

# Setting High Expectations



FROM TEACH LIKE A CHAMPION

# Technique 1



- No Opt Out

A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.

# Formats



- You provide the answer; the student repeats the answer
- Another student provides the answer; initial student repeats answer
- You provide a cue; student uses it to find answer
- Another student provides a cue; initial student uses it to find answer

# Technique 2



- Right is Right

Set and defend a high standard of correctness in your classroom

# Methods



- Hold out for all the way
  - Simple, positive language to express your appreciation for what a student has done and your expectation that s/he will now march the last few yards
- Answer the question
  - Students cannot offer an answer to a question you didn't ask to avoid answering the one at hand
- Right answer, right time
  - Students cannot work ahead and answer questions out of sequence
- Use technical vocabulary

# Technique 3



- **Stretch It**

The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability.

# Methods



- Ask *how* or *why*
  - Best test of students is whether they can explain their answer
- Ask for another way to answer
  - There are often multiple ways to answer a question
- Ask for a better word
  - Students often begin framing concepts in simplest possible language
- Ask for evidence
- Ask students to integrate a related skill
  - Bring back other mastered skills in context of new problem
- Ask students to apply the same skill in a new setting

# Technique 4



- Format matters

It's not just what students say that matters but how they communicate it.



# Expectations



- **Grammatical format**
  - You should correct slang, syntax, usage, and grammar
    - ✦ Identify the error
    - ✦ Begin the correction
- **Complete sentence format**
  - Answers are always complete sentences
    - ✦ Provide the first few words of a complete sentence
    - ✦ Remind students before they start to answer
    - ✦ Remind students afterward with a quick and simple prompt
- **Audible format**
  - Student must listen to their peers
- **Unit format**
  - All numbers should be “dressed”

# Technique 5



- Without an apology
  - Do not apologize for expectations or teaching worthy content
- Do not apologize for content
  - There is no such thing as boring content
  - Great teachers can find a way to make it exciting, interesting, and inspiring

# Methods



- **Assuming something is boring**
  - We must find a way to make what we teach engaging
  - Never assume that students can't appreciate what's not instantly familiar to them
- **Blaming it**
  - “This material is on the test so we have to learn it.”
  - “They say we have to cover this...”
  - It is better to reflect on the rationale of why it is in the curriculum



- Making it “accessible”
  - It is great to find a way to connect kids to the content, but it cannot dilute the standards
- Alternatives to apologizing:
  - This is one of the things you’re going to take real pride in knowing
  - When you’re in college, you can show off how much you know about...
  - Don’t be rattled by this. There are a few fancy words, but once you know them, you’ll have this down
  - This is really tricky. But I haven’t seen much you couldn’t do if you put your minds to it
  - I know you can do this. So I’m going to stick with you on this question

# Reflection and Practice



Answer the following questions on your own:

1. We discussed five techniques for raising academic expectations: 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? Which will be the toughest, and what will make it difficult?



2. Here's a list of questions you might hear asked in a classroom and the objective in which they were asked:

- $6 + 5 = ?$  *Objective:* TSWBAT master simple computations
- Who can use the word *achieve* in a sentence? *Objective:* TSWBAT 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:* TSWBAT understand the three branches of the US government and how they relate to each other and current events
- Think of 3 Stretch It questions you might ask for EACH of the following situations.



3. One of the keys to responding effectively to “almost right” answers is having a list of phrases you think of in advance. Read the following phrases and identify the ones that match your style the best. Then write four of five of your own.

- I like what you’ve done. Can you get us the rest of the way?”
- We’re almost there. Can you find the last piece?
- I like most of that.
- Can you develop that further?
- Okay, but there’s a bit more to it than that.
- \_\_\_\_\_ just knocked a base hit. Who can bring him home?