Strong Voice

1. If you repeat ten short little 30-second instructions each day all year,_____.

2. If you spend two weeks at the beginning of the year waiting for 100% attention twenty times a day for 15 seconds each time,____

Analyze Some Champions
What does each teacher fully expect from their students?
How do these teachers use verbal and nonverbal cues to help get it?
Why are teacher expectations critical to this strategy?

Strong voice is the intermingling of six strategies that get and keep <u>100%</u> attention from <u>every</u> student <u>every</u> time it is required.

6 Fundamentals of Strong Voice

1. Formal Register:
2. Square Up, Stand Still
3. Quiet Power
4. Economy of Language
5. Do not talk over
6. Do not engage

Script & Practice
Rewrite the scenario using the principles of strong voice.

Engineer Efficiency and Strategic Investment

Analyze Some Champions Think about the procedures this teacher has in place and how he must have arrived at this efficiency. What did the teacher do? What did the students do? Why is this important?

Three Criteria for Strong System Design

At the design stage, strong procedures and systems share four criteria to Engineer Efficiency:

- **Simple**: Teach students the simplest right way to do something using consistent cues so that it is easy for you to recall it and for students to replicate it with regularity.
- **Double Planned**: Plan for what you and your students will do at every step as well as which materials will be used and by whom.
- **Minimally Narrated**: Minimize teacher narration to keep students focused on the most important points or steps of your procedure so their trains of thought can stay relatively uninterrupted.

Install Your System, Part 1: Roll-Out

Student ownership of classroom systems is the key to their success. It's worth taking the time to plan your Roll-Out for each system to build student buy-in. A Roll-Out is a public explanation of some aspect of your classroom and its culture. Use it to explain what is going to happen during the system and why.

There are two keys to the effective Roll-Out of any system:

- Start with the Why: Explain how systems will help students succeed. Show that it's not about you (the teacher); it's about working together towards a common goal.
- Model and Describe: Efficiently teach systems and procedures by describing them as you show students what they look like in action.

Vision of Success – Reading Transition

Once students master this routine, they will be able to...

Switch from the kidney table into their independent practice seats without questions or confusion, remembering to take all of their materials, and immediately beginning their independent practice or sitting in ready position at the kidney table. Though two groups will be moving simultaneously, each will know the correct path and they will not bump into or distract each other.

Goal Time (If applicable): *Upon mastery, this should take....under 20 seconds*

Step #	Teacher Will...	Deliberate Practice Students Will...	Potential Pitfall	How to Practice
1	Say "Stand Up" Scan and give positive and corrective feedback using non-verbals and laser-quick corrections.	• Stand behind their chairs, tuck them in, and wait with calm bodies.	• Students won't realize they need to tuck their chairs. • Students will pick up their folders too soon. • Students will start to move before the cue.	• Use non-verbals and explicit feedback to clarify when the folders get picked up. • Model for students how to tuck their chairs and wait patiently.
2	Say "Switch" Scan and give positive and corrective feedback using non-verbals and laser-quick corrections.	• Pick up their folders. • The group at the kidney table (group A) will move to the path closest to the windows and wait while the independent group (group B) lines up in the aisle. • Group A will move into their assigned desks and begin working on their packets. • Group B will walk to the kidney table and take their seats, waiting for instruction to begin.	• Students will get confused about which group they are in. • Students will walk into the desks while the other group is still seated. • Students won't know which desk to sit in.	• Have students raise hands to identify their group and give feedback. Use challenge to make fun. • Model waiting in the aisle before going to your desk. Have students practice this as isolated step. • Model for each child where their seat is.

Script & Practice

Routine	
Vision of Success	
The "why"	
Goal Time (upon mastery it should take)	

Materials Needed	Pre-preparation needed			
Step-by- Step Expectations	**Teacher Will...**	**Student Will...**	**Potential Pitfalls**	**How to practice**

Strong Start

Watch as a Champion teacher practices this technique.

Analyze Some Champions

"Strong starts build positive momentum and engage students in productive habits from the moment students arrive."

"Do Now is a powerful tool for both assessing understanding and ensuring that students engage with important academic content."

Fundamentals of Strong Start

1. Same place every day
2. Self-managed
3. Short and sweet
4. Review and Preview

Create a script on how you will teach your students your procedure of: **Do Now**

Cold Call:

Think about it:

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Watch as a Champion teacher practices this technique.

Analyze Some Champions

Cold Call is calling on students regardless of whether they've raised their hands or not"... increases student engagement and participation, allows the teacher to more efficiently check for understanding, and increases think ratio.

Draft your own rollout and Action Plan: Practice your rollout with a partner or a group!

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Seat Signals

Seat signals let students attend to necessary business (being excused to use the bathroom, sharpening pencils, and so on) without distracting the class or taking up learning time. Students should be able to signal their requests:

1. Nonverbally
2. From their Seats
3. Unambiguously
4. Without being a distraction

Watch as a Champion teacher practices this technique.

1. What are the teachers doing?
2. What are the students doing?
3. Why is this technique important?

Roll Out Your System:

A "rollout speech" tells your students in advance that you're going to use a technique and explain why and how they should respond. By rolling out the technique, you head off any potentially awkward misunderstandings and publicly commit yourself to trying it.

1. Decide what signals you need to have in place.
2. Teach your Seat Signals to the whole class and have students practice them in unison.
3. Teach students how to interpret your signaled response.
4. Post the signals.
5. Accept no substitutes.

4 M's

Fundamentals

1. Manageable
    a. Can this be taught in a single lesson?
2. Measurable
    a. How will you know students mastered the skill?
    b. Exit tickets (or the name you want to call them)
    c. CFUs
3. Made First

4. Most important

Let's Critique Some Objectives		
	What's missing	**Rewrite**
Students will see why Shakespeare is the greatest author in the English language and possibly in all languages.		
Students will develop a four-point list of criteria for whether a group of words is a complete sentence.		
Students will be able to name parts of a cell and describe their functions.		
Students will discuss chapter 2 of *To Kill a Mockingbird.*		

<u>**Exit Tickets**</u>

Assess What's Most Important

The purpose of an Exit Ticket is not to assess students on every aspect of your lesson. An effective Exit Ticket focuses on the core of the day's objective. Ask questions that reveal both (1) what students can do and (2) their underlying thinking.

Fundamentals of Exit Tickets

1. Vary Format
2. Vary Rigor
3. Short and Sweet
4. Most important

What evidence suggests that the Exit Ticket is an exemplar?

Examine the good (but not great) sixth-grade science Exit Ticket below. As you read, consider: What two recommendations would you give the teacher to strengthen his Exit Ticket?

I Do

Analyze Some Champions

1. Looking at your objective and the key understandings that students need to have in order to master it. How will you explain those key concepts
2. What will be the key points of confusion? Given that answer, where should you emphasize your points most clearly?
3. What are your key points
4. Write your I do to make it easy to remember in the moment
5. Plan-with objective (4ms), Script and Edit
6. Practice delivering the I do (are you adding any extraneous words)
7. Internalize the Lesson and Build Time Stamps

Draft an I do script for the following problem

1. There is ⅓ of pizza left over after lunch. If four friends share the leftover pizza equally what portion of a pizza would each friend eat.