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# Teach Like A Champion: 49 Techniques That Put Students On The Path To College



## Synopsis

Author Doug Lemov offers the essential tools of the teaching craft so that you can unlock the talent and skill waiting in your students, no matter how many previous classrooms, schools, or teachers have been unsuccessful. This must-have resource is filled with concrete, specific, and actionable classroom teaching techniques that you can start using in your classroom tomorrow. Among the techniques: Technique #1: No Opt Out. How to move students from the blank stare or stubborn shrug to giving the right answer every time. Technique #35: Do It Again. When students fail to successfully complete a basic task... from entering the classroom quietly to passing papers around... doing it again, doing it right, and doing it perfectly, results in the best consequences. Technique #38: No Warnings. If you're angry with your students, it usually means you should be angry with yourself. This technique shows how to effectively address misbehaviors in your classroom.

## Book Information

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## Customer Reviews

I bought TEACH LIKE A CHAMPION despite its admittedly cheesy title and without knowing that it was featured by the NY TIMES (which I gather from a sampling of other reviews). Before finishing Doug Lemov's introduction, I realized I was reading a book from "the charter camp" or the "standardized tests slash data is everything" camp. OK. Not having a closed mind (last I checked), I took a deep breath and dove in. Coming out the other end of the rabbit hole, I see that Lemov's Wonderland is not for everybody, but there's something in it for everybody. I said someTHING (or things). Others may find it far too elementary (literally -- given the age groups covered -- and

figuratively). And though all of Lemov's teachers and examples come from private and charter schools and most of them are from the Uncommon Schools he himself is a part of, public school teachers can glean something from this mixed bag, too. Let's start with the good: *TEACH LIKE A CHAMPION* is a practical book with strategies that can be used immediately in the classroom. You can use all, some, or a few if you wish. Why do I mention this first? Many teachers who invest in professional development books complain that their purchases are too much on theory and not enough on practical ideas. That won't be the case here. Satisfied? Next: this is about as basic a nuts and bolts text as you can buy. Lemov names things experienced teachers might not even bother to, such as "No Opt Out" (meaning: it's bad to let a kid say, "I don't know") and "Right Is Right" (meaning: you have to answer the question fully and accurately). Still, what looks obvious to teachers already in the trenches might not be to newbies and interested parents.

I am not sure where to begin, as I feel like the cliché David attacking Goliath. Although I believe that my lone voice may not cause much of an effect, I feel an obligation to level my criticism towards this book. First, I will show you the weaknesses conceptually and then I will give my personal experience as a teacher to back it up. The main problem of this book is very simple, it lacks generalizability. This means you can not take the words from this situation and then inductively assume that it follows these are "49 techniques that put students on the path to college." It is very pathetic, sad and disappointing that thousands of college-educated adults (student teachers and teacher) could not see this. This line of "research" is known as process-product research, and it basically looks back from a result (student achievement) to the techniques that teachers performed in their classrooms. Even in the most well-designed, objective studies conducted by actual scientists and researchers they are the first to acknowledge that their results in those PARTICULAR classrooms may not transfer to ALL teachers everywhere. However, Lemov (A Harvard Business school MBA) can not see, or more likely purposefully deceives his readers, of this fact. But Lemov actually takes this problem of generalizability to an extreme, nearly absurd, level. Because he chooses a very specific context, a network of charter schools in North East Cities with a high African-American population, and then generalizes his "findings" (which have no transparent method or discussion of results or data for the reader to review) to ALL teachers, ALL students and ALL classrooms his ideas lack any thing resembling generalizability. This is nonsense!

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