My Evergreen Classroom

Manner

The context shapes learning - We teach with **love, respect, and humility,** knowing that relationships shape how we see ourselves and each other.

- ☑ **SEL -** Teach **Social Emotional Learning** skills aligned with the report card:

  - ✦ **Personal Management** (Responsibility, Organization, Self-regulation)
  - ✦ **Active Participation** (Engagement, Communication, Collaboration)
  - ✦ **Social Responsibility** (Respect, Compassion, Citizenship)

- ☑ **Teacher Presence -** Teachers bring **enthusiasm**, **care**, and their **unique style** to student experiences

Method

How we teach matters - We teach with **honesty, bravery, and wisdom,** using structured, explicit instruction that benefits all learners.

Rosenshine's Principles of Instruction guide lesson planning:

- ✦ **Sequencing & Modelling –** Break concepts into steps, explain clearly, and model before students apply
- ✦ **Questioning –** Check for understanding, encourage participation, and make learning active

- ✦ **Reviewing Material –** Revisit key concepts to strengthen retention and prevent gaps
- ✦ **Stages of Practice –** Move students from guided support to independent mastery

Matter

We teach for **truth and wisdom –** What we teach must be meaningful, knowledge-rich, and connected to bigger aims.

- ✦ **Teachers plan and implement Meaningful knowledge-rich learning tasks -** Mastering foundational skills gives students the power to shape their own futures
- ✦ **All teachers are teachers of literacy -** Literacy enables full participation in democracy

- ✦ **Teachers must have deep subject Knowledge -** Knowledge empowers students to think critically, challenge injustice, and contribute to democracy

Learning Today **to Improve** Tomorrow.

Manner

The context shapes learning - we teach with **love, respect, and humility,** knowing that relationships shape how we see ourselves and each other.

☑ Teaching **Social Emotional Learning Skills** aligned with the report card:

✦ **Personal Management** (Responsibility, Organization, Self-regulation)

WalkThrus	Page Number
Engineering Efficiency	49
Establish your Expectations	60
Rehearse Routines	66
Frontloading Behaviour	74

Teach Like a Champion 3.0	Strategy Number
Format Matters	18
Do Now	20
Routine Building	50

✦ **Active Participation** (Engagement, Communication, Collaboration)

WalkThrus	Page Number
Signal, Pause, Insist	62
Keeping on Task	78

Teach Like a Champion 3.0	Strategy Number
Cold Call	34
Call and Response	35
Means of Participation	36
Habits of Discussion	44
Habits of Attention	48

✦ **Social Responsibility** (Respect, Compassion, Citizenship)

WalkThrus	Page Number
Positive Relationships	58
Positive Framing	64
Transitions between Activities	82
Lesson Disruption	84
Choices/Consequences	88
No Opt Out	192

Teach Like a Champion 3.0	Strategy Number
No Opt Out	15
Warm Strict	61

☑ **Teacher Presence -** Teachers bring **enthusiasm**, **care**, and their **unique style** to student experiences

WalkThrus	Page Number	Teach Like a Champion 3.0	Strategy Number
Assertiveness	72	Work the Clock	30
Keeping on Task – Teacher Presence	78	Every Minute Matters	31
Rehearse Routines	66	Firm/Calm Finess	56
Front-Loading Behaviour	74	Radar Be Seen Looking	53
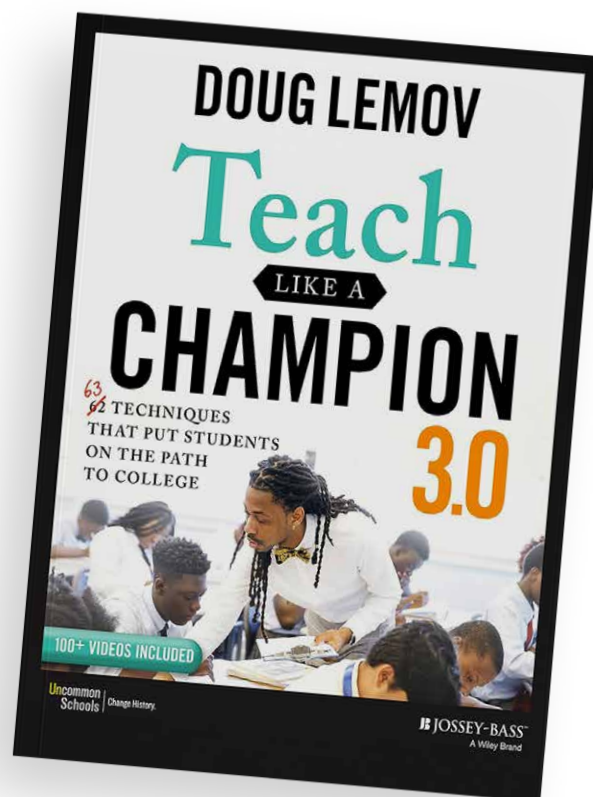
Method

How we teach matters - we teach with **honesty, bravery, and wisdom,** using structured, explicit instruction that benefits all learners.

Rosenshine's Principles of Instruction guide lesson planning:

✦ **Sequencing & Modelling –** Break concepts into steps, explain clearly, and model before students apply

WalkThrus	Page Number	Teach Like a Champion 3.0	Strategy Number
Worked Examples and Backward Fading	136	Change of Pace	27
Deliberate Vocabulary Development	138	All Hands (Up or Down)	29
Live Modelling	144		
Metacognitive Talk: Narrate the Thinking	148		
Modeling Handover: I Do, We Do, You Do	170		

✦ **Questioning –** Check for understanding, encourage participation, and make learning active

WalkThrus	Page Number	Teach Like a Champion 3.0	Strategy Number
Cold Call	174	No Opt Out	15
Think, Pair, Share	178	Right is Right	16
Show Me Boards	180	Cold Call	34
Probing Questions	188	Call and Response	35
Check for Understanding	182-185	Mean of Participation	36
Say it Again Better	186	Everybody Writes	38
Process Questions	190	Silent Solo	39
No Opt Out	192	Turn and Talk	43
I Say, You Say	246		

✦ Reviewing Material – Revisit key concepts to strengthen retention and prevent gap

WalkThrus	Page Number
Quizzing	220
Using a Knowledge Organizer	224
Weekly/Monthly Review	230
Flashcards	242
Practice Explaining	244
Consolidation	248

Teach Like a Champion 3.0	Strategy Number
Exit Slip	26
Regular Review	42

✦ Stages of Practice – Move students from guided support to independent mastery

WalkThrus	Page Number
Guided Practice	234
Independent Practice	236
Building Fluency	238
Consolidation	248

Teach Like a Champion 3.0	Strategy Number
Retrieval Practice	7

Matter

We teach for **truth and wisdom –** what we teach must be meaningful, knowledge-rich, and connected to bigger aims.

✧ **Teachers plan and implement meaningful knowledge-rich learning tasks -** Mastering foundational skills gives students the power to shape their own futures

WalkThrus	Page Number
Sequence Concepts in Small Steps	98
Coherent Mapping	100
Pitch It Up	108
Tiered Questions and Problems	112
Textbooks and Workbooks	122
Set the Standard	150

Teach Like a Champion 3.0	Strategy Number
Exemplar Planning	1
Plan for Error	2
Delivery Moves	3
Knowledge Organizers	5
Without Apology	19
Change the Pace	27

✧ **All teachers are teachers of literacy -** Literacy enables full participation in democracy

WalkThrus	Page Number
Plan for Reading/ Culture of Reading	124
Building a Culture of Reading	126

✧ **Teachers must have deep subject knowledge -** Knowledge empowers students to think critically, challenge injustice, and contribute to democracy

Developing Curriculum for Deep Thinking

https://bit.ly/DevelopingCurriculumForDeepThinking

Putting Students on the Path for Learning

https://bit.ly/PuttingStudentsOnThePathToLearning

Foundational Roots
EIGHT EVERGREEN PRACTICES TO IMPROVE STUDENT OUTCOMES

No Volunteers

☑ 1. Cold Call

TLaC 3.0:	Teaching WalkThrus:
#34, p. 282	p. 174-177

Explanation: Call on students *regardless* of whether or not they volunteer, keeping everyone engaged and to check for understanding.

☑ 2. Turn and Talk

TLaC 3.0:	Teaching WalkThrus:
#43, p. 355	p. 178 - 180 *(Think, Pair, Share)*

Explanation: Give students a chance to quickly discuss a question or idea with a partner—boosting participation and oral rehearsal.

☑ 3. Choral Response *(Call and Response)*

TLaC 3.0:	Teaching WalkThrus:
#35, p. 301	p. 246-247 *(I Say, You Say; My Turn, Your Turn)*

Explanation: Use call-and-response routines for facts or phrased responses, reinforcing group participation and engagement.

☑ 4. Show Me Boards

TLaC 3.0:	Teaching WalkThrus:
#10, p. 107	p. 180-181

Explanation: Students share answers on whiteboards—providing instant insight into class understanding.

What to Do Cycle

☑ 1. What to Do

TLaC 3.0:	Teaching WalkThrus:
#52, p. 425	p. 60 - 61 *(Establish Your Expectations)*

Explanation: Give *specific*, *observable*, and *actionable* directions so students know exactly what success looks like.

☑ 2. Radar and Be Seen Looking

TLaC 3.0:	Teaching WalkThrus:
#53, p. 432	p. 78 - 79 *(Keeping on Task)*

Explanation: Use scanning, eye contact, and presence to monitor behavior and keep students focused without interrupting learning.

☑ 3. Make Expectations Visible

TLaC 3.0:	Teaching WalkThrus:
#54, p. 438	p. 66 - 67 *(Rehearse Routines)*

Explanation: Visibly model or post what success looks like—then practice it together to create habits of excellence.

☑ 4. Least Invasive Intervention

TLaC 3.0:	Teaching WalkThrus:
#55, p. 439	p. 84 - 85 *(Lesson Disruption)* p. 72 - 73 *(Assertiveness)*

Explanation: Use a scaled response of subtle strategies to redirect behavior without disrupting the flow of the lesson.

Instructional Hierarchy:
STAGES OF LEARNING

	Acquisition	Fluency	Generalization	Adaptation
Learning Hierarchy	• Slow and inaccurate	• Accurate but slow	• Can apply to novel setting	• Can use information to solve problems
Instructional Hierarchy	• Modeling • Explicit instruction • Immediate corrective feedback	• Novel practice opportunities • Independent practice • Timing • Immediate feedback	• Discrimination training • Differentiation training	• Problem solving • Simulations