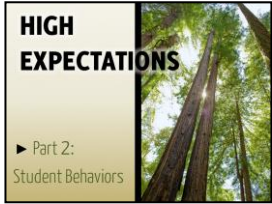



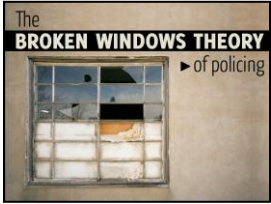









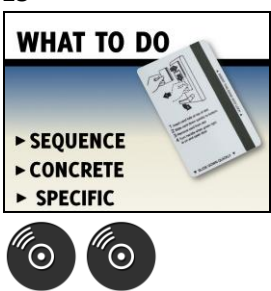





HIGH EXPECTATIONS | Part 2: The Students







Objective: The following leader notes and corresponding PowerPoint are provided by the Curriculum and Instruction Department to school leaders as a support in training faculty members on timely and important subjects. Please feel free to use as is, or revise to best fit the needs of your faculty/staff.

<p>1</p> 	<p>The first “High Expectations” MicroPD focused on the expectations for ourselves as teachers. This time we will be talking about the expectations that we have of our students. How high should they be? How do we help students know, and then reach, our expectations of them?</p>
<p>2</p> 	<p>Today’s presentation will explore three big ideas and three fairly simple techniques. All of these help us get a handle on ways to better manage our students’ behaviors and communicate to them the high standards that we have for them. The three big ideas, which we’ll talk about first and with a bit of specificity, have been given “catchy titles” by Doug Lemov in his book <u>Teach Like a Champion</u>. They are: 100 Percent, What To Do, and Strong Voice.</p>
<p>3</p> 	<p>Then we’ll look briefly at three simple techniques, also with catchy titles: Do it Again, Threshold, and No Warnings.</p> <p>But before we do anything, we need to talk about one practice that is essential to helping our students maintain high behavioral expectations.</p>
<p>4</p> 	<p>There are countless elements that contribute to a successful classroom experience for teachers and students. Many of them are rather minor ones, but they all add up to an overall positive or generally negative class.</p> <p>Student behavior, and the way in which teachers manage it, is one of the most important of these “details.” One of the things that effective teachers learn is that when it comes to managing students you have to sweat the small stuff. That is, as we’ll see in today’s presentation, ALL students need to have good behavior. And teachers need to expect it ALL the time. We have to be continually vigilant to take care of small problems before they become big problems. That is, effective teachers help students deal with small behavior issues, immediately, and every time they occur, to prevent them from becoming habits, patterns, the status quo, or even acceptable.</p>

<p>5</p> 	<p>This is sometimes called the “Broken Windows Theory of Policing.”</p> <p>It goes something like this: <i>If you keep the graffiti erased, pick up the trash, and immediately fix broken windows, you help prevent being buried in these problems. If you let a few little problems slide by, it will only encourage others to contribute the problem.</i></p> <p>There will probably always be issues to deal with in terms of student behaviors, but they should be dealt with immediately and with as little fanfare as possible to prevent their becoming problems.</p> <p>You will want to keep this idea in the back of your mind as we talk about ideas today; how important it is to do them with consistency.</p>
<p>6</p> 	<p>The first big idea is called 100 Percent.</p> <p>One of the critical techniques for a teacher is to accept nothing less than 100% from students when they respond to directions. It is far too common for teachers to become very accepting of noncompliance, usually because they arrive a point in which they no longer really expect all students to actually do what they have asked. This becomes a negative influence in the classroom and, perhaps more importantly, it puts a student’s learning at risk.</p>
<p>7</p> 	<p>One thing to remember is that if the class, or a single student, is having trouble, you don’t have to make a big deal. You can use eye-contact, a “teacher look,” or proximity as a first method of correction, or a quick reminder to the class or pausing for a quick, whispered comment to a specific student may work. If not, a lightning-quick, public correction followed by a friendly “thanks” may do the trick.</p>
<p>8</p> 	<p>If the teacher intervenes immediately, when the problem is still small, it’s easy to remain calm. Be calm. Calm but firm. Classroom control isn’t a power play – students should comply with instructions because it benefits their learning. Remember that misbehavior doesn’t hurt the teacher, it impairs student learning. Remind them firmly: “Trevor, you will need this information to complete today’s assignment. So here is what you need to do...”</p>
<p>9</p> 	<p>Effective teachers also emphasize compliance that is visible. If we ask students to do something that is “easy to see” then it is easier for them to do. For example: “Pencils down, eyes on me” is an instruction which is much easier for students to do than “Okay now, everyone pay attention.”</p>

<p>10</p> 	<p>Many students – probably more than we suppose – don’t comply with teacher instructions because <i>they really don’t know what to do</i>. If a student doesn’t really, or doesn’t fully, understand an expectation, then it is very unlikely they will meet it.</p>
<p>11</p> 	<p>We can solve a lot of this problem for students by being more specific. We know that explicit instruction is important, and this also extends also to information we give students about our behavioral expectations. Think about being “solution oriented” when you give initial instructions or behavioral corrections. What do you really need the student to do? Asking a student to “be quiet” may give them the impression that noise level is really your only concern. What you actually need to happen is more than for them just to stop talking. Tell them what you really want.</p>
<p>12</p> 	<p>Doug Lemov refers to the importance of “sweating the details” when we work with students’ expectations. Really, this is an issue of specificity. If we REALLY need student work to be formatted in a specific way, or we REALLY need the desks to be placed in certain positions, then students are going to benefit – their behavior will improve – if we give them a detailed picture of what we’re looking for, by for example placing taped marks on the floor indicating desk positions.</p>
<p>13</p> 	<p>Being concrete is a lot like asking for behavior which is observable. But now we’re talking about instructions which are physical, simple, and commonplace. “Let’s not leave the room a mess” is not a very concrete instruction and will likely lead to disappointing results. A better approach might be to show a drawing of what an elementary student’s desk should look like when they leave, or provide a designated box for assignments to be placed in, etc.</p>
<p>14</p> 	<p>Finally, students find it easier to meet the high expectations of the teacher if there are logical steps they can follow in order to reach them. Although the “how to” of compliance may seem obvious to the teacher, it is probably less obvious to many students. “Do this, then this, and finally that” can be helpful for them.</p>
<p>15</p> 	<p>If we look at the elements of “What To Do” all together we get an idea of what it really means: Make it crystal clear – and therefore easy – for students to understand not just WHAT our expectations are, but HOW to reach them. When instructions are specific, with concrete things to do, and a sequence to follow, our expectation of compliance can be much higher.</p> <p>You may want to pause at this point and watch Clip 14 and Clip 15 from the DVD. They demonstrate several of the characteristics of both 100% and What To Do. Discuss with teachers which elements they observed the teacher use.</p>

<p>16</p>  <p>Formal pose is the default register of an effective teacher.</p>	<p>Strong Voice is the third big idea we'll look at. The key element of strong voice this, that formal pose is the default register of an effective teacher.</p> <p>But what does this mean? I'm distributing a short excerpt from Teach Like a Champion to each of you. Let's take a couple of minutes to read it silently. It'll help us understand the terms "register" and "pose" as they apply to a teacher's "strong voice."</p>
<p>17</p>  <p>► <i>economy of language</i></p>	<p>Ask: How is "economy of language" an important part of this? Please turn and share with a neighbor.</p> <p>[Strong voice is not for idle chit chat, or friendly conversation. It is to the point. It is clear and concise.]</p>
<p>18</p>  <p><i>economy of language</i> ► <i>do not talk over</i></p>	<p>Ask: How is "do not talk over" an important part of this? Please turn and share with a neighbor.</p> <p>[Strong voice means that you stop talking, rather than raise your voice to compete with others.]</p>
<p>19</p>  <p><i>economy of language</i> <i>do not talk over</i> ► <i>square up-stand still</i></p>	<p>Ask: How is "square up, stand tall" important? Please turn and share with a neighbor.</p> <p>[Strong voice means that you face your students, you look at them, you stop doing other things to focus on the act of communicating directly to them.]</p>
<p>20</p> 	<p>While none of the three big ideas is particularly difficult to do, developing the habit of using them to help students reach our high expectations for their behavior may be. It takes practice to embed these into the way we routinely deal with students. They are the second-nature of experienced, effective teachers. It is a "teacher skill" and it takes practice.</p>
<p>21</p> 	<p>Let's talk briefly about three additional techniques than can also help us: They are Do It Again, Threshold, and No Warnings.</p>

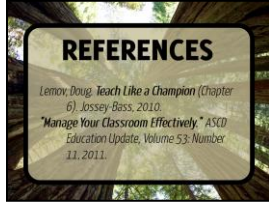
<p>22</p>  <p>DO IT AGAIN and again and again until we have it right</p>	<p>Do It Again is about student practice. It is about improvement. And it recognizes the fact that high expectations for student behavior are not always met on the first try. Knowing this, effective teachers will help students by giving them the chance to improve; the chance for a do-over.</p>
<p>23</p>  <p><i>Students benefit from a short feedback loop.</i></p> <p>DO IT AGAIN</p>	<p>The do-over – whether it is for lining up, retrieving materials, finding a location in the textbook, or whatever – happens immediately. And it may happen repeatedly until a behavior is mastered at a high standard. This short feedback loop is critical for kids. They may forget HOW to do what we want if we simply wait for the next time it comes up in instruction. If we let this happen, noncompliance is really an issue of inability rather than defiance. Let your students, that is, help your students, do it again until you’re certain they really know how and certain that you mean to insist on your standard!</p>
<p>24</p> <p>THRESHOLD <i>Expectations begin the minute your students enter your classroom</i></p> 	<p>The principle of threshold establishes that there is an atmosphere of high expectations in your classroom. It sets your classroom apart from the hallway, the cafeteria, the commons. When students enter your room, they KNOW the expectations are higher and they know what they are.</p>
<p>25</p> <p>THRESHOLD</p> <ul style="list-style-type: none"> ▶ Greet students ▶ Establish rapport ▶ Set the tone ▶ Preview the lesson 	<p>There are many things a teacher can do to help students quickly adopt a mindset of high behavioral standards as soon as they enter their classroom. Some teachers greet students with a friendly hello, or even a handshake. This establishes rapport and helps students know that the teacher cares, is aware, and is also in charge.</p> <p>Some teachers may find it especially helpful to give students a “heads-up” for the day as they enter: “Don’t forget we have a quiz.” “Did you bring your assignment? I’m collecting them today.”</p>
<p>26</p> <p>NO WARNINGS</p>  <p><i>“Use minor interventions and small consequences without hesitation.”</i></p>	<p>Finally, there is the principle of “no warnings.” This is not a harsh “zero tolerance” policy, though the name might sound that way. No, this is the principle of helping students every time they need help. Reminding – and sometimes reprimanding – immediately and consistently helps students.</p> <p>Effective teachers do not give warnings, but use consequences all the time. Generally, those consequences are simply a firm instruction.</p>
<p>27</p> <p>NO WARNINGS</p>  <ul style="list-style-type: none"> ▶ act EARLY ▶ act RELIABLY ▶ act PROPORTIONATELY 	<p>Several things will help a teacher use the principle of “No Warnings.” Consequences – or corrections – must be given early and consistently. As soon as you notice a problem, talk to the student. Let them know what is expected and what they need to do NOW to comply. As we’ve said earlier today: be specific and concrete and firm.</p> <p>If students continue to struggle with your behavioral standard, the consequences should grow incrementally. We don’t want to be unpredictable, so be sure to send the message that we are trying to help the student reach our high expectations without immediately resorting to extreme consequences OR without ignoring their behavior.</p>

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One final thought: If we want to become good at using the "Broken Windows Theory" to help students achieve high behavioral expectations we have to realize that there are going to be broken windows to fix! Police are constantly removing the smallest graffiti. Homeowners repair leaky faucets BEFORE there is a big problem. If a small crack is repaired...well, you get the idea. So don't give up when you see a broken window. Take a deep breath, and fix it, knowing that there will be another one tomorrow, but at least the wall won't fall in.

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References:

Lemov, Doug. *Teach Like a Champion* (Chapter 6). Jossey-Bass, 2010.

"Manage Your Classroom Effectively." ASCD Education Update, Volume 53: Number 11, 2011.