

Ch	Main points/techniques	Do this
1. Themes	1. Cognitive architecture development = building LTM, managing WM 2. Habits accelerate learning by freeing WM 3. Students learn about what they attend to 4. Motivation is social 5. Teaching well is relationship building	<ul style="list-style-type: none"> have routines normalize paying attention and taking part teach well to build good relationships
2. Lesson Preparation	<ul style="list-style-type: none"> Planning = deciding what, preparation = deciding how ...using these techniques: 1. Exemplar Planning: write out your answers to your questions, helps you notice what is wrong/why it's wrong and change their thinking 2. Plan for Error: ask 'what will they get wrong/misunderstand', how to help in advance/during, avoid curse of the expert 3. Delivery Moves: plan for all students interacting with lots of questions/retrieval practice 4. Double Plan: means plan not just what you are doing but also what the students are doing. Booklets have everything in one place, promote pace, clear adaptable road map 5. Knowledge organizers: KOs have vocab + knowledge structured appropriately to enable students to engage fully 	<ul style="list-style-type: none"> consciously prepare, not just plan WRITE DOWN the answers to the qs you will ask identify misunderstandings in advance + how to help plan who will participate + how plan time stamps extra backup qs plan segues to prior material use packets/booklets with 'striver' questions use knowledge organizers often
3. Check for understanding (CfU)	6. Replace self-report : students are poor judges of their understanding 7. Retrieval practice : plan spaced recall/apply multiple examples of learned material/skills after a period of forgetting 8. Standardize the format : keep style e.g. booklets the same for ease of data collection 9. Active observation : write down what you see – you won't remember their progress 10. Show me : use methods where all students present at the same time that you can assess at a glance 11. Affirmative checking : either you check, or they check that they are ready to move on 12. Culture of error : 'I taught it but did you learn it' checks work if Ss are safe to make mistakes – work hard using your response to wrong AND right answers 13. Show call : finding and studying mistakes with openness and fascination is gold, but ask permission to share, student examples are better than using a rubric 14. Own and track : If you aren't really clear about correct answers Ss can go away confused (some studies show incorrect examples support negative knowledge)	<ul style="list-style-type: none"> never say 'do you understand' use cold calling with planned qs use retrieval practice/other data gathering in the same format plan for what to observe/record about their progress use mini-whiteboards/hand signals for show me plan for 'sign offs' (yours or theirs) delay the right answer, welcome errors, praise risk-taking discuss mistake making openly as a group (using 'we') write down right answers + why wrong answers were wrong
4. Academic Ethos	15. No Opt Out : your words and tone indicate what you expect, which is all engage – sometimes make it super simple to get opt in 16. Right Is Right : you are the arbiter of 'right' – use it wisely and accurately, get a range of 'nearly there' phrases, and streamline 17. Stretch It : make the reward for 'right' = harder questions, make a culture that embraces that because of the insight it gives you 18. Format Matters : in teaching English, in science it means precision in language and phrasing – they won't know unless you tell them 19. Without Apology : don't apologise for the difficulty or extent, don't say it's boring, make challenge fun	<ul style="list-style-type: none"> develop range of strategies to deal with 'opting out' to get opt in hold out for 'all the way right' if poss or be honest if it's near but not there stretch by asking follow-up/more diverse questions be vigilant about the 'say it like I say it' be explicit about the vigilance describe the fun of learning hard things
5. Lesson Structures	20. Do Now : starting quickly with a quality task sets them up to expect pace and rigour , go over quickly, reinforce that they are doing well 21. Take the Steps : always remember the ' curse of knowledge ', you're an expert, they're novices and learn differently 22. Board = Paper : note-taking is a skill that must be taught , progressively build habits 23. Accountable Independent Reading : sustained, focussed independent reading of challenging material is one of the most useful activities 24. FASE Reading : Fluency, Accountable, Social, Expressive in reading aloud 25. Circulate : there's a plane that starts at the first row of desks 26. Exit Ticket : are quick , yield data , are predictable , can be Do Nows	<ul style="list-style-type: none"> make a routine of quick written 'Do Now' that needs no instruction always break it down at the start plan to fade guidance/model teach good note-taking ramp up challenge of reading with clear accountability tools break the plane, move around systematically, whisper, support use exit tickets or stamps
6. Pacing	27. Change the Pace : aim for ' flow ' not speed, continuously monitor, don't change too quickly or be too novel 28. Brighten the Lines : clearly indicate the start and stop points of activities for added pace 29. All Hands : make hands up the norm by varying reasons for doing it. 30. Work the Clock : time is the greatest resource – measure it 31. Every Minute Matters : use every minute for learning- prep questions for gaps	<ul style="list-style-type: none"> change it up: direct instruction, turn and talk, qs from you, indep practice use a distinct cue at the start/end vary the way they raise hands for buy in use odd times, use countdowns prep/have 'back-pocket' questions

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7. Building Ratio Through Questioning	<p>There are 5 purposes for questions: discovery/ application/ CfU/ retrieval practice/ perception-based.</p> <p>We want high Thinking Ratio AND high Participation Ratio.</p> <p><u>32. Phrasing Fundamentals</u>: Ss won't answer if it's too obvious, don't bait then switch the question</p> <p><u>33. Wait time</u>: wait time increases thinking – tell them that, narrate what they can think about then stop talking</p> <p><u>34. Cold Call</u>: helps build an inclusive, rigorous happy classroom with voice equity, accountability, CfU, pacing, but care with hands down all the time</p> <p><u>35. Call and Response</u>: getting everyone to say things together gives a chance to practice, increases energy/enthusiasm, enhances cohesion</p> <p><u>36. Means of Participation</u>: be super explicit about what participation you want/frontload instructions e.g. without shouting out/on your mini whiteboard</p> <p><u>37. Break It Down</u>: after a wrong/insufficient answer give smallest viable hint being careful not to reduce rigour by breaking it down too much</p>	<ul style="list-style-type: none"> ask perception questions that pre-empt understanding for novices make the question worth thinking about get comfortable with long wait times and stopping talking make Cold Call positive, natural, predictable, universal, intentional use 'question... pause... name' use call and response... 'after me, 1, 2, 3' teach them your routines, be explicit about what you want from the question give hints that still mean they think e.g. rules, first step, example/non-example
8. Building Ratio Through Writing	<p><u>38. Everybody Writes</u>: formative (not summative) writing prompts throughout class, finding out, so 'what are some...' not 'what are the..',</p> <p><u>39. Silent Solo</u>: changing how they write changes how they think, make it an expectation, explain how silence improves focus</p> <p><u>40. Front the Writing</u>: it's usually at the end, but inject writing earlier so they've had time to think, and can better revise thinking</p> <p><u>41. Art of the Sentence</u>: developmental writing and syntactic control through deliberate practice</p> <p><u>42. Regular Revision</u>: revise at the level of sentence to shorten feedback loop, more precision in language</p>	<ul style="list-style-type: none"> encourage writing with 'stop and jot', then 'what did you write about?' include <i>silent</i> reflections/answers that last minutes do activity → writing → discuss for richer discussions + add 're-write' give sentence starters for deeper thinking suggest revisions by adding words/starters
9. Building Ratio Through Discussion	<p><u>43. Turn and Talk</u>: boosts participation/thinking, less threatening, you can listen in, but pitfalls: misinformation, off topic, not listening well</p> <p><u>44. Habits of Discussion</u>: a good discussion features useful comments that relate/connect ideas, not natural must be taught</p> <p><u>45. Batch Process</u>: establishing short sequences to have peer-to-peer discussions</p> <p><u>46. Disciplined Discussion</u>: needs topic and shared model of what it means to discuss something, manage the meta by feedback/modelling</p>	<ul style="list-style-type: none"> teach Turn & Talk expectations at the start set time limit, care with content teach discussion skills, attention, responses let students speak in a row without comment model how to respond in discussions
10. Procedures and Routines	<p><u>47. Threshold and Strong Start</u>: routines (what they do automatically) can be academic, cultural, procedural, all save time</p> <p><u>48. Habits of Attention</u>: what we attend to is what we learn, SLANT/STAR helps with distraction</p> <p><u>49. Engineer Efficiency</u>: well-designed (simple, planned, quick) procedures save time, hack attention, focus on the important</p> <p><u>50. Routine Building</u>: rollout, outline, model/describe, practice, praise, reboot when necessary (and it may be many times)</p> <p><u>51. Do It Again</u>: regular intervention to maintain proficiency, sets standard of excellence, promotes culture, reusable, ends with success</p>	<ul style="list-style-type: none"> explicitly establish routines Day1 – door to Do Now incl. resources, seating, homework teach sit up, track, appreciate, rephrase double plan every step of procedures script procedures make time to install routines develop Props =what Ss when you praise insert do-overs to practice proficient routines
11. High Behavioral Expectations	<p><u>52. What to Do</u>: directions need to be specific, concrete, sequential, observable, as concise as possible</p> <p><u>53. Radar and Be Seen Looking</u>: looking shows you care</p> <p><u>54. Make Expectations Visible</u>: make sure you can quickly observe if they've done it</p> <p><u>55. Least Invasive Intervention</u>: non-verbal interventions, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, consequence</p> <p><u>56. Firm, Calm Finesse</u>: Rules: catch it early, value purpose over power, 'thank you' is the strongest phrase, use universal language, bright face, use your confirmation glance</p> <p><u>57. Art of the Consequence</u>: a just, fair, manageable consequence is an act of caring, should be incremental, quick, consistent, as private as possible, depersonalised that maintain pace, get back on track</p> <p><u>58. Strong Voice</u>: people respond to tone, expression, body language as well as words for a strong presence so shift your register, show both shoulders/stand still, use economy of language, quiet presence, self-interrupt, time and place</p>	<ul style="list-style-type: none"> think through/script directions for clarity make sure you can see, and be seen to be looking often 'books open in front of you' not 'books out' use interventions -100% on task all the time consciously balance public/private correction and praise use the rules for calm finesse use bounce back statements to show path to success is available plan fair incremental consequences that you explain to them stop for instructions tone it down to calm
12. Building Student Motivation and Trust	<p><u>59. Positive Framing</u>: Rules: assume the best, live in the now, plausible anonymity, narrate the positive and build momentum, challenge, talk expectations and aspirations</p> <p><u>60. Precise Praise</u>: reinforce actions not traits, offer objective-aligned praise, differentiate acknowledgement from praise, modulate and vary your delivery</p> <p><u>61. Warm/Strict</u>: make decisions based on long-term commitment to Ss growth not popularity</p> <p><u>62. Emotional Consistency</u>: keep your emotions in check – if emotional walk slow, criticize behavior not people, don't globalize, take your relationship out of it</p> <p><u>63. Joy Factor</u>: serve up joy with passion, enthusiasm, humour, joy = success after hard work or awe and wonder or as a result of flow</p>	<ul style="list-style-type: none"> before you speak think positive focus on what they can do not what was mix up the 'excellent' be a 'warm demander' explain what you're doing and why use 'you didn't' not 'you don't' show consequences are temporary address behaviour not individual aim for joy not fun, or fun only sometimes smile, show your joy