

Teach Like a Champion

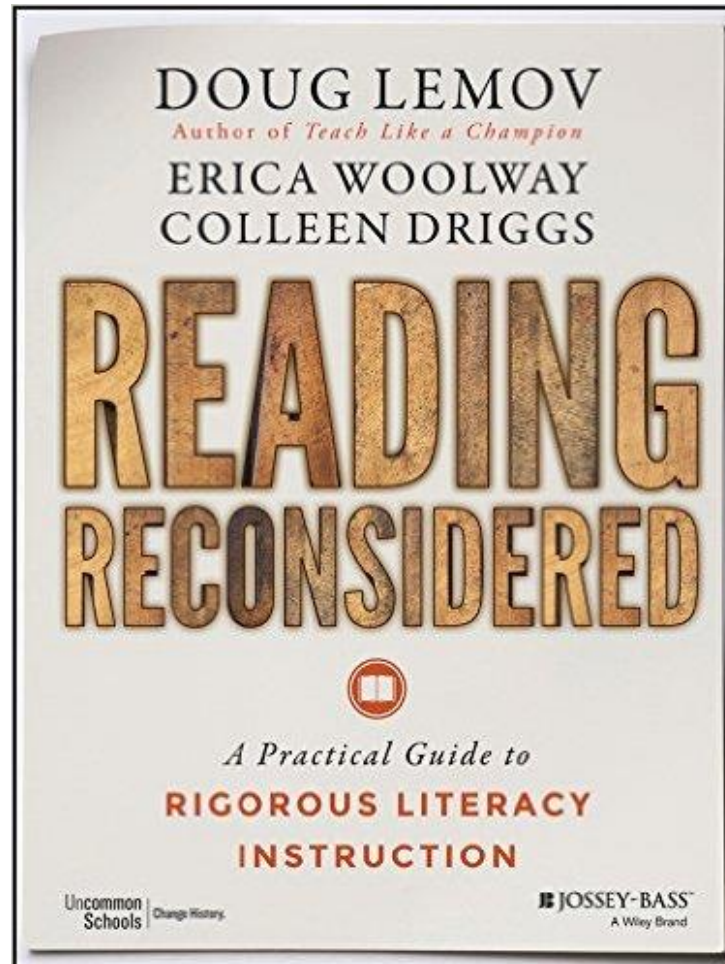
A close-up photograph of a guitar amplifier's control panel. The panel is made of a light-colored wood-grain material. On the left, there is a black switch labeled "CHANNEL SELECT" and a black knob labeled "INPUT". A black cable with a silver metal connector is plugged into the "INPUT" jack. To the right of the input jack, there are several silver knobs, with the first one labeled "VOLUME". Above the knobs, there is a label "Clean Channel" with a horizontal line. The background is dark and out of focus.

Everybody Writes

We Study Teachers



Today's Topics



Literary Cocktail Party

- The best book you've read in the last year and your guilty pleasure reading



Literary Cocktail Party



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- The hardest thing you've ever had to write

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- Setting in which you're best able to write. Describe food, accessories, beverages, time of day, and choice of music

Literary Cocktail Party

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- The hardest thing you've ever had to write
- Setting in which you're best able to write. Describe food, accessories, beverages, time of day, and choice of music
- The title of your forthcoming novel about the life of a school leader or teacher

Everybody Writes—Part 1

Instructions: Carefully review the data set on page 2 and jot down your initial thoughts on the following:

What are some useful insights that you might share from observing this data set?



The Size of Things

The most common objects used in analogies of the form "the size of a ____" in English books.



Everybody Writes—Part 2

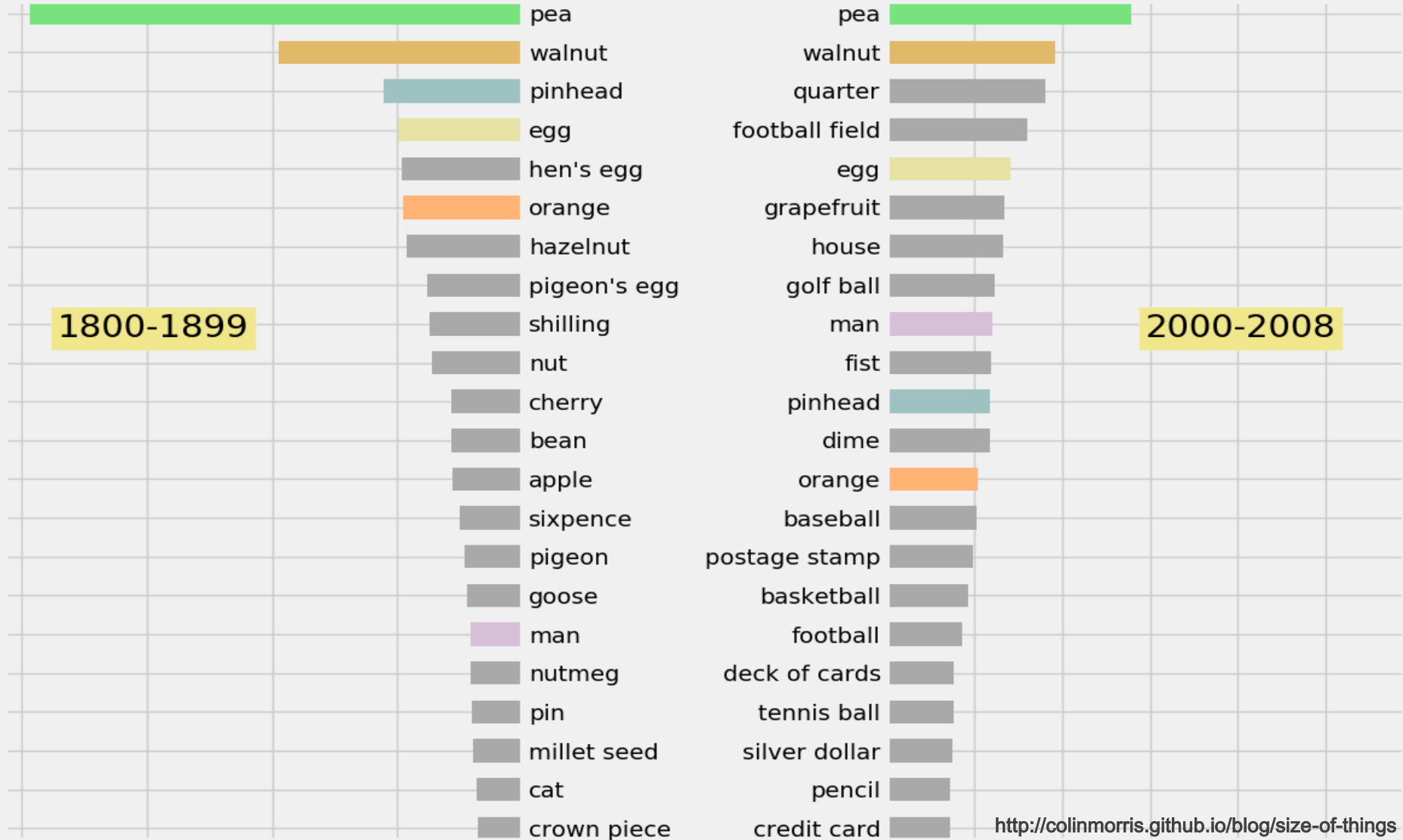
Instructions: Now respond in writing to the following prompt.

Make an argument about the history of the given comparisons and provide three pieces of evidence to support your claim.



The Size of Things

The most common objects used in analogies of the form "the size of a ____" in English books.



<http://colinmorris.github.io/blog/size-of-things>

source: books.google.com/ngrams

Reflection

Prompt 1: What are some useful insights that you might share from observing this data set?

Prompt 2: Make an argument about the history of the given comparisons and provide three pieces of evidence to support your claim.

Compare and contrast these prompts.



Reflection (cont'd)

- What was your experience and/or process in the second round of writing? How did it compare to the first round?
- What might it have been like to respond to the second question without having responded to the first?



Three Types of Writing

Summative

Writing that asks students to express a final fully-formulated idea, often using an explicit structure.

“What was the author’s purpose in writing this passage? Explain how her specific diction demonstrates this.”

Formative

Writing that asks students try to think in writing and develop ideas in the course of writing about them. Formative writing often happens “mid-stream” and allows students to react before they have fully decide what they think. “Did Esperanza make the right decision in giving away her doll?” “Make some initial observations about the data set.”

Developmental

Writing designed to teach students how to write and specifically to expand their syntactic control.* *It must be embedded in the content you’re teaching* so that students have plenty to say and are driven to express something with their sentences. “Try to describe the data set in a complete sentence. Strive to use the word ‘correlation.’”

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“What was the author’s purpose in writing this passage? Explain how her specific diction demonstrates this.”

Formative

Writing that asks students try to think in writing and develop ideas in the process. Formative writing often happens in the moment, before they have a chance to react. *Esperanza* make the right decision in giving away her doll?” “Make some initial observations about the data set.”

The focus of this session

Developmental

Writing designed to teach students how to write and specifically to expand their syntactic control.* *It must be embedded in the content you’re teaching* so that students have plenty to say and are driven to express something with their sentences. “Try to describe the data set in a complete sentence. Strive to use the word ‘correlation.’”

Key Idea



Support students in developing their ability to “think in writing” by offering frequent, low-stakes **Formative Writing** opportunities.

Objectives

A close-up, slightly blurred photograph of a student with dark hair, wearing a green sweater, sitting at a desk and writing in a notebook with a yellow pencil. The background shows other students and classroom materials, creating a sense of a busy learning environment.

- Analyze techniques teachers use to plan and lead frequent **Formative Everybody Writes** moments in which students develop their ideas in writing.
- Use planning and practice to improve our ability to lead more (and better) **Everybody Writes** opportunities for students.

Agenda

Frequent and Formative

Front the Writing

Show Call

Formative Writing Montage



What is effective about the use of **Everybody Writes** in each of these classrooms?

Uncommon Schools

**Will Beller, Keith Desrosiers,
Maggie Johnson & Jamila Davis**

Formative Writing Montage

Everybody Writes Clip 2748 "Formative writing montage."

Frequent and Formative

Incorporate short bursts of writing throughout class to allow students to develop their ideas through writing instead of always justifying and explaining a fully formed idea.*

Formative vs. Summative



Review the list of Formative and Summative writing prompts.

- What do you notice about the Formative Writing prompts?
- What's the synergy between the two types of writing?
- How might you think about balancing the two?

Keys to Formative Writing Prompts

Content:

- Include words like *think*, *conjecture*, *possibly*, *suppose*, *might*, *consider*, etc.
- Encourage students to begin the process of exploring ideas versus stating a single answer
- Anticipate later Summative Writing prompts

Keys to Formative Writing Prompts

Delivery:

- Maintain standards for quality and effort (even if the writing is slightly less formal)
- Make the prompt visible for students to refer to (on their paper and/or on the board)
- Systematize Formative Writing by using consistent language each time
- Affect and language encourage risk-taking and idea development
- Make it seem like writing is an exciting opportunity to explore ideas

Stop and Jot Speed Play & Practice

Plan

Plan Stop and Jots for three moments in your lesson. Examples on pages 7 and 9 for reference.

Practice

Work in groups of three:

- Rotate around the group, practice delivering each of your Stop and Jot prompts

Success Point

- Prompt and affect encourage risk-taking and/or idea exploration

Reflection and Action Planning



What's one concrete action step you can take to incorporate **Formative Writing** at your school?

Agenda

Frequent and Formative

Front the Writing

Show Call

Arielle Hoo



What is the impact of **Everybody Writes** in Arielle's classroom?

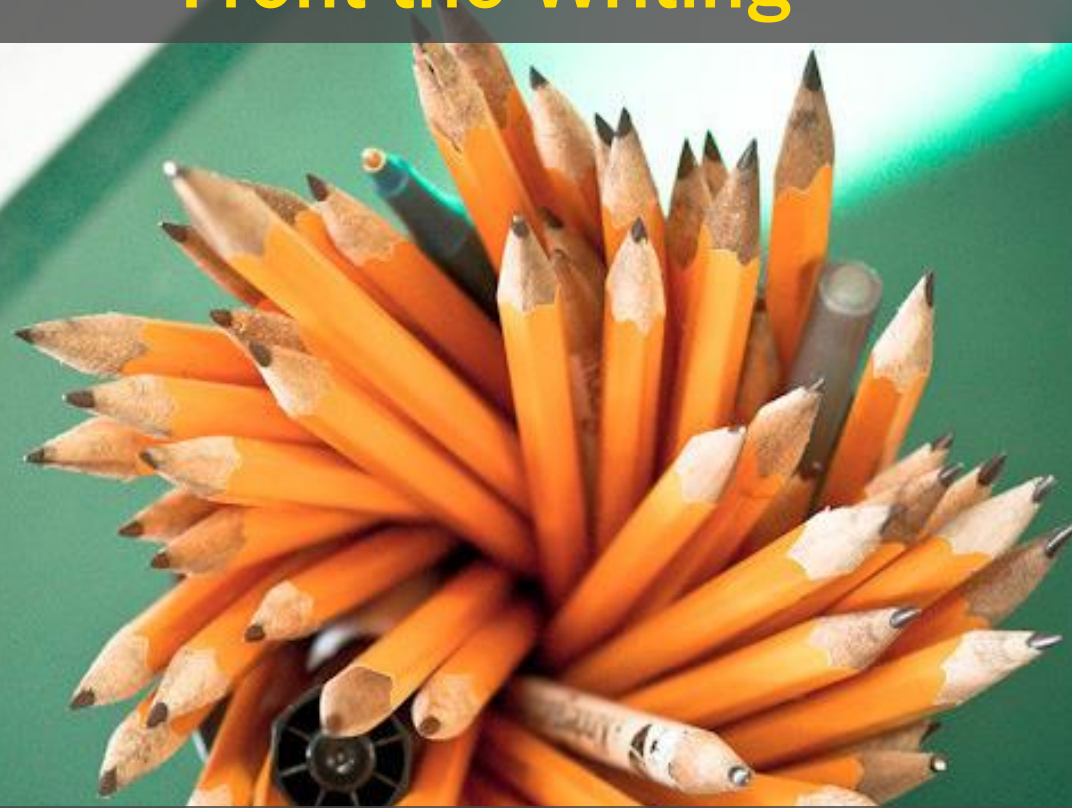
Uncommon Impact

Arielle Hoo

North Star Vailsburg Middle School
Grade 8 Math

Everybody Writes Clip 2462 "Conjectures."

Front the Writing



Arrange lessons so that writing comes before discussion to ensure that students think rigorously in writing and regularly refine it with revision.

Front the Writing Student Example

Choose one of the **Front the Writing** examples.

Analyze: How does it effectively support Front the Writing?

Adapt: What are some adaptations you would make?

Everybody Writes #1: What does the figurative language in the first and second stanza tell us about the flowers?

Notes from Discussion Tracker

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Reflection and Action Planning



What's one concrete action step you can take to incorporate **Front the Writing** at your school?


Agenda

Frequent and Formative

Front the Writing

Show Call

Show Call

A photograph of a stage with red curtains and stage lights. The curtains are a vibrant red color and are hanging in vertical folds. Several stage lights are visible at the top of the frame, casting a warm glow on the curtains. The background is dark, suggesting a theater or stage setting.

Make writing public. This honors and celebrates it, builds in accountability for best-effort and allows you to make student work the center of your classroom.

Paul Powell



Brittany Rumph



How do Paul and Brittany build a positive culture around sharing work publicly?

Uncommon Schools

Paul Powell

Troy Prep Middle School
Grade 6 Math

Cold Call Clip 0957 "Track Jada."

Uncommon Impact

Brittany Rumph

True North Rochester Prep Elementary
Grade K Writing

AOS Clip 2500 "Artful sentence."

Three Purposes

- **Accountability for Written Work:** Publicly reviewing written work motivates students to do their best work.
- **Normalize “Better”:** Teach students how to evaluate, build on, and revise what they wrote.
- **Model Exemplar Work:** Spotlight outstanding written work to show students what is possible and how they can replicate success.

Follow the Rules of Cold Call

- **Be Positive:** It should not be a “gotcha.” Signal that you *Show Call* to help them succeed.
- **Be Systematic:** All students should feel like they are eligible for a *Show Call*; when it comes, the class should stay focused on the written work.
- **Be Predictable:** Let students know when a *Show Call* is coming.

Show Call Planning: Questions to Consider

What to take?	When?	How Many?
Correct Work	Mid-Stream	Single Participant
Erroneous Work (Common Error)	End Point	Multiple Participants
Good to Great Work (include “Grows” and “Glows”)	Post-Revision	

Show Call Planning Activity

Plan

Plan a Show Call moment for the Front the Writing prompt and follow-up you have printed on page 13 of your handout.

- When in this series of questions will you show call?
- What type of work will you take?
- How many pieces of work will you show?

Be prepared to share your plan with a partner and exchange feedback

Final Reflection

Choose one of the ideas we've studied today and reflect in writing on how it can influence thinking in the classroom:

- Frequent and Formative
- Front the Writing
- Show Call

LIKE A CHAMPION



Teach Like a Champion 2.0 is now available! Learn more about the new edition [here](#).


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DOUG LEMOV'S FIELD NOTES
Reflections on teaching, literacy, coaching, and practice.


ALL NOTES TEACHING & SCHOOLS COACHING & PRACTICE SEARCH THE BLOG **SUBMIT**

03.18.15 **LETTER FROM NEW ORLEANS: TEACH LIKE A CHAMPION FOR PEER TUTORS**



A couple of weeks ago I got an email from Evan Stoudt, Freshman Dean and Algebra teacher at Sci Academy in New Orleans—one of my favorite schools. I find them especially reflective about how to combine real college prep academic rigor with loving attention to the in-school (and often out-of-school) lives of their students. Evan mentioned...

03.12.15 **WHEN (ESPECIALLY) TO 'REJECT SELF-REPORT'**



Technique #1 in the new Teach Like a Champion 2.0 is "Reject Self-Report." The idea being that we should listen for the students when, having just taught something or explained a concept, we ask students questions like "Did you understand?" or "Did everyone realize, are you following?"

03.12.15 **WHY 'EVERYBODY GOT IT?' IS FUNCTIONALLY RHETORICAL**

Welcome to Field Notes. I've named this blog to emphasize the idea that just about everything in my books is someone else's brilliant idea. My idea was just to write it down. I like the role of the observer and think there's a lot of power in it. Think about it—there isn't a problem in teaching or learning that someone somewhere hasn't solved. We just need to find them and take some field notes. So, join me here for discussion and observations related to Teach Like a Champion, Practice Perfect, and whatever else fits under the banner of teaching and practice.

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Behavior and Culture



Joy Factor



Systems and Routines



Strong Voice: Going Formal



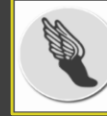
Developing & Maximizing Radar



Private Individual Correction



Art of the Consequence



Strong Start



Least Invasive Intervention



What To Do



Precise Praise

Engaging Academic S



Art of the Sentence



Show Call



Turn and Talk



Format Matters



Circulate



Plan for Error

Reading



Close Reading Bursts



Explicit Vocabulary

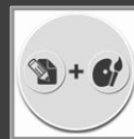


Implicit Vocabulary



Embedding Nonfiction

Bundles



Writing Intensive Bundle



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May we recommend...

