Key Idea: Positive Framing means using positive language to motivate and inspire

students when you are making corrections or encouraging them to sustain effort.”

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| Analyze Some Champions **As you watch the champion write down keywords or phrases that represent positive framing.**  |
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**6 Fundamentals of Positive Framing**

1. **Live in the now**. Don’t harp on the past. Instead of saying, “Keana, stop looking back at Tanya, say, “Keana, I need your eyes forward.”
2. **Assume the best**. Until you know a student has a bad intention, remain positive. If you say, “Just a minute, class. I asked for chairs pushed in, and some people decided not to do it,” this assumes disrespect, laziness, or selfishness. Instead try, “Just a minute, class. Some people seem to have forgotten to push in their chairs.”
3. **Allow plausible anonymity**. When possible, correct students without using their names. “Class, check yourself to make sure you’ve done what I’ve asked.”
4. **Build momentum, and narrative the positive**. Don’t narrate it when students do not follow directions. Avoid, “I’m still waiting on some of you,” and try, “I’ve got almost everybody now!”
5. **Challenge!** Kids love a challenge, so frame a direction as one, “Let’s see if we can get these papers in 12 seconds!”
6. **Talk expectations and aspirations.** When your class is doing well, tell them you feel like you’re among future presidents, doctors, and artists.

**Practice scenario: You signal that you’d like students to stop their independent work and turn their attention to a peer, but two students are still working on their assignments. Practice crafting a statement that Assumes the Best and Allows Plausible Anonymity at the same time.**

**Plan your combined Assume the Best/Allow Plausible Anonymity redirection in the space below.**

As you plan, ensure your statement:

* Attributes behavior to positive intent
* Tells students exactly what they should do
* Doesn’t name individual students
* Uses Economy of Language



**NO OPT-OUT**

**Key Idea:** How to get ALL students to exert effort and not give up. You ask a question, and a student shrugs his shoulders and says, “I don’t know.” Rather than moving to the next student, learn the technique.

**Silent Solo**:

1. List as many reasons as you can for why students might not answer your questions.

2. What happens if you allow students not to answer the questions you ask?

**ANALYZE The Champions.**

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| **Shadell Purefoy** | **Derek Pollak** |
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**FUNDAMENTALS of No-Opt-Out**

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

**Facing Resistance**

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| **If a student says...** | **I will Respond….**  | **Other Things I could do**  |
| Nothing...but shrugs head.  | “Ok listen to what “peers name,” says I will be coming back to you for an answer. | Look calm  |
| I don't know with sarcasm.  |  |  |
| I already told you, I don't know. (with frustration)  |  |  |
| Are you asking me? I didn't have my hand raised. |  |  |
| Why are you always calling on me? |  |  |

**No Opt-Out Roll Out**

In the space provided, plan how you want to roll out these systems. Make sure that you:

1. Explain the purpose in a way that cultivates student buy-in.
2. Clearly model and describe the steps involved with executing the system.
3. Maintain economy of language.



**Everybody Writes**

Key Idea: Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.

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| Analyze Some Champions What is effective about their use of wait time? How does each teacher narrate hands? What do you notice about tone and delivery? |
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**Fundamentals of Everybody Writes**

1. It often allows you to select effective responses to begin your discussion since you can review your students’ ideas in advance by circulating and reading over shoulders.
2. It allows you to cold call students simply and naturally since you know everyone is prepared with thoughts, and you can merely ask, “What did you write about, Ariel?” to kick things off.
3. It allows you to give every student, not just those who can get their hands up fast, the chance to be part of the conversation.
4. Processing thoughts in writing refines the thoughts.
5. You set standards or steer students in a direction you think is especially fruitful.
6. Students remember twice as much of what they are learning if they write it down.

**Everybody Writes Silent Solo**

1. What are some benefits or advantages of using Everybody Writes in your classroom?
2. When could you implement Everybody Writes in your classroom?
3. What are some ways that you could “Take it to the next level” using Everybody Writes?