

Rosen shine

"The best way to become an expert is through practice—1000s of hours of practice. The more practice, the better the performance."



"research works best when it is a tool not a mandate—adapted and applied by professionals to meet a specific goal."

Teach Like Champion

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More CFU means more processing, greater long-term retention and better teacher understanding in terms of gaps. Very effective teachers avoid seeking nods from pupils and use targeted questioning to find misconceptions

Check student understanding

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Obtaining a high success rate at each stage of delivery will build solid foundations and avoid entrenching misconceptions. Moving on too quickly will reduce effectiveness and affect those pupils reaching clarity more recently.

Obtain high success rate

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Scaffolds are **temporary** supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of a "cognitive apprenticeship" leading to competence and independence.

Scaffolds for difficult tasks

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Rigorously monitored practice or overlearning secures success and competence which will automatize recall and reduce load on working memory. Facts, concepts, and discriminations will be clear for subsequent learning.

Independent practice

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The effort involved in recalling recently-learned material embeds it in long-term memory to develop extensive and available background knowledge. The more this happens, the easier it is to connect new material.

Daily, weekly & monthly review

Technique 1: Reject Self Report

Replace functionally rhetorical questions with more objective forms of impromptu assessment in order to raise pupil accountability and teacher understanding of learning.

Technique 2: Targeted Questioning

Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time period.

Technique 7: Plan for Error

Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance.

Technique 4: Tracking, Not Watching

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.

Technique 10: Own and Track

Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

Technique 6: Affirmative Checking

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.

Technique 12: Right is Right

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 rigour.

Technique 15: Without Apology

Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship. Aim high with expectations and challenge and build support.

Technique 35: Break it Down

When a student makes an error, provide just enough help to allow her to 'solve' as much of the original problem as she can.

Technique 21: Name the Steps

Break down complex tasks into simple steps that form a path for student mastery.

Technique 57: What to Do (AC)

Use specific, concrete, sequential, and observable supports to show students what to do: identifying how to model and explain effectively in order to scaffold hard academic tasks.

Technique 9: Excavate Error

Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.

Technique 37: Everybody Writes

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

Technique 41: Front the Writing

Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing and have the opportunity to work independently prior to feedback.

Technique 43: Turn and Talk

Encourage students to better formulate their thoughts by including short, contained pair discussions-but make sure to design them for

Technique 40: Build Stamina

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.

Technique 20: Do Now

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.

Technique 6: Affirmative Checking

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.

Technique 13: Stretch It

When reviewing pupil understanding improve academic rigour by rewarding 'right' answers with harder questions.

Technique 16: Begin With The End

Progress from unit planning to lesson planning. Define the objective, decide how you'll assess it, and then choose appropriate lesson activities.