



Teacher Actions Checklist

Teacher: _____ Observer: _____ Day(s): _____

Teacher Strengths:

Hard work	Student engagement	Effort
Professionalism	Behavior Management	Determination
Care for students	Growth Mindset	Ayin Tova
Creativity of lessons	Relationships	Ownership

Lesson Design

Common Board/Objectives/Agenda/HOTs are present in the classroom

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Students are creating a product to demonstrate mastery of a lesson

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Lesson plans are organized and following pacing guide

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Lesson covers core topics with appropriate attention and rigor (i.e. Math, English, Science, and Social Studies in General Studies)

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Behavior Management

Positive, warm, firm tone with students/strong teacher voice

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Rules are clear (specific, measurable, and sequential)

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Appropriate narration of behavior and redirecting of off task behavior

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Students are following teachers' rules

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher is “sweating the details” and consistently reinforcing high standard of behavior

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

PBS/classroom management system is being followed:

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Lesson Implementation

Entry routine is being followed. The class starts in a purposeful and efficient manner

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher is using technology or strong hook to engage students in lessons

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Clear instructions and expectations for student work

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher is using checks for understanding to ensure mastery

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Exit ticket, assessment, or final product to diagnose mastery

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Students are actively working and writing during instruction or independent work

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher is actively supporting/giving feedback on student work while kids are working

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Time is spent efficiently in the class. Transitions between subjects are smooth. No wasted time.

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Differentiated instruction is occurring in the class

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Classroom Environment

Floors of classroom are clean

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Student desks are organized. The teacher *teaches*, enforces, and reteaches his/her system of organization.

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Inside and outside boards are updated with student work

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Rules/expectations posted

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Student folders and binders are organized along a clear system *enforced* by the teacher. Students taking notes/doing schoolwork on a grubby, torn, loose half sheet of paper is no system. Folders and binders must include checks/grades from teachers updated regularly (daily and/or weekly) with feedback

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Class textbooks and books are organized

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Other

Assignments/Homework are posted/graded on time

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher maintains a parent communication log and proactively message each parent minimally once a month

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher responds to all parent emails within 24 hours. Our hallmark is proactive, positive, and consistent communication

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher shows up to work on time

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

Teacher attends all faculty meetings

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

***Project Based Learning* taking place in the class.**

High Quality: Satisfactory: Approaching Standard: Not Satisfactory:

TOP 3 AREAS OF GROWTH

1.

2.

3.

Teach Like a Champion Techniques Checklist

Setting High Academic Expectations					
Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
1. No Opt Out	A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.				Click Here
2. Right Is Right	Set and defend a high standard of correctness in your classroom				Click Here
3. Stretch It	A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI)				Click Here
4. Format Matters	It's not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.				Click Here
5. Without Apology	The skill of not apologizing for students is critical not only in the				Click Here

	introduction and framing of material but in reacting to students' response to it.				
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Planning That Ensures Academic Achievement

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
6. Begin with the End	Teaching by methodically asking how one day's lesson builds off the previous day's, prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.				Click Here
7. 4 Ms	A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee).				Click Here
8. Post It	Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.				Click Here
9. Shortest Path	All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.				Click Here

10. Double Plan	It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.				Click Here
11. Draw The Map	Control the physical environment to support the specific lesson goal for the day				Click Here

Structuring & Delivering Your Lessons

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
12. The Hook	A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.				Click Here
13. Name The Steps	Subdivide complex skills into component tasks and build knowledge up systematically.				Click Here
14. Board = Paper	Students learning how to be good students by learning to take notes and retain a record of their knowledge.				Click Here
15. Circulate	Moving strategically around the room during all parts of a lesson.				Click Here
16. Break It Down	In regards to student error or guess, conceptualize the original				Click Here

	material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.				
17. Ratio	Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.				Click Here
18. Check For Understanding	Gather data constantly on what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.				Click Here
19. At Bats	Lessons should include as many repetitions as possible.				Click Here
20. Exit Ticket	Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.				Click Here
21. Take A Stand	Push students to actively engage in the ideas around them by making judgments about				Click Here

the answers
their peers
provide.

Engaging Students in Your Lessons

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
22. Cold Call	In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.				Click Here
23. Call And Response	Use group choral response – you ask; they answer in unison – to build a culture of energetic, positive engagement.				Click Here
24. Pepper	Use fast paced, group-orientated activities to review familiar information and foundational skills				Click Here
25. Wait Time	Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it.				Click Here
26. Everybody Writes	Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.				Click Here
27. Vegas	A moment during class when you might observe some				Click Here

	production values: music, lights, rhythm, dancing.				
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Creating A Strong Classroom Culture

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
28. Entry Routine	Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.				Click Here
29. Do Now	A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.				Click Here
30. Tight Transitions	Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.				Click Here
31. Binder Control	Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.				Click Here
32. SLANT	Key behaviors that maximize students' ability to pay attention:				Click Here

	Sit up; Listen; Ask & answer questions; Nod your head; Track the speaker.				
33. On Your Mark	Show students how to prepare for a lesson to begin and expect them to do so every day.				Click Here
34. Seat Signals	Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.				Click Here
35. Props	Public praise for students who demonstrate excellence or exemplify virtues.				Click Here

Setting & Maintaining High Behavioral Expectations

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
36. 100 Percent	There's one acceptable percentage of students following a direction: 100%. Less and your authority is subject to interpretation, situation, and motivation.				Click Here Click Here Click Here Click Here
37. What To Do	Give directions to students in a way that provides clear and useful guidance – enough to allow any student who wanted to do as asked to do so easily.				Click Here

38. Strong Voice	Establish control, command and benign authority that make the use of excessive consequences unnecessary.				Click Here
39. Do It Again	Doing it again and doing it right or better or perfect is often the best consequence.				Click Here
40. Sweat The Details	To reach the highest standards, you must create the perception of order.				Click Here
41. Threshold	When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.				Click Here
42. No Warnings	Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.				Click Here

Building Character And Trust

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
43. Positive Framing	Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.				Click Here
44. Precise Praise	Use positive reinforcement as a powerful classroom tool				Click Here
45. Warm/ Strict	At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).				Click Here
46. The J Factor	Find and promote the joy of learning to achieve a happy and high-achieving classroom.				Click Here
47. Emotional Constancy	Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.				Click Here
48. Explain Everything	Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in				Click Here

	the mission: getting to college (future success).				
49. Normalize Error	Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.				Click Here

Improving Your Pacing

Technique	Description	Satisfactory	Approaching Satisfactory	Not Satisfactory	Video to Learn More
Change the Pace	Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.				Click Here
Brighten Lines	Make learning activities begin and end crisply and clearly.				Click Here
All Hands	Shift rapidly among and involving a wide array of participants.				Click Here
Every Minute Matters	Keep a series of short learning activities ready to you're prepared when a two minute opportunity emerges.				Click Here
Look Forward	Use mild suspense to create tension, excitement and anticipation				Click Here

Work the Clock	Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.				Click Here
One At A Time	Ask only one question at a time, not a sequence of them.				Click Here
Simple To Complex	Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly				Click Here
Verbatim (No Bait & Switch)	When repeating a question, be sure to ask it exactly the same way.				Click Here
Clear and Concise	Make questions as clear and concise as possible				Click Here
Stock Questions	Use similar sequences of questioning applied over and over in different settings.				Click Here
Hit Rate	The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material				Click Here

	was presented or the alignment of questions to that material since students are not showing you mastery).				
Discipline	Principles of Discipline explained				Click Here
Reduce Teacher Talk Time (TTT) and Increase Student Talk Time (STT)	If the teachers talks too much, it leaves less room for student involvement				Click Here

NOTES:

Thank you for your hard work, dedication, and commitment to professional growth. We celebrate the areas that you are excelling as a teacher (including your strengths checked above!) Please give thought to 1) the list of top areas of growth AND to the techniques checked as “Not Satisfactory.” If you received a check next to “Not Satisfactory”, we require that you watch the video(s) next to this growth area. Within the next month of this report, I will come back to observe the growth you have shown. If you have any questions, please let me know at mhecht@tjaonline.com

Moshe Hecht

Your Signature