



Effective teacher experts

Teaching educators how to be effective is our passion and is all we have ever done the past four decades.

Harry and Rosemary Wong

ISSUE 01/22



www.EffectiveTeaching.com

Effective TEACHING

For Teachers Who Want to Be Effective

How to Get Students to Do What You Want Them to Do

Classroom management is the most misused term in education. Teachers who incorrectly define classroom management as discipline create a self-fulfilling prophecy that becomes the focus of their daily practice. Classroom management is about ORGANIZATION and CONSISTENCY. Discipline is behavior management. Effective teachers manage a classroom; they don't discipline a classroom. Teachers who view classroom management as a process of organizing and structuring classroom events tend to be more effective than teachers who view their roles as disciplinarians.

Discipline plans have rules. Classroom management plans have procedures. Please DO NOT call a procedure a rule. A procedure is simply a method or process for getting things done in the classroom. Procedures lay the groundwork for student learning. Thus, classroom management consists of the practices and procedures that a teacher uses to manage a classroom so that instruction and learning can occur.

**The number one problem in the classroom is not discipline.
It is the lack of a classroom management plan that teaches procedures and routines.**

Procedures are the backbone of daily classroom life and are the heart of a classroom management plan. A classroom management plan is a step-by-step guide on how to run a classroom in which instruction and learning can take place.

These are some typical and essential classroom procedures that should become routines:

- Entering the classroom
- Putting away a book bag
- Beginning the opening assignment
- Asking for help
- Replacing a broken pencil
- Coming to attention
- Heading a paper
- Transitioning from task to task

Teachers who develop and implement a classroom management plan are more likely to enjoy long careers in education. With a plan ready and in place, student learning and achievement can begin. Thus, teaching can be a very exciting, rewarding, and successful profession.

Implementing procedures are explained in **THE First Days of School**, **THE Classroom Management Book**, and **THE Classroom Management Course**.

“I continue to be amazed at how much time and frustration I've wasted over the years trying to will my students to do what I want them to do, instead of teaching them to do what procedure they are responsible to do.”

Joel Hawbaker • Rainbow City, Alabama

Procedures Result in CONSISTENCY

Just as you like businesses that are consistent, the most important condition to establish during the first days of school is **CONSISTENCY**. Consistency refers to a classroom environment that is predictable and stable. There is no yelling or screaming at students because they know how the classroom functions and is organized. Students (and teachers) want a safe, happy, and productive classroom.

Students crave structure. Students do not welcome surprises or embrace disorganization and inconsistency, especially those who come from a disorderly home life. They want a plan. It is extremely important to realize that many students come from unstructured home environments where chaos abounds. Give them a well-managed, organized classroom with clear,

daily practices and procedures, and they will respond positively.

Mike Gee, a principal in Kentucky explains, “Our procedures have become the routines by which we function. The proof is in the test results. Our scores have hit heights we only dreamed about. Organized classrooms with procedures enabled our other efforts to be more successful.”

Karen Rogers is a science teacher in Kansas. She loves to tell everyone that her classroom has to be well-managed or “I will be chasing after the kids all year long.” She teaches a large number of ELL, SPED and ADHD students. Karen says, “When adults walk into my classroom, they are amazed that my students all know what to do, when to do it, and how to do it.”

“After learning from the Wongs, my classes run so smoothly. It still amazes me,”

Cathy Terrell • El Dorado, Kansas

How to Effectively Manage Your Classroom

It is no secret. Effective teachers have a classroom that is organized, structured, and **CONSISTENT** with a plan in how the classroom is run so the students will know what to do to learn and succeed. The key is to have a classroom management plan with procedures.

PROCEDURES are used to establish an organized and consistent classroom so that learning can take place.

1. TEACH CLASSROOM PROCEDURES

Effective teachers teach classroom procedures by first defining, stating, demonstrating, and modeling procedures, allowing for student questions and checking for understanding.

The 3 Steps to Teaching a Procedure

- 1 Teach:** State, explain, demonstrate, and model the procedure.
- 2 Rehearse:** Practice the procedure as you monitor and correct when necessary.
- 3 Reinforce:** Use specific praise to reinforce the procedure until it becomes a routine.

2. REHEARSE CLASSROOM PROCEDURES

All procedures must be rehearsed. Effective teachers spend a good deal of time at the beginning of the school year teaching, modeling, practicing, and rehearsing and rehearsing the procedures until they become routines. For example, for students to come to attention, develop and teach a specific signal. Then, rehearse the procedure with the signal until it becomes routine.

3. REINFORCE CLASSROOM PROCEDURES WITH SPECIFIC PRAISE

There is no penalty if a student does not do a procedure correctly. The procedure is retaught and rehearsed over and over again. When a procedure is done correctly, use **SPECIFIC PRAISE** so the student understands what was done correctly, such as, “Thank you for heading the paper correctly as shown by the posted example.” Post procedures to remind students of classroom procedures.

Procedures and how to teach them can be found in **THE First Days of School**, **THE Classroom Management Book**, and **THE Classroom Management Course**.

Which One Are You?

The Proactive Teacher

Mary Braustein, a New York teacher, says, “At the beginning of the school year we spend time going over and practicing each procedure. I don't want to boast, but I have no discipline problems.”

Mary is a proactive teacher. She has a classroom management plan where students know what to do. She knows that 80 percent of problems that occur in the classroom are caused by not having a plan that prevents problems from occurring.

If a problem occurs, all she says, with a firm smile is, “And what's the procedure, please?” Hearing those words, the class quickly resumes with learning without expending any time, energy, or money.

The Reactive Teacher

Every time a discipline problem occurs in the classroom, the teacher reacts by scolding, screaming, yelling, and threatening. Instruction resumes and the next time a discipline problem occurs, the teacher reacts by scolding, screaming, yelling, and threatening—again. This is repeated all day long and the teacher goes home exhausted and the students leave disenchanted with school.

Instead of proactively installing a classroom management plan to prevent problems, these teachers and schools adopt a discipline program expecting the program to solve the recurring problems.

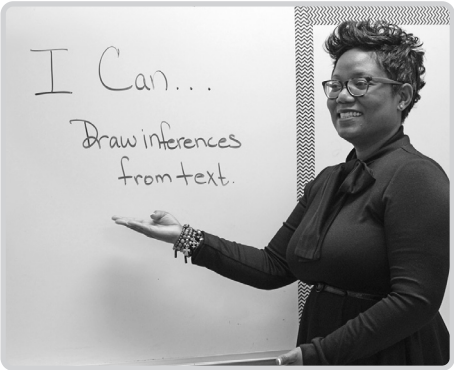
The current trend in discipline programs is restorative justice. The student who has created a discipline problem is referred to a small group to talk, ask questions, and air any grievances. Offenders must accept responsibility for the problem caused and make restitution with anyone who was impacted by problem. The program requires extra personnel, time, and money. Upon leaving the group, the student then goes on to another classroom with no procedures in place and the teacher reacts to the problems that arise. History continues to repeat itself. No learning takes place and negativity abounds.

2

HOW to Get Students to LEARN

WHAT You Want Them to LEARN

To get the students to learn,
use an instructional strategy called **TEACHER CLARITY**.



Teacher clarity tells students what to learn and teachers what to teach. When both students and teachers are clear about what is to be learned, the result is student learning. Students do well where the work is stated clearly and in detail, leaving no room for confusion or doubt. There is no mystery about what learners are to achieve or what success looks like. Teacher clarity enhances student motivation and achievement.

Chelonnda Seroyer, a high school teacher, uses teacher clarity in her classroom. She has a highly organized lesson plan that is coherent, transparent, and clearly explained to her students.

- She has clear and specific objectives—students know where they are going.
- Students practice or do the assignment on what they are to learn—they know what they are doing.
- She provides feedback to help students make progress—they know how well they are doing.
- She adjusts instruction based on assessment—they know where to go next.
- They succeed because the evaluation is based on the lesson objectives—they know how they will be tested and have high expectations for good grades.

Chelonnda explains, “There is no secret as to what is expected of them. They all succeed because there is clarity about what they are to accomplish. When I do this, they have control over their success.”

Clarity is the key to students’ academic success. When lessons are clearly organized, research shows there is a 25 to 30 percent improvement in student performance with a potential of up to two years of growth—a result every teacher, student, parent, and administrator wants.

Teacher clarity gives students the structure they need to progress and realize their potential. Both teachers and students want good results and good grades. The reason students can work on getting good grades and good results is because they know clearly what to do, what to learn, and how to prepare for the test or performance.

When both students and teacher are clear about what is to be learned, you get student learning. This can’t be stated more clearly.

To understand how to implement Teacher Clarity, see Chapter 20 in **THE Classroom Instruction Book**.

Chelonnda Seroyer is available to help your teachers become very effective. She is an expert in classroom management and instructional strategies. Contact her directly at cseroyer@yahoo.com.

Check for Understanding

Assessment is just a way of saying “checking for understanding.” The effective teacher constantly checks for understanding as the lesson progresses. This is like a chef who constantly checks the food while cooking, or a pilot who continuously checks the route while flying.

The purpose of assessment is to gather information for improving instruction and learning.

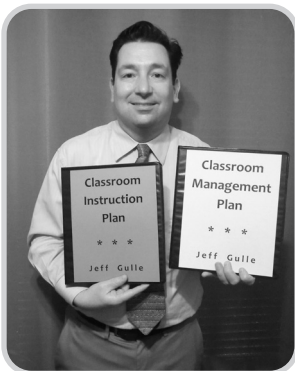
Assessment is something we do **FOR** students, not **TO** students. **Assessment can raise student achievement the equivalent of two years during the course of one academic year.**

Just think what would happen to student learning if

- students knew what they were to learn (objectives), and
- how they would be assessed (feedback).

They would know they could not fail. Just think if that became the culture of the classroom—the school—the entire school system.

The Effective Teacher



An effective teacher knows how to manage a classroom and how to manage the instruction. **Jeff Gulle** in Kentucky creates and maintains a classroom management plan and an instructional management plan in two separate binders.

Being clear with the purpose and the ‘Why’ is extremely important as students will jump on board only if they can see the benefit.

Ineffective and Effective Assignments

An ineffective assignment results when the teacher tells the class what will be covered. To tell the students to read “Chapter 7” is not an assignment. It is simply an announcement of a chapter number.

This is NOT teaching.

1. Teacher covers the subject.
2. Teacher writes a test based on what was covered.
3. Teacher gives a grade based on the results of the test.

It is difficult, if not impossible, for a student to get the work done when the assignment does not spell out what the student is to learn. Do this to remedy the impossible situation.

- Tell the students what they will be learning (objectives) before the lesson begins and student achievement can be raised as much as 27 percent.
- Additionally, provide students with specific feedback (assessment) about their learning progress and achievement can be raised as much as 37 percent.

Two Misused Terms in Education

Classroom management is one of the most misused terms in education. It is often confused with classroom discipline. Classroom management is not about discipline; it is about organization.

Assessment is the second most misused term in education. It is often confused with testing. Assessment is not about testing. Evaluation is testing. Assessment is what a teacher does to monitor and provide feedback to assist students in making progress towards the objective.

Assessment is for learning. Evaluation is for grading.

How to assess for learning is Unit C in **THE Classroom Instruction Book**.

Objectives Give Purpose

With OBJECTIVES students know what is to be learned, comprehended, or mastered.



Three Major Forms of Objectives

1. Objective using a thinking or action verb (from Bloom’s Taxonomy)
2. Learning target
3. Essential question

With objectives, students know what they are aiming for and what they are responsible for learning.

How to write the three forms of objectives can be found in **THE Classroom Instruction Book**.

How to Start a Class

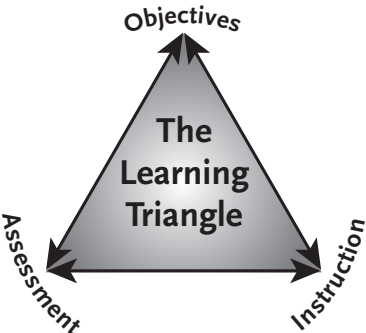
The success of a teacher is determined by how the class is started on the first day of school and the first five minutes of a class or period. But if procedures have not been established from the beginning, it is still possible to start them at any time during the school year.

1. **Have an AGENDA posted every day in the same location when students enter the classroom.** This should tell them the schedule, what the bellwork assignment is, and the objective of the lesson.
2. **Effective teachers have a CLASSROOM MANAGEMENT PLAN ready with the procedures that are to be used in the classroom.** Students want a stable, consistent classroom where everyone knows what to do and learning can take place each and every day.
3. **Effective teachers have an INSTRUCTIONAL MANAGEMENT PLAN that clearly states what students are to do and learn.** This is called Teacher Clarity.

For examples of classroom management plans, see **THE First Days of School**, **THE Classroom Management Book** and **THE Classroom Management Course**. To see how to create an instructional management plan, see **THE Classroom Instruction Book**.

The Learning Triangle

THE Classroom Instruction Book is centered on the Learning Triangle. The Learning Triangle represents a constant flow between each of the points—Objectives, Instruction, and Assessment. As the teacher teaches to the objective, assessment is taking place to see if the instruction has been effective.



In an organized classroom that is consistent, students know . . .

- What to **DO** (Procedures)
- What to **LEARN** (Objectives)

Why do students get low grades?

- They do not know what to learn (the objectives)
- They do not know how the test is written (to the objectives)

THE Classroom Instruction Book

Create lessons for maximum student achievement

Learn how to teach effectively

Learn How to Teach And Be an Effective Teacher

THE *Classroom Instruction Book* will show you have to plan and structure lessons that students understand and can successfully do. The most basic task in a school is teaching so students can gain knowledge. With a multitude of detailed examples, **THE Classroom Instruction Book** will show you how to construct lessons that are clear, understandable, and lead to student success.

When the instructional practice of the teacher is improved, student learning increases significantly. Good instruction is fifteen to twenty times more influential to learning than family background, income, race, gender, and other variables.

A teacher who uses effective instructional practices is the single, biggest, school-based influence on student achievement.

Principal leadership is second only to teacher effectiveness among school influences on student success.

“I once had the smartest principal I have ever been around. He knew how to teach. When you have leadership like this, you have to raise your own game.

A teacher”

Save \$6.00 with Just-Released Price Code

Add **THE Classroom Instruction Book** to your professional library and watch your skillset soar. **Available NOW as an electronic book. Available March 1 in print.**

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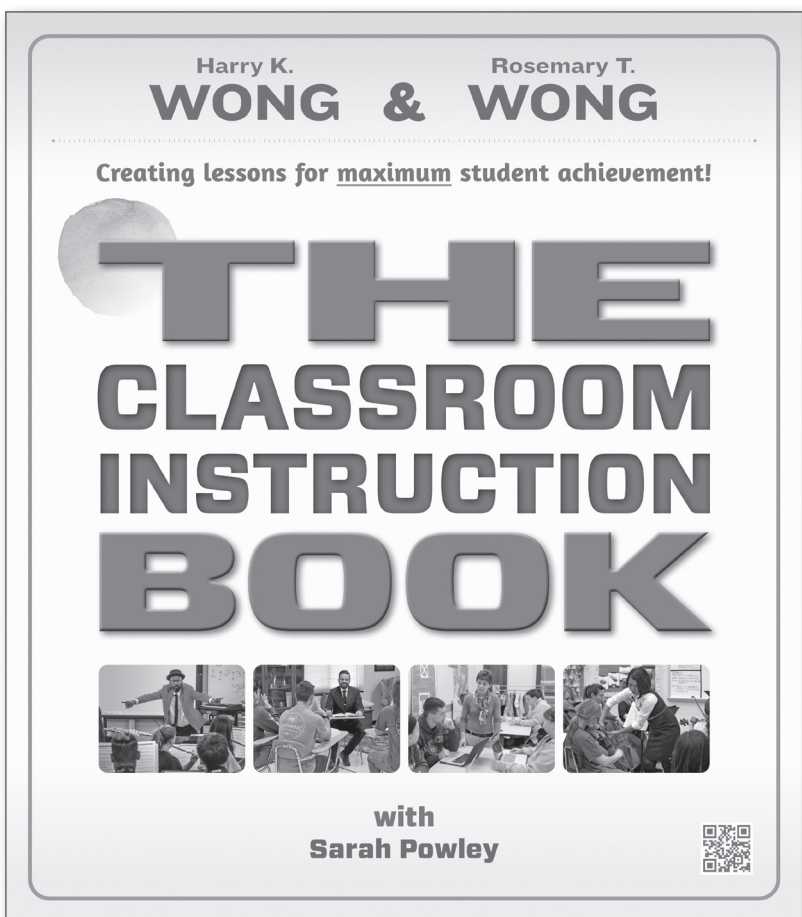
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THE CLASSROOM INSTRUCTION BOOK

304 pages, 8¾ x 10 inches

Full color

50 QR codes for extended learning

Retail price \$37.95; Publisher-direct price \$27.95

Volume discounts available

Digital access available

ISBN: 978-0-9963350-9-6

Contents of THE Classroom Instruction Book

Unit A Learning and Achievement

1. How to Ensure Effective Instruction
2. How to Teach for Student Achievement
3. How to Organize Instruction

Unit B Objectives

4. How to Use Objectives
5. How to Use Learning Targets
6. How to Use Essential Questions
7. How to Drive Instruction Using Objectives

Unit C Assessment

8. How to Use Assessment
9. How to Use Feedback
10. How to Use Personal Assessment
11. How to Use Group and Partner Assessment
12. How to Use Rubrics
13. How to Teach Self-Assessment

Unit D Instructional Strategies

14. How to Create and Use a Lesson Plan
15. How to Deliver the Instruction
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17. How to Use Guided Practice
18. How to Use Independent Practice
19. How to Use Evaluation

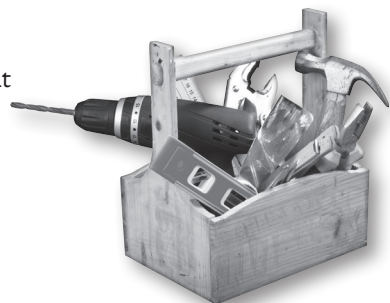
Unit E Implementation

20. How to Use Teacher Clarity
21. How to Teach with Collaboration
22. How to Teach with Impact

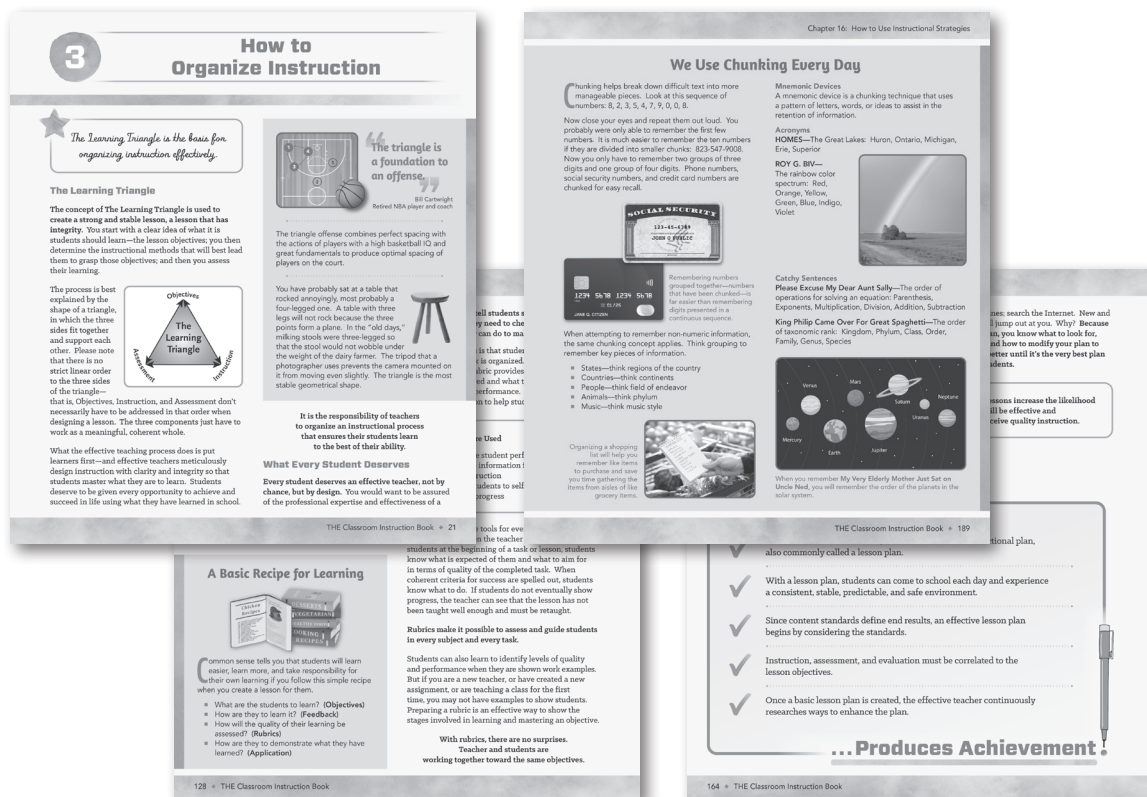
The Tool to Build Instructional Success

A superintendent shared the following wise advice. He said, “The best thing you can do for a superintendent is not to give him or her more money, more buildings, or another program to adopt. Instead, give him a tool to make his average teachers just a little bit better, and you’ll see a vastly greater impact across the district than any program will ever bring.”

That tool is **THE Classroom Instruction Book**.

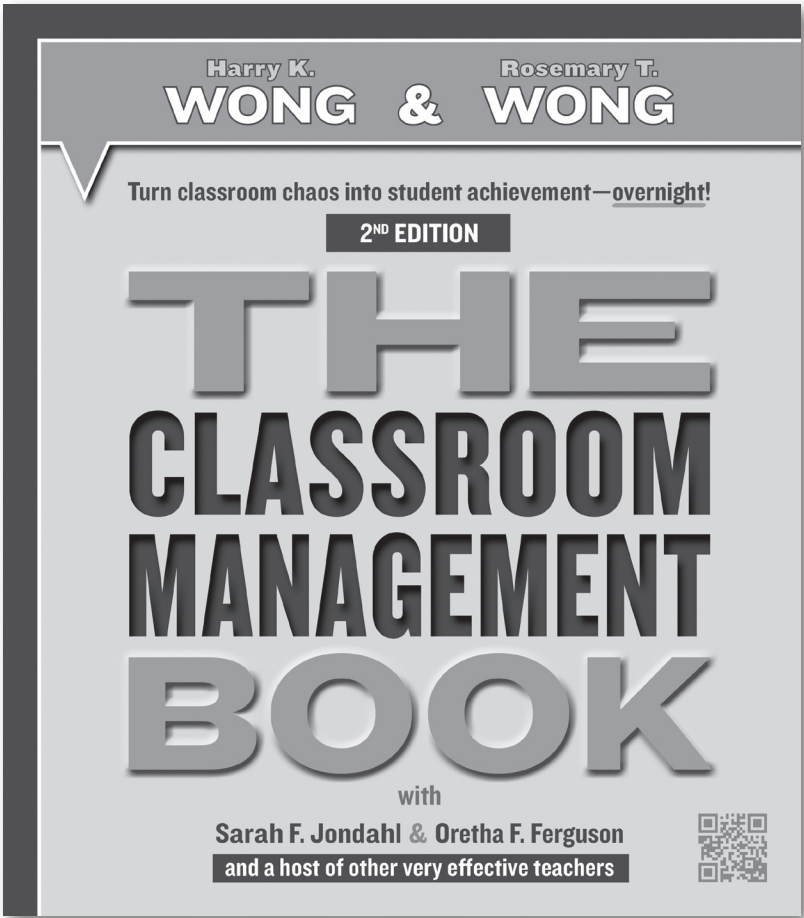


Scan to Preview



THE Classroom Management Book

This book shows you how to reduce your discipline problems and organize a classroom for student learning and success



THE CLASSROOM MANAGEMENT BOOK

2nd edition
320 pages, 8¾ x 10 inches
Full color
Retail price \$37.95; Publisher-direct price \$27.95
Volume discounts available
Digital access available
Available in 4 languages
ISBN: 978-0-9764233-9-3



Scan the QR code to preview this book now or go online to see all of our materials at www.EffectiveTeaching.com.

This is a “How To” solutions book that shows you from the ground up how to organize and structure a classroom to create a safe and positive environment for student learning and achievement to take place.

THE Classroom Management Book provides you with a plan, step-by-step, from before the first to the last day of school.

It will help you prevent discipline problems and create a classroom where everyone knows what to do—even when you are not in the classroom!

No jargon. No theory. Just answers and solutions.

- 50 step-by-step procedures that can be applied, changed, adapted, and incorporated into any classroom management plan at any grade level
- 6 classroom management plans used by practicing teachers
- 40 QR Codes that take the learning beyond the printed page

More than one hundred educators have contributed their techniques on what to do to ensure students succeed. All of the information is easy to implement at no cost.

No Teacher Has Dropped Out of Teaching

“I started my first day as a brand new teacher with a classroom management plan. My first day and first year went flawlessly. At the end of my second year, my class had the best test scores in the school. In my tenth year, I became a coach in my district and all of my teachers are still teaching.”

Amanda Brooks Bivens • Dyersburg, Tennessee

They Beat Me to It!

“I have two Facebook accounts. When someone wrote, “How do I solve my behavior problems,” I was about to write and recommend the materials of the Wongs. When I went there, 90 people had beat me to it.”

Kathryn Roe • Iowa

Thank You a Million Times

“I have thanked you a million times for the successful year I have had. I taught my students procedures. What a revolutionary idea. And I am only a second-year teacher.”

Terri Faitel • Trenton, Michigan

Contents of THE Classroom Management Book

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THE Classroom Management Course

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Harry and Rosemary Wong teach you how to organize and manage your classroom for student success

This is not a lecture. This course is colorful, inviting, and highly interactive. It simulates instruction in the classroom led by the Wongs, guiding teachers as they learn about classroom management. You will experience effective teaching videos, formative exercises, testimonials from practicing teachers, visual examples to copy and use, and additional resources to access for enrichment learning.



The course is a cumulative experience. Along the way, there are assignments to complete before the next part is unlocked. A robust “MY WORKROOM” learning management system will keep you organized and on track. And if you are taking the course with a group of people, you are able to share your work and support each other within your cohort making it a unique, collaborative experience.

The course is designed for individual professional growth or for group instruction. At the end of the course, you will have produced a virtual, personal Classroom Management Plan binder filled with procedures to create your effective and successful classroom.



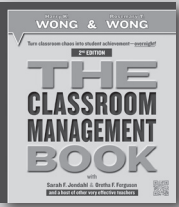
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The course is correlated to **THE Classroom Management Book**. Access to the book is needed to fully benefit from the course.



Course Contents

- Welcome: Helping You Reach Your Teaching Potential
- Lesson 1: What Is Classroom Management
- Lesson 2: How Do You Create a Classroom Management Plan?
- Lesson 3: How Do You Teach Procedures so They Become Routines?
- Lesson 4: How Do You Organize Your Classroom with Procedures?
- Lesson 5: What Are the Essential Procedures for Every Classroom?
- Lesson 6: What Are the Benefits of a Schoolwide Plan?
- Conclusion: It’s Time to Execute

Course Outcomes

- Describe the characteristics of a well-managed classroom
- Understand the impact classroom management has on effective teaching
- Explain the differences between classroom management and discipline
- Create and organize a personalized Classroom Management Plan
- Demonstrate the three steps in teaching a procedure so that it becomes a routine
- Recognize the procedures essential for all classrooms
- Manage the day or period to maximize learning time
- Develop students who are responsible for their own learning
- Contribute to creating a “culture of consistency” at your school

“This course was a life saver. It taught me more about classroom management than five years of college and two degrees taught me!

Jessica Cobb • Georgia

The Final Product

Harry and Rosemary Wong will teach you how to organize and manage your classroom for student learning. Along the way, you will create a Classroom Management Plan binder filled with procedures to use immediately and year after year—all tailored to manage your own classroom for student success.

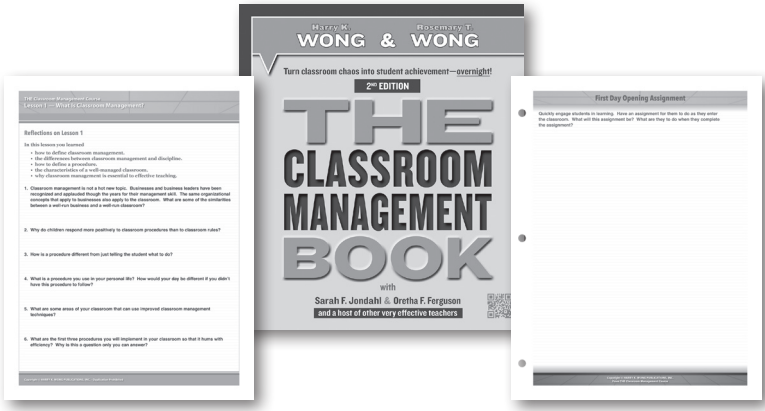


Modeling Effective Instruction

The course was designed to model effective instruction practices. Harry and Rosemary lead the instruction in the classroom. At the end of each lesson, assignments are given to extend the learning.

There are three types of assignments.

1. Reading assignments
2. Reflection pages
3. Binder pages



I Now Understand

“This course has opened my eyes! I now understand why some classes are successful and why some aren’t. I really like the way this course broke everything down to create a classroom management plan. A lot less overwhelming!

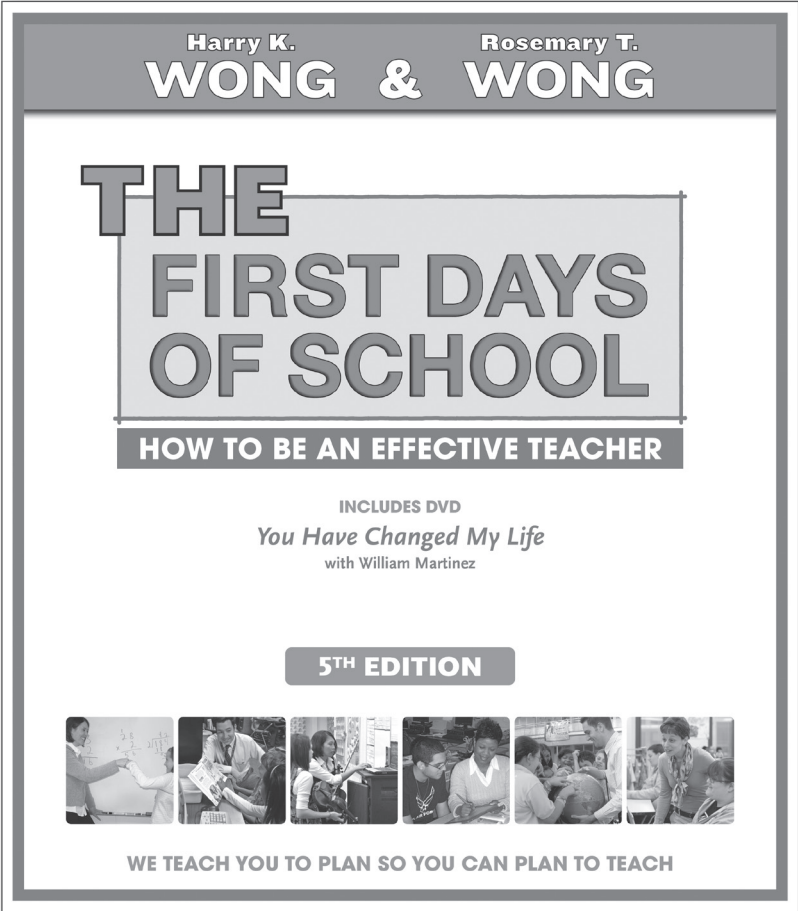
Nadia Sanders • Decatur, Alabama

THE First Days of School

The Best-Selling Teacher Training Book Ever

Over 4.3 Million Copies Sold

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Contents of THE First Days of School

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- 1. What Is an Effective Teacher?
- 2. How to Succeed on the First Days of School
- 3. How the First Year Can Be Successful
- 4. How to Close the Student Achievement Gap
- 5. How Proven, Research-Based Practices Help

Unit B **First Characteristic—Positive Expectations**

- 6. Why Positive Expectations Are Important
- 7. How to Invite Students to Learning
- 8. How to Dress for Success
- 9. How to Create a Culture of Courtesy and Cooperation

Unit C **Second Characteristic—Classroom Management**

- 10. Why You Want a Well-Managed Classroom
- 11. How to Have Your Classroom Ready
- 12. How to Introduce Yourself to Students
- 13. How to Arrange and Assign Seating
- 14. How to Start a Class Effectively Each Day
- 15. How to Teach Classroom Procedures
- 16. How to Create Consistency in the Classroom
- 17. How to Have an Effective Discipline Plan

Unit D **Third Characteristic—Lesson Mastery**

- 18. How to Create an Effective Lesson
- 19. How to Assess for Student Learning
- 20. How to Evaluate for Student Learning
- 21. How to Enhance Student Learning

Unit E **Future Understandings—The Professional**

- 22. How to Be an Effective Teacher
- 23. How to Maximize Your Potential

DVD *You Have Changed My Life* with William Martinez is the story of how a teacher can impact the life of a child told in story, song, and American Sign Language.

This Book Will Teach You How to Plan to Teach

This is the most practical, reliable, and inspirational book to ensure teacher and student success in the classroom. It is filled with essential information for transforming every teacher into a very effective teacher. Every teacher and administrator needs to have a copy. It is practical, yet inspiring. But most importantly, it works!

THE First Days of School is used in

- Thousands of school districts’ professional development programs
- Over 2,200 colleges and universities
- Over 120 countries

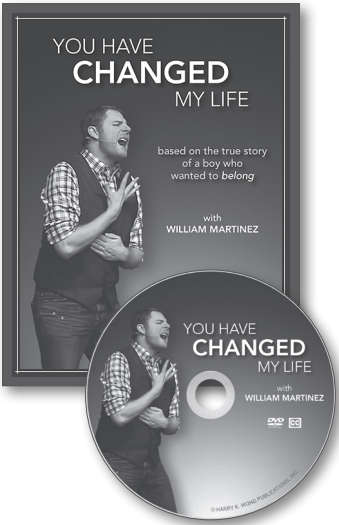
It’s THE book you want.

If you had to buy one book to help you become an effective teacher, *THE First Days of School* is the book you want.

If you are an administrator or staff developer and want to help your teachers be the best they can be, *THE First Days of School* is the book you want.

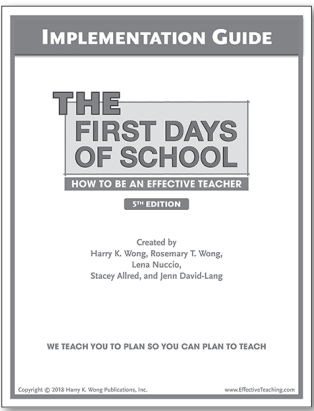
If you are a college professor and want to help your preservice teachers hit the ground running on the first day of their teaching career, *THE First Days of School* is the book you want.

“This book taught my son how to teach.”
John Hattie
Melbourne, Australia



Watch William Martinez on a free DVD

He gets a standing ovation every time he speaks. He tells the story of how a teacher changed his life and brought equity to it. His unique presentation of word and song makes you emotionally proud that you are a teacher. This DVD is included free in *THE First Days of School*. Contact William (william@william-martinez.com) to speak to your teachers on the impact they make each day.



FREE Implementation Guide for THE First Days of School

Use this free guide to put *THE First Days of School* into practice. Each chapter of the book is treated individually, allowing the teacher or workshop leader to focus on areas of need. Go to www.EffectiveTeaching.com, find *THE First Days of School* and click the **Implementation Guide** tab to download this 91-page document.

“Because of *THE First Days of School*, within a few years I was Teacher-of-the-Year.”
Jennifer Bergeron • Houma, Louisiana

“I honestly can’t believe this text isn’t a part of every single teacher education program across the nation – it has revitalized not only my passion for teaching, but also my desire to be the best teacher I can be by organizing age appropriate routines within my classroom.”
Cristen Faulkenberry • Missouri
From an Amazon review with permission granted to share



Scan the QR code to preview *THE First Days of School* or go online to see all of our materials at www.EffectiveTeaching.com.

The Four Stages of Teaching



All teachers go through possibly four stages in their professional career.

- 1. **Fantasy** when the teacher has illusions of improbable success
- 2. **Survival** when a teacher is trying to cope in the classroom
- 3. **Mastery** when instruction has been mastered by the teacher
- 4. **Impact** when the teacher is making a significant difference in students’ lives

You can exist or survive, or
You can strive for Mastery and make an Impact
on the lives of your students and on your own life.

From the Bottom of Survival

Bobbie Cavnar, a North Carolina teacher, was trapped in the Survival stage of teaching. He sunk to levels that he didn’t believe were possible. It made him feel like a fraud. He went from the bottom of Survival to become the 2016–2017 North Carolina Teacher-of-the-Year and the 2018 NEA Foundation’s Top Public School Teacher.

His story is in Chapter 22 of *THE Classroom Instruction Book*.

The Mastery Approach

Learning has nothing to do with
what the **TEACHER COVERS**.
Learning has to do with
what the **STUDENT ACCOMPLISHES**.

Convey to the students what you want them to learn or accomplish so that they can take control of their own learning. **When students know what they are to learn, it becomes “mastery learning” rather than “mystery learning.”**

A high school master teacher who knows how to teach explains, “When I begin a new unit or a topic, I project an outline of my unit on a screen, and it stays up there during the teaching of the unit. On the outline are the lesson objectives. My students see what lesson objectives they are responsible for learning.

I teach to the outline. The students are learning to the objectives, and I am teaching to the performance of the objectives, on the outline. When I finish the outline, I give them the test. And every single question that I write on the test is written to the objectives on the outline.

You see, if you don’t know what you want your students to learn, how can you write a test or evaluate to see if they’ve learned it? My student achievement results are awesome, but then why not? Both teacher and students know what is to be learned. All questions or skills are correlated with the known objectives. That’s why my students call it the ‘no-mystery approach.’”

A high school teacher

From page 275 in *THE First Days of School*.

“In my 20th year as a tenured professor, we are STILL using Harry Wong. To this day, I NEVER tire of former students telling me that the teachings of the Wongs was the best thing they learned to help them REALLY, REALLY teach!”
Dr. Judith Jackson May • Bowling Green State University, Ohio

THE 3 CHARACTERISTICS OF EFFECTIVE TEACHERS

1. Are extremely good Classroom Managers
2. Can teach for Lesson Mastery
3. Have Positive Expectations for student success

The three characteristics of effective teachers have been known for well over fifty years. They are the subject of the three central core units in *THE First Days of School*, the best-selling book—over four million copies sold—and now in its 5th edition.

These three characteristics are what districts, schools, administrators, and coaches use to teach teachers and principals to be effective.

The characteristics of effective teaching must be
the central focus of a teacher’s vision for teaching.

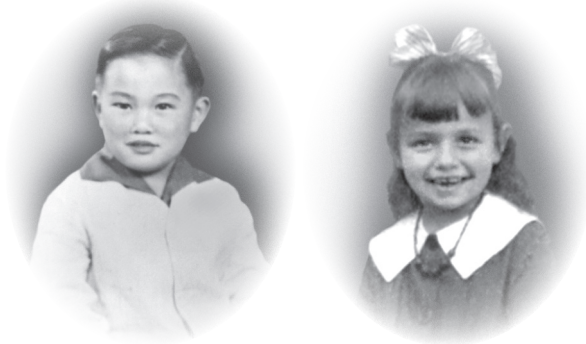
ef • fec' • tive
having an effect;
producing an intended result

It’s the Teacher 7

The effective teacher produces learning. Changes in school structure and adopting one program after another do not improve student learning. The only significant factor that increases student achievement is an effective teacher.

- Teacher effectiveness accounts for more difference in student performance than any other factor.
- Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches, or programs.
- Students taught by three effective teachers in a row will score 50 percentage points higher on standardized tests than students taught by three ineffective teachers in a row. That’s the difference between being ready for a major university and not finishing high school.
- The achievement gap facing poor and minority students is due not to poverty or family conditions, but to systematic differences in teacher quality.

About Harry and Rosemary Wong



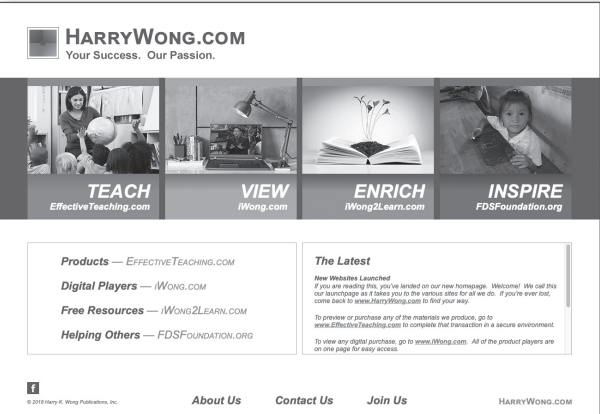
Harry K. Wong is arguably the most sought-after motivational speaker in education today. More than a million teachers worldwide have heard his message. The March 2006 issue of *Instructor* magazine named him one of the twenty most admired people in education along with Maya Angelou, Hillary Clinton, and Oprah Winfrey. His other awards include the Distinguished Secondary Teacher Award, Science Teacher Achievement Award, Valley Forge Teacher’s Medal, the Horace Mann League Outstanding Educator Award, and the first-ever, 2012 Lifetime Achievement Award from the National Teachers Hall of Fame.

Rosemary T. Wong was one of the first teachers selected as a Mentor teacher in California. She has received the Silicon Valley Distinguished Woman of Achievement Award, the Silicon Valley Woman of Influence Award, and the Southeastern Louisiana University and LSU Distinguished Alumni Awards.

Their book, *THE First Days of School*, is the most recognized book in education and has been used to transform classrooms around the world. They have produced a full array of materials that focus on teacher and student success—DVDs, CDs, books, and an exciting eLearning course. They have written hundreds of articles, many of which can be found at iWong2Learn.com.

A portion of the sales from *THE First Days of School* funds The First Days of School Foundation, which has built and sustains a school with over 500 K-12 students in a remote region in Cambodia. Information about the school can be found at www.FDSFoundation.org.

Visit Our Homepage For Everything We Do www.HarryWong.com



The Purpose of a Test

There is one main reason for giving a test—to find out if students have mastered the learning objectives. If there are no lesson objectives, do not test students. Tests must be correlated to the lesson objectives.

If it was not taught or experienced, do not test students.
If it is to be tested, it needs to be taught or experienced.

It’s the Teacher

A classroom is only as good as its teacher. A school is only as good as its principal. Principal leadership is second only to teacher effectiveness among school influences on student success.

I Do—We Do—You Do

Basically, effective teaching boils down to **I do**—The teacher clearly explains what students are to learn and how they will learn.

We do—The teacher checks for understanding while students are practicing and working on lesson objectives.

You do—Students are asked to produce work that shows they have learned the objectives.

Learn more about this practice in Chapter 14 in *THE Classroom Instruction Book*.

We’ve got to teach for mastery. If you want to be an administrator, you’ve got to understand instruction. You’ve got to be an instructional leader first. You’ve got to understand teaching and learning. That’s where you have to hang your hat. That’s where you get your credibility with teachers.

Elaine Farris • Chairwoman of the Board • Kentucky State University

How to Write a Test

Every test is based on the lesson objectives for each assignment.

- Step 1:** Look at the first objective. Write a set of questions for the objective.
- Step 2:** Use the testing method appropriate for the subject matter.
- Step 3:** Repeat steps 1 and 2 for each of the remaining objectives.

When you have written a set of questions for each objective, you have finished writing the test.

Each year my class scores the highest and I attribute it to how you taught me to correlate my tests to what my students are to learn—the lesson objectives.

A Texas teacher

How to write a test can be found in *THE First Days of School* and *THE Classroom Instruction Book*.

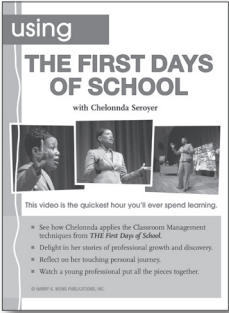
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Multiple hard copies are available for distribution. See our website for pricing and details.

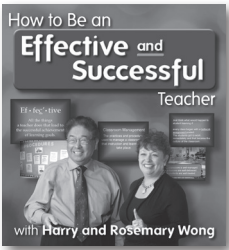
Timeless Materials to Help You Become A Very Effective Teacher



using THE FIRST DAYS OF SCHOOL

Chelonnda Seroyer shows you how to put *THE First Days of School* into practice.

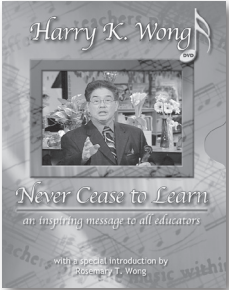
60-minute video, \$9.95
Instant, single-user, digital access only



How to Be an Effective and Successful Teacher

Harry and Rosemary Wong share how to transform your school at no cost.

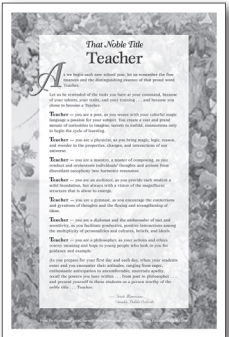
2 audio CD set, 2 hours 40 minutes, \$31.95
Instant, single-user, digital access available, \$9.95



Never Cease to Learn

Harry K. Wong shares his road to success in one simple message—*Never Cease to Learn*.

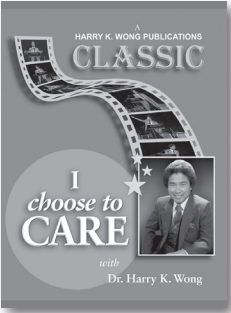
38-minute DVD, \$19.95
Bonus features
Instant, single-user, digital access available, \$9.95



That Noble Title Teacher

Hang this poster as a reminder of the dignity of the teaching profession.

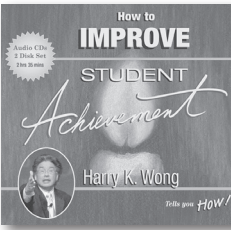
12" x 18" color poster, \$5.95 includes shipping
Volume discounts available



I choose to CARE

No one is better than Harry Wong as an educational speaker and this video is proof.

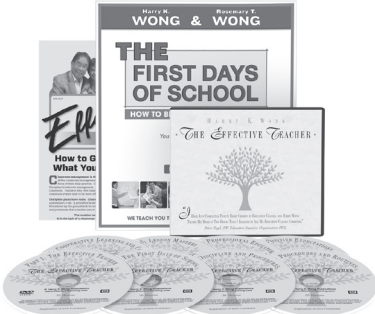
60-minute DVD, \$14.95
Instant, single-user, digital access available, \$9.95



How to IMPROVE Student Achievement

Harry Wong shows you how to invest in your own life to be a happy, fulfilled educator.

2 audio CDs, 2 hours 35 minutes, \$31.95
Instant, single-user, digital access available, \$9.95



The Effective Teacher

Harry Wong’s legendary presentation shows what effective teachers do to cause student achievement.

8 DVDs, 5 hours total time
THE First Days of School book
Effective Teaching newspapers
\$72.00 per DVD
\$495 for the complete set
Instant, single-user, digital access available
for \$9.95 per video, \$49.95 for series



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