expectations in your classroom: No Opt Out, Right Is Right, Stretch It, Format Matters, and Without Apology. Which of these will be the most intuitive for you to implement in your classroom? Which will be the toughest, and what will make it difficult?

2. One of the keys to responding effectively to “almost right” answers— reinforcing effort but holding out for top-quality answers— is having a list of phrases you think of in advance. Try to write four or five of your own.
3. Here’s a list of questions you might hear asked in a classroom and the objective for the lesson in which they were asked:
 - $6 + 5 = ?$ Objective: Students will be able to master simple computations: addition, subtraction, multiplication, and division.
 - Who can use the word achieve in a sentence? Objective: Students will be able to increase their vocabulary through drills that explore the use of synonyms, antonyms, and different parts of speech.
 - What is one branch of the US government? Objective: Students will be able to understand the three branches of the US government and how they relate to each other and current events.

Try to think of ten Stretch It questions you might ask for the one that’s closest to what you teach. (This is a great activity to do with other teachers.)

4. Try to imagine the most “boring” content (to you) that you could teach. Now script the first five minutes of your class in which you find a way to make it exciting and engaging to students.

Chapter 4 - Planning for Success

These questions were previously found in Chapter 2

1. Choose an especially large learning standard from the state in which you teach. Before you analyze it, try to guess how many objectives you’d need to truly master it. Now break it up into a series of manageable, measurable objectives that flow in a logical sequence from introduction of the idea to full mastery. Next, try to increase or decrease the number of days you have available by 20 percent. How does this change your objectives?
2. Make a building tour of your school, visiting classrooms and writing down the objectives. Score them as to whether they meet 4Ms criteria. Fix the ones you can and then ask yourself where as a school you need to improve objective writing.
3. Think of a recent lesson you taught, and write out all of the actions from a student’s perspective, starting in each case with an action verb— “Listened to” and “Wrote,” for example. If you feel daring, ask your students whether they think your agenda is accurate. Even more daring is to ask your students to make a list of what they were doing during your class.
4. Make an action plan for your classroom setup:
 - a. What should your default layout be, and what would the most common other layouts look like? Will you use them enough to justify having your students practice moving from one to another?

- b. What are the five most useful and important things you could put on the walls to help students do their work? Are they up?
- c. What things are on your walls that don't need to be? Nominate five to take down.

Chapter 5 – Lesson Structure

These questions were previously found in Chapter 3. Question 3 is NEW

1. Choose one of the following deliberately informal topics and sketch out a lesson plan that follows an I/We/You structure. In fact, you can go one step further by planning a five-step process: I do; I do, you help; you do, I help; you do; and you do and do and do. You don't have to assume you'll be teaching your actual students.
Students will be able to shoot an accurate foul shot.
Students will be able to write the name of their school in cursive.
Students will be able to make a peanut-butter-and-jelly sandwich.
Students will understand and apply the correct procedure for doing laundry in your household.
Students will be able to change a tire.
2. Now take your lesson and design a three- to five-minute hook that engages students and sets up the lesson.
3. Be sure to name the steps in the "I" portion of your lesson. Review them and find four or five ways to make them stickier.
4. Design an Exit Ticket that will allow you to accurately assess student knowledge at the end of the lesson.

Chapter 6 – Pacing

These questions were previously found in Chapter 8

1. Go through a lesson plan you're likely to use in the next week, and if you don't do this already, assign the amount of time you think each activity is likely to take. Now that you have general parameters, go through and find every direction you'll give to your students during the lesson, and designate an amount of time you will allot to each activity. Write a short script for each that makes the amount of time available clear and gives a beginning and end prompt to Brighten Lines.
2. Take the biggest single block of activity in your lesson (as measured in minutes) and try to break it into two or three activities with the same objective but with slightly different presentations. For example, if you had a section of problems for a math lesson on rounding, you might divide it in half, with a clear line between numerical and word problems. Then, between the two sections to make them seem like three, you might insert a brief reflection on what rounding is and why we do it.

Chapter 7 – Building a Ratio Through Questioning

These questions were previously found in Chapter 4

1. Many of the teachers I work with think that of all the techniques in this book, Cold Call is the one with the greatest and fastest capacity to shift the culture of their classroom. Why do you think they feel so strongly about it?

2. Take a lesson plan for a class you're getting ready to teach, and mark it up by identifying three places where it would be beneficial to use Cold Call. Script your questions and write them into your lesson plan. Make some notes about which students you'll Cold Call.
3. Take that same lesson plan and mark it up to add two short sessions of Call and Response. Again, script your questions. Try to ask questions at all five levels, and note the in-cue you'll use.
4. Make a short list of what you want your students to do or think about when you use Wait Time. Write yourself two or three five-second scripts that you can practice and use while teaching to reinforce effective academic behaviors and discipline yourself to wait.

Chapter 8 – Building Ratio Through Writing **All New!**

1. Take a lesson plan for a class you're getting ready to teach, and mark it up by identifying a place where all of your students will write an answer to your question before discussion. Be sure to consider where they will write and what the expectations will be. (Will you collect their work? Are complete sentences required?)
2. Pick a portion of your lesson plan to insert an Art of the Sentence moment. Consider
 - a. Your lesson objective and question
 - b. The level of scaffolding you will provide for students
 - c. Whether you will focus more on participation ratio or think ratio
 - d. What an exemplar Art of the Sentence response would look like and how you would support revision
3. Now plan a Show Call to review and revise your students' Art of the Sentence writing.
 - a. What type of work will you Show Call: an exemplar? an example of a common error? a "good to great" case study?
 - b. How will you narrate the take and the reveal?
 - c. What will students look for in the Show Call analysis, and how will students revise their own work afterwards?

Chapter 9 – Building Ratio Through Discussion **All New!**

1. Thinking in terms of think ratio and participation ratio, what are some of the successes and challenges you have experienced (or anticipate experiencing) using Turn and Talk? How might you amplify successes and minimize challenges?
2. Identify two behaviors you want students to do while in the Turn and Talk. Draft what you will say when you model and describe the behaviors. Script your in-cue and out-cue language and signals, and select a tool to help students generate ideas before talking.

3. Choose one of the questions (or create a new one) from your lesson script that you would like to use as a Turn and Talk. Indicate whether the purpose of your Turn and Talk is to boost Participation Ratio or Think Ratio. Also plan a number of ways you will extend students' thinking after the Turn and Talk.

Chapter 10 – Systems and Routines

These questions were previously found in Chapter 5. Questions 3 is slightly revised.

1. Script the steps and expectations for the five most critical Systems and/or Procedures in your classroom.
2. Make a poster outlining everything your students need to have to be prepared at the beginning of class. Post it on your wall. Practice referring students to it (nonverbally perhaps) before class begins.
3. Make a list of some of the most common requests students make while you are teaching. Determine an appropriate nonverbal signal they can give you to make each request and return to STAR/SLANT. Make a poster with the acronym you use spelled out. Practice pointing at the poster and asking students to return to their seat if they do not ask for and receive your nonverbal approval. (You'll want them to practice recognizing a nonverbal indicating that they should wait, which you should sometimes use if the request comes during key instructional time.)

Chapter 11 – High Behavioral Expectations

These questions were previously found in Chapter 6

1. For each of the common off-task behaviors listed here, write down and practice with a friend or in front of a mirror a nonverbal intervention you could use to correct it while you were teaching:
 - Student slouched in his chair
 - Student with her head down on her desk, eyes up
 - Student with her head down on her desk, eyes hidden
 - Student gesturing distractingly to another student
 - Student persistently looking under his desk for an unidentified something
2. For each of the off-task behaviors in question 1, script a positive group correction and an anonymous individual correction to address them.
3. Make a list of at least five positive student behaviors you could reinforce with nonverbal interventions. Plan a signal for each.
4. Revise the following statements using What to Do to make them specific, concrete, observable, and sequential:
 - "Class, you should be writing this down!"
 - "Tyson, stop fooling around."
 - "Don't get distracted, Avery."
 - "Are you paying attention, Dontae?"
 - "I'd like to get started, please, class."

Chapter 12 – Building Character and Trust

These questions were previously found in Chapter 7

1. The following statements are negatively framed. Try rewriting them to make them positively framed.
 - “We’re not going to have another day like yesterday, are we, Jason?”
 - “Just a minute, Jane. Absolutely no one is giving you their full attention except Noah and Beth.”
 - “I need the tapping to stop.”
 - “I’ve asked you twice to stop slouching, Jasmine!”
2. Consider what specific behavioral traits (hard work, listening to peers, checking or rereading their work, or reading carefully, for example) you most want students to demonstrate in your classroom. For each, write three or four scripts you might use to reinforce them using Precise Praise.
3. Make a list of the situations in which you are most vulnerable to losing your Emotional Constancy. Script a calm and poised comment you might make to the other people involved that also reminds you to remain constant.
4. Brainstorm ten ways you could bring more Joy Factor into your classroom. Use at least four of the types of joy described in the chapter.

ADDITIONAL FEATURES

Video clips: 2.0 will feature 75 new video clips of real teachers demonstrating the techniques in their classrooms. The DVD will still be included in the paper book, but e-book users or those who prefer to view videos online will have the option to access videos on the companion site. . To access the video, please see the instructions on how to create an account using your unique PIN, located near the back of the book. Regardless of the format you own (print or e-book), you can access the video clips on our website,

“See It in Action”: Sometimes it’s just better to see a teacher use a technique in a classroom than to try to picture it. Throughout the book, “See It in Action” boxes encourage you to learn from champion teachers during exemplary moments by coupling video with brief analysis.

“Want More?”: Techniques, in practice, are about as varied as the teachers who use them. “Want More?” boxes try to eliminate some of the mystery by presenting different takes on a number of techniques.

Sidebars: Several ideas that were techniques in the first version of the book are still included in 2.0 as a sidebar. This structure builds a more implicit hierarchy into the book. Throughout the book, sidebars were incorporated to (1) include additional guidance on existing techniques, (2) share brand-new ideas never discussed in version 1.0, or (3) repackage a 1.0 technique in a more stand-alone setting.

“Reflection and Practice”: Reflection and Practice questions at the end of each chapter provide time and space to pause and examine your own teaching, as well as how you might effectively leverage champion techniques in your classroom.

Useful Tools: At the end of each chapter, you’ll find artifacts to support your implementation of the techniques in your classroom and within your school. Many of the tools are located only on the companion website, www.teachlikeachampion.com, so please be sure to access the documents there. You’ll be able to download and modify these tools to fit your particular needs. (Please note that you’ll need to create an account using your unique PIN in order to access this content online.)

BEYOND THE BOOK

Beyond the book, there are more ways to engage with the global community of educators who are using this work in their daily lives. Please join the Teach Like a Champion community through our website, www.teachlikeachampion.com.

Website: The site serves as the main forum for continuing conversations and sharing insights on all things Teach Like a Champion through Lemov's Field Notes blog. The Teach Like a Champion team also shares fantastic free resources on this site, ready to be downloaded and tailored to fit your needs. These include lesson materials, practice activities, student work samples, classroom snapshots, and mini training materials. You'll also find information about Uncommon School's workshops as well as their online training modules, called Plug and Plays.

Version 1.0 outtakes: One of the hardest parts of revising Teach Like a Champion was dropping things that were important and useful in order to make room for things that were more so. For some readers, those sections will be sorely missed. For this reason, the website will include a section where key content from the first version remains accessible. To access outtake material, simply sign in to Your Library at <http://teachlikeachampion.com/yourlibrary/>.

Social media: You can find Doug Lemov and the Teach Like a Champion team through these major social media accounts:

www.facebook.com/TeachLikeAChampion

@TeachLikeAChamp

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