

# Teach Like a Champion - AITSL

Check for Understanding			Academic Ethos			Ratio			Five Principles of Classroom Culture		
TLAC	EI	APST	TLAC	EI	APST	TLAC	EI	APST	TLAC	EI	APST
Gathering Data on Student Mastery			Setting High Expectations			Building Ration Through Questioning			Systems and Routines		
<p><b>1. Reject Self-Report</b> - Replace functionally rhetorical questions with more objective forms of impromptu assessment</p>	12. Monitor student performance closely.	1.2 Understand how students learn 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	<p><b>11. No Opt Out</b> - Turn 'I don't know' into success by ensuring that students who won't try or can't answer practice getting it right</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities	<p><b>32. Wait Time</b> - Allow students time to think before answering. If they aren't productive with that time, narrate them toward being more productive.</p>	8. Use clear and concise language 10. Provide guided and supported practice.	3.3 Use teaching strategies 3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities	<p><b>45. Threshold</b> - Meet your students at the door, setting expectations before they enter the classroom.</p>	7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities
<p><b>2. Targeted Questioning</b> - Ask a quick series of chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period</p>	11. Require frequent responses.	5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments	<p><b>12. Right is Right</b> - When you respond to answers in class, hold out for answers that are 'all the way right' or all the way to your standards of rigor.</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 8. Use clear and concise language.	1.1 Physical, social and intellectual development and characteristics of students 3.5 Use effective classroom communication 4.1 Support student participation	<p><b>33. Cold Call</b> - Call on students regardless of whether they've raised their hands.</p>	10. Provide guided and supported practice. 11. Require frequent responses	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities	<p><b>46. Strong Start</b> - Design and establish an efficient routine for students to enter the classroom and begin class.</p>	7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour
<p><b>3. Standardize the Format</b> - Streamline observations by designing materials and space so that you're looking at the same, consistent place every time for the data you need</p>	4. Design organised and focused lessons	4.1 Support student participation 4.2 Manage classroom activities 3.4 Select and use resources	<p><b>13. Stretch It</b> - Reward 'right' answers with harder questions</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 8. Use clear and concise language.	1.1 Physical, social and intellectual development and characteristics of students 2.1 Content and teaching strategies of the teaching area 3.5 Use effective classroom communication	<p><b>34. Call and Response</b> - Ask your class to answer questions in unison from time to time to build energetic, positive engagement.</p>	10. Provide guided and supported practice. 11. Require frequent responses	3.3 Use teaching strategies 4.1 Support student participation	<p><b>47. STAR/SLANT</b> - Teach students key baseline behaviours for learning, such as sitting up in class and tracking the speaker, but using a memorable acronym such as STAR or SLANT</p>	7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities
<p><b>4. Tracking, Not Watching</b> - Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions.</p>	12. Monitor student performance closely	1.1 Physical, social and intellectual development and characteristics of students 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments	<p><b>14. Format Matters</b> - Help your students practice responding in a format that communicates the worthiness of their ideas.</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 8. Use clear and concise language.	2.1 Content and teaching strategies of the teaching area 3.3 Use teaching strategies 3.5 Use effective classroom communication	<p><b>35. Break it Down</b> - When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can</p>	10. Provide guided and supported practice. 3. Break down complex skills and strategies into smaller instructional units	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies	<p><b>48. Engineer Efficiency</b> - Teacher students the simplest and fastest procedure for executing key classroom tasks, then practice so that executing the procedure becomes a routine</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation
<p><b>5. Show Me</b> - Flip the classroom dynamic in which the teacher gleans data from a passive group of students. Have students actively show evidence of their understanding.</p>	13. Provide immediate affirmative and corrective feedback.	3.6 Evaluate and improve teaching programs 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments 5.4 Interpret student data	<p><b>15. Without Apology</b> - Embrace- rather than apologize for- rigorous content, academic challenge, and the hard work necessary to scholarship.</p>	5. Begin lessons with a clear statement of the lesson's goals and your expectations 1. Focus instruction on critical content.	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.5 Literacy and numeracy strategies 3.1 Establish challenging learning goals	<p><b>36. Pepper</b> - Use Pepper as a fast-paced, vocal review to build energy and actively engage your class</p>	10. Provide guided and supported practice. 14. Deliver the lesson at a brisk pace	3.3 Use teaching strategies 4.1 Support student participation	<p><b>49. Strategic Investment: Procedure to routine</b> - Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual.</p>	7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities
<p><b>6. Affirmative Checking</b> - 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.</p>	13. Provide immediate affirmative and corrective feedback.	5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments 5.4 Interpret student data							<p><b>50. Do It Again</b> Give students more practice when they're not up to speed- not just doing something again, but doing it better, striving to do their best.</p>		3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities

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Acting on the Data and the Culture of Error			Planning For Success			Building Ratio Through Writing			High Behavioural Expectations		
<p><b>7. Plan for Error</b> - Increase the likelihood that you'll recognize and respond to errors by planning for common mistakes in advance.</p>	<p>6. Review prior skills and knowledge before beginning instruction 12. Monitor student performance closely</p>	<p>2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 5.2 Provide feedback to students on their learning 5.4 Interpret student data</p>	<p><b>16. Begin With the End</b> - Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.</p>	<p>6. Review prior skills and knowledge before beginning instructions</p>	<p>3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs</p>	<p><b>37. Everybody Writes</b> - Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss.</p>	<p>6. Review prior skills and knowledge before beginning instruction 10. Provide guided and supported practice. 15. Help students organise knowledge</p>	<p>3.3 Use teaching strategies 5.1 Assess student learning</p>	<p><b>51. Radar/Be Seen Looking</b> - Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking</p>		<p>4.1 Support student participation 4.2 Manage classroom activities 4.4 Maintain student safety</p>
<p><b>8. Culture of Error</b> - 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</p>	<p>10. Provide guided and supported practice.</p>	<p>2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 5.2 Provide feedback to students on their learning</p>	<p><b>17. 4 M's</b> - Use four criteria to write an effective lesson plan objective, making it manageable, measureable, made first, and most important</p>	<p>1. Focus instruction on critical content 4. Design organised and focused lessons</p>	<p>3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources</p>	<p><b>38. Art of the Sentence</b> - Ask students to synthesize a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.</p>	<p>10. Provide guided and supported practice. 15. Help students organise knowledge</p>	<p>2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies</p>	<p><b>52. Make Compliance Visible</b> - 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.</p>		<p>3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety</p>
<p><b>9. Excavate the Error</b> - Have students correct or revise their own work, fostering an environment of accountability for the correct answer.</p>	<p>12. Monitor student performance closely 8. Use clear and concise language.</p>	<p>2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 5.2 Provide feedback to students on their learning 5.4 Interpret student data</p>	<p><b>18. Post It</b> - Display your lesson objective where everyone can see it and identify your purpose.</p>	<p>6. Review prior skills and knowledge before beginning instructions 8. Use clear and concise language.</p>	<p>3.4 Select and use resources 3.5 Use effective classroom communication</p>	<p><b>39. Show Call</b> - Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing- regardless of who volunteers to share.</p>	<p>10. Provide guided and supported practice. 12. Monitor student performance closely 13. Provide immediate affirmative and corrective feedback.</p>	<p>4.1 Support student participation 5.2 Provide feedback to students on their learning</p>	<p><b>53. Least Invasive Intervention</b> - Maximize teaching time and minimize 'drama' by using the subtlest and least invasive tactic possible to correct off-task students</p>		<p>3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 7.3 Engage with the parents/carers</p>
<p><b>10. Own and Track</b> - Have students correct or revise their own work, fostering an environment of accountability for the correct answer.</p>	<p>12. Monitor student performance closely 11. Require frequent responses</p>	<p>2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 5.2 Provide feedback to students on their learning</p>	<p><b>19. Double Plan</b> - as you plan a lesson, plan what students will be doing at each point in class</p>	<p>6. Review prior skills and knowledge before beginning instructions</p>	<p>4.1 Support student participation 4.2 Manage classroom activities</p>	<p><b>40. Build Stamina</b> - 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.</p>	<p>10. Provide guided and supported practice. 16. Provide distributed and cumulative practice</p>	<p>3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.5 Use effective classroom communication 4.2 Manage classroom activities</p>	<p><b>54. Firm Calm Finesse</b> - Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.</p>		<p>3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour</p>

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Acting on the Data and the Culture of Error			Planning For Success			Building Ratio Through Writing			High Behavioural Expectations		
						<b>41. Front the Writing</b> - Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing.	10. Provide guided and supported practice. 15. Help students organise knowledge	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 4.2 Manage classroom activities	<b>55. Art of the Consequence</b> - Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent and depersonalized.		3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour
									<b>56. Strong Voice</b> - Affirm you authority through intentional verbal and non verbal habits, especially at moment when you need control	8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities
									<b>57. What to Do</b> - Use specific, concrete, sequential and observable directions to tell students what to do, as opposed to what not to do.	7. Provide step-by step demonstrations 8. Use clear and concise language.	3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities

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			Lesson Structure			Building Ratio Through Discussion			Building Character and Trust		
			<b>20. Do Now</b> - Use a short warm-up activity that students can complete without instruction or direction from you to start class every day. This lets the learning start even before you begin teaching	1. Focus instruction on critical content	2.1 Content and teaching strategies of the teaching area 4.1 Support student participation	<b>42. Habits of Discussion</b> - 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.	8. Use clear and concise language. 10. Provide guided and supported practice. 11. Require frequent responses	3.3 Use teaching strategies 3.5 Use effective classroom communication	<b>58. Positive Framing</b> - Guide students to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback.		3.5 Use effective classroom communication 4.1 Support student participation 5.2 Provide feedback to students on their learning
			<b>21. Name the Steps</b> - Break down complex tasks into steps that form a path for student mastery	2. Sequence skills logically 3. Break down complex skills and strategies into smaller instructional units	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies	<b>43. Turn and Talk</b> - Encourage students to better formulate their thoughts by including short, contained pair discussions- but make sure to design them for maximum efficiency and accountability	8. Use clear and concise language. 9. Provide an adequate range of examples and non-examples 10. Provide guided and supported practice. 11. Require frequent responses	2.1 Content and teaching strategies of the teaching area 3.3 Use teaching strategies 4.1 Support student participation 4.2 Manage classroom activities	<b>59. Precise Praise</b> - Make your positive reinforcement strategic. Differentiate between acknowledgement and praise.		3.5 Use effective classroom communication 4.1 Support student participation 5.2 Provide feedback to students on their learning
			<b>22. Board=Paper</b> - Model and shape how students should take notes in order to capture information you present.	1. Focus instruction on critical content	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 3.3 Use teaching strategies	<b>44. Batch Process</b> - Give more ownership and autonomy to students- particularly when your goal is a discussion- by allowing for student discussion without teacher mediation, for short periods of time or for longer, more formal sequences.	8. Use clear and concise language. 10. Provide guided and supported practice. 11. Require frequent responses 16. Provide distributed and cumulative practice	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies	<b>60. Warm/Strict</b> - Be both warm and strict at the same time to send a message of high expectations, caring and respect.		3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities
			<b>23. Control the Game</b> - Ask students to read aloud frequently, but manage the process to ensure expressiveness, accountability, and engagement	11. Require frequent responses 8. Use clear and concise language.	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.5 Use effective classroom communication				<b>61. Emotional Constancy</b> - Manage your emotions to consistently promote student learning and achievement.		3.5 Use effective classroom communication 4.1 Support student participation
			<b>24. Circulate</b> - Move strategically around the room during all parts of the lesson.	10. Provide guided and supported practice.	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies				<b>62. Joy Factor</b> - Celebrate the work of learning as you go.		3.3 Use teaching strategies 3.5 Use effective classroom communication 4.1 Support student participation
			<b>25. At Bats</b> - Because succeeding once or twice at a skill won't bring mastery, give your students lots and lots of practice mastering knowledge or skills.	10. Provide guided and supported practice. 9. Provide an adequate range of examples and non-examples 16. Provide distributed and cumulative practice	2.1 Content and teaching strategies of the teaching area 3.3 Use teaching strategies 5.1 Assess student learning						
			<b>26. Exit Ticket</b> - End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.	12. Monitor student performance closely	5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgments						

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			Pacing								
			<b>27. Change the Pace</b> - Establish a productive pace in your classroom. Create 'fast' or 'slow' moments in a lesson by shifting activity types or formats.	4. Design organised and focused lessons	3.3 Use teaching strategies						
			<b>28. Brighten Lines</b> - Ensure that changes in activities and other mileposts are perceived clearly by making beginning and endings of activities visible and crisp	4. Design organised and focused lessons 10. Provide guided and supported practice	3.3 Use teaching strategies 4.1 Support student participation						
			<b>29. All Hands</b> - Leverage hand raising to positively impact pacing. Manage and vary the ways that students raise their hands, as well as the methods you use to call on them.	4. Design organised and focused lessons 13. Provide immediate affirmative and corrective feedback. 12. Monitor student performance closely	3.3 Use teaching strategies 3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities						
			<b>30. Work the Clock</b> - Measure time- your greatest resource as a teacher- intentionally, strategically and often visibly to shape both you and your students' experience in the classroom	12. Monitor student performance closely 14. Deliver the lesson at a brisk pace 4. Design organised and focused lessons	4.1 Support student participation 4.2 Manage classroom activities						
			<b>31. Every Minute Matters</b> - Respect students' time by spending every minute productively	4. Design organised and focused lessons	2.1 Content and teaching strategies of the teaching area 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies						