

**BEST PRACTICE OF:
“SETTING HIGH EXPECTATIONS”**

IL 572

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SETTING HIGH EXPECTATIONS IMPROVES STUDENT ACHIEVEMENT

- According to Newton & Winches (2018), the teachers with better student achievement than others set high expectations. They challenge their students to do their best by thinking critically and implementing creativity.

USEFUL TECHNIQUES WHEN SETTING HIGH EXPECTATIONS

- No Opt Out
- Right is Right
- Stretch It
- Format Matters
- Without Apology

(Lemov, 2015)

NO OPT OUT

- When using this technique, all students are expected to answer questions. If they don't know it, they should be able to answer the question by the end of the lesson. Students are no longer passed over when they can't answer a question.
- There are four formats:
 - Format 1: Teacher provides the answer: students repeat the answer
 - Format 2: Another student provides the answer; the student who couldn't answer repeats the answer
 - Format 3: Teacher provides a hint; student uses the hint to find the answer
 - Format 4: Another student provides a hint to the student who can't answer

(Lemov, 2015)

RIGHT IS RIGHT

- Four Categories:
 - Hold out for all the way
 - Praise student for effort but do not confuse effort for mastery
 - Answer the question
 - Students should answer the question you asked, not the one they wished you asked
 - Right answer, right time
 - Students should not get ahead of your questions; don't accept answers out of sequence
 - Use technical vocabulary
 - Students should use precise technical vocabulary

(Lemov, 2015)

STRETCH IT

- This technique does not end with a right answer; students should ask follow-up questions that extend knowledge.
- Great for differentiating instruction
- Helps the teacher check for understanding and to push students who have already mastered the content
- Questions to stretch it:
 - Ask how and why
 - Ask for a better word
 - Ask for evidence
 - Ask students to relate it to real life

(Lemov, 2015)

FORMAT MATTERS

- This technique prepares students to succeed by requiring complete sentences and proficient grammar both in speaking and in writing.
- Grammatical Format
 - Correct slang and grammar should be used in the classroom
- Complete sentence format
 - Remind students to use complete sentences before beginning an assignment
- Audible format
 - Ensure that everyone can hear the student who is answering a question or participating in a discussion

(Lemov, 2015)

WITHOUT APOLOGY

- Teachers should never apologize for teaching worthy content.
- Four ways we are at risk for apologizing for what we teach:
 - Assuming content will be boring
 - Blaming it- Never blame the administration or state dept. for what you are teaching
 - Making it “accessible”
 - Assuming content is too hard or technical for students

(Lemov, 2015)

REFERENCES

Lemov, Doug (2015). *Teach Like a Champion 2.0*. Jossey-Bass.

Newton, J., & Winches, B. (2018). How Did They Maximize Learning For All Of Those Students?. *Reading Improvement*, 55(2), 79-82.