



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 10/18



www.EffectiveTeaching.com

Effective TEACHING

For Teachers Who Want to Be Successful

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

Classroom management and discipline are not the same. Classroom management is about ORGANIZATION and CONSISTENCY. Discipline is behavior management. You manage a store; you do not discipline a store. You manage a team; you do not discipline a team. Likewise, 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.

Discipline may stop deviant behavior, but only temporarily. Effective teachers are proactive and have a classroom management plan that systematically teaches procedures to *prevent* problems in the first place.

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

Effective teachers manage with procedures. Every time the teacher wants something done, there must be a procedure or a set of procedures. Without procedures, time that should be spent on learning will be wasted explaining how to get tasks done. These are some basic classroom procedures:

- Start of the period or day
- Quietening a class
- Students seeking help
- Movement of students' papers
- Transition between activities

Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. Common procedures that are taught, rehearsed, and reinforced become ROUTINES.

They are explained in Unit C in **THE First Days of School** and in **THE Classroom Management Book**.

Procedures Result in Consistency

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.

This is the research of Douglas Brooks:

- **Ineffective teachers** were those who began the first day of school by covering the subject matter or doing a fun activity. These teachers spent the rest of the school year chasing after students.
- **Effective teachers** spent time organizing and structuring the classroom so students knew what to do to succeed.

ALL effective schools and classrooms have a Culture of Consistency. They are structured and

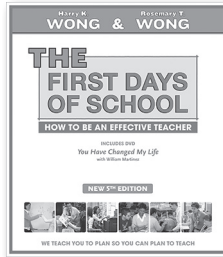
organized so that the classroom environment is predictable, reliable, dependable, and stable.

Effective classrooms are so well organized that if the teacher is absent, the students carry on and learning continues. Terri Schultz, for example, has a consistent classroom. When the substitute did not show up one day, her students took over the class. When the principal came to the classroom, he asked for the substitute plans and was about to leave the room.

The student leader then said, "Mr. Principal, could I have the plans back? I haven't finished teaching yet."

Terri says, "I don't have problems with discipline and I look forward to coming to work since I've been using procedures. Procedures have empowered my students and I have consistency."

Read the full story in **THE First Days of School**, page 142.



In this newspaper, all page numbers and references to **THE First Days of School** refer to the 5th edition of the book, except as noted.

How to Effectively Manage Your Classroom

It is no secret. A Super Successful and Effective Teacher manages a classroom with procedures and routines. 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. Procedures are used to structure how things are done in the classroom, such as entering the classroom, quieting the classroom, getting into and doing group work, sharpening pencils, collecting papers, and the like.

The 3 Steps to Teaching a Procedure

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

2. REHEARSE CLASSROOM PROCEDURES

All procedures must be rehearsed. A procedure is what a teacher wants the student to do; a routine is what a student does automatically after the procedure has been learned and rehearsed. Music teachers and coaches know this. Effective teachers spend a good deal of time at the beginning of the school year teaching, modeling, practicing, and rehearsing procedures. Then, each day for the first week, they repeat and rehearse the procedures until they become routines. For example, to let students know that you want their 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

Reinforce a correct procedure and reteach an incorrect one. There is no penalty if a student does not do a procedure. 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 Unit B of **THE First Days of School**; parts 3 and 4 of **The Effective Teacher**; and in the entire **THE Classroom Management Book**.

Free Resources

There's a wealth of FREE information waiting for you when you click the "Learn more" link for most of our products at www.EffectiveTeaching.com. Download all of our product guides, facilitator handbooks, and this newspaper instantly. Among other items you'll find:

- **Implementation Guide** to **THE First Days of School**
- Facilitator Guides for **The Effective Teacher**, **THE Classroom Management Course**, and **Never Cease to Learn**
- **Effective Teaching** download
- Teacher Effectiveness Quiz

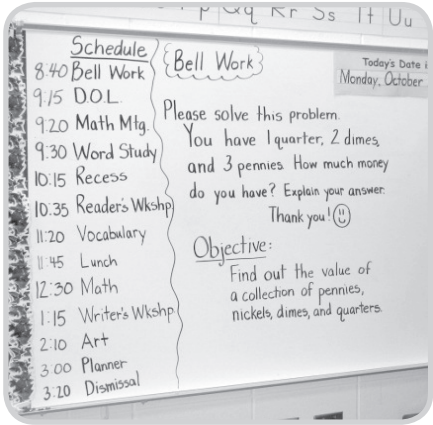
Helping you be successful is our passion.

Inside You'll Find

How to Start Each Day or Class.....Page 2
Why Students Get Low Grades.....Page 7
How Students Assess Themselves.....Page 7
How to Write a Test.....Page 8

2

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 while you greet students at the door and take care of any administrative responsibilities at the start of the period or day. **An agenda tells students you have made a plan for the day and sets a focus for your time together.**
2. **Effective teachers have a CLASSROOM MANAGEMENT PLAN ready.** The plan details the procedures that are to be used in the classroom. This can be shown with a PowerPoint presentation that explains how the classroom is structured and organized. A classroom management plan creates **CONSISTENCY** in the classroom. **Most importantly, student achievement is increased because there is more time for instruction and learning.** Students want a stable, consistent classroom where everyone knows what to do and learning can take place each and every day.
3. **Teach one procedure at a time and use the three-step approach to teach each procedure.** Review, rehearse, and reinforce past procedures. Add a new procedure when appropriate.

For examples of classroom management plans in PowerPoint, see **THE First Days of School**, page 16, and **THE Classroom Management Book**.

THE 3 CHARACTERISTICS OF EFFECTIVE TEACHERS

✓ Are extremely good Classroom Managers

✓ Can teach for Lesson Mastery

✓ 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

The First Five Minutes

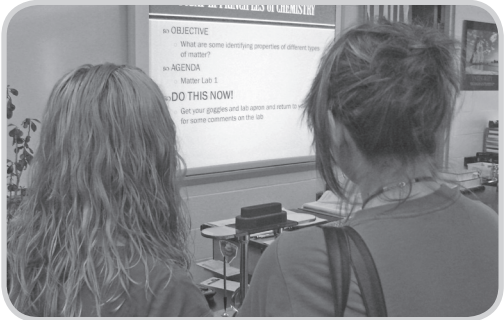
Instead of having students wandering around the room talking to each other, or being on their phones when class starts, you can start class immediately with respect, care, and procedures.

“As my students walk into our classroom, they say ‘Good Morning’ to everyone, then put down their book bags. They proceed to read their morning message, the objectives for the day, and their bellwork. They take their own attendance in Active Inspire, complete their bellwork, and eat their breakfast. While they are doing this, I can take care of other teacher duties, such as collecting notes, money, or passing out office notes. I cannot visualize my classroom functioning without procedures and routines. Students need consistency and structure.”

Tiffany Landrum • St. Rose, Louisiana

“The students come to PE, change into their PE attire, and ‘Start Walking.’ No one tells them what to do; they know the procedure. This procedure is repeated every day.”

Steve Geiman • Waynesboro, Virginia



“I greet my students at the door as they are walking into the room. Upon entering the classroom, the students read our Do-Now Board, which always has our daily task and any materials they may need to pick up at the front work bench. They also complete their task and/or lab notebook and take out all supplies needed for class—lab notebook, writing utensil, homework, and anything else. During this time, I am taking attendance. Having an orderly system and procedures in place has really helped my students to focus on learning for the day!”

Cristina Bianchi
Providence, Rhode Island

“In five minutes, students walk into the room; retrieve their interactive notebooks; review the agenda, learning target, and essential question for the day (written on the whiteboard); and then journal write to the prompt on the Smartboard. Journal prompts often ask them to think about an idea connected to what we are learning about that day. After the five minutes, I often call on a few students to share their writing to begin instruction.”

Brandy Hackett • Moberly, Missouri

How to teach all of these techniques can be found in **THE Classroom Management Book** and to see more examples of how teachers start their first five minutes, go to www.HarryWong.com/FirstFive.

It’s the Teacher

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.

I Absolutely LOVE My Job as a Teacher



“During preservice, I heard you speak at Bowling Green State University where you encouraged us to develop a classroom management plan in a binder. I am currently teaching high school English and I truly could not be happier.

“My friends and family are in awe of the success I am having in my first year, and I attribute so much of this success to your guidance in creating my own classroom management plan! This plan has been invaluable to me.

“Having my plan has helped me set the tone on my very first day of school, even as a new teacher. I have had very little behavior problems because of PROCEDURES. We can have more fun as a class because students know how to follow procedures and behave appropriately in the classroom.

“I know this first year would have turned out much differently had I not first found your books and followed your advice. I can’t wait to continue pursuing a career I am passionate about. THANK YOU for helping me and others help students every day!”

Hannah Burkhart • Findlay, Ohio

Procedure for the Movement of Paper

When students are sitting in columns and rows, it is more effective for them to pass papers across the rows to the side of the room rather than up the columns to the front of the room.

Why? Here are the problems with passing papers up to the front of the room.

- If papers are passed up the column, you cannot see what is happening behind each student’s back as you stand at the front of the room waiting for the papers.
- Some students tap, poke, shove, and hit the back of the student in front to announce that the papers are coming. Others wave the papers in the face of the student in front. No matter what is done, the student in front is irritated, words are spoken, and disturbance in the class increases.
- When papers are passed from hand to hand, some papers may fall to the floor.
- There are frequently more students in a column than across a row. Passing papers up a column takes longer to accomplish and is frequently accompanied by student agitation.

There are distinct advantages to passing papers across rows to the side of the room. To read about the six steps of this procedure, go to page 176 in **THE First Days of School** or page 142 in **THE Classroom Management Book**.

It is also not a good procedure to have students place their papers in a basket on the teacher’s desk. This involves too much movement and too much of a mess left behind.

Whatever procedure you choose to use, rehearse the procedure the first time papers must be moved and collected.

THE First Days of School

The Best-Selling Teacher Training Book Ever

Over 4 Million Copies Sold

Why? It Works!

Your Most Valuable Resource Gets Better and Better

The 5th edition in a new portrait format of the best book for creating effective teachers—***THE First Days of School***—keeps on getting better and better. The content and research have been updated; there are more examples; and there's a new, inspirational DVD included free.

This is the most reliable 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' induction programs
- Over 2,114 colleges and universities
- Over 120 countries and has been translated into nine languages

“This book taught my son how to teach.

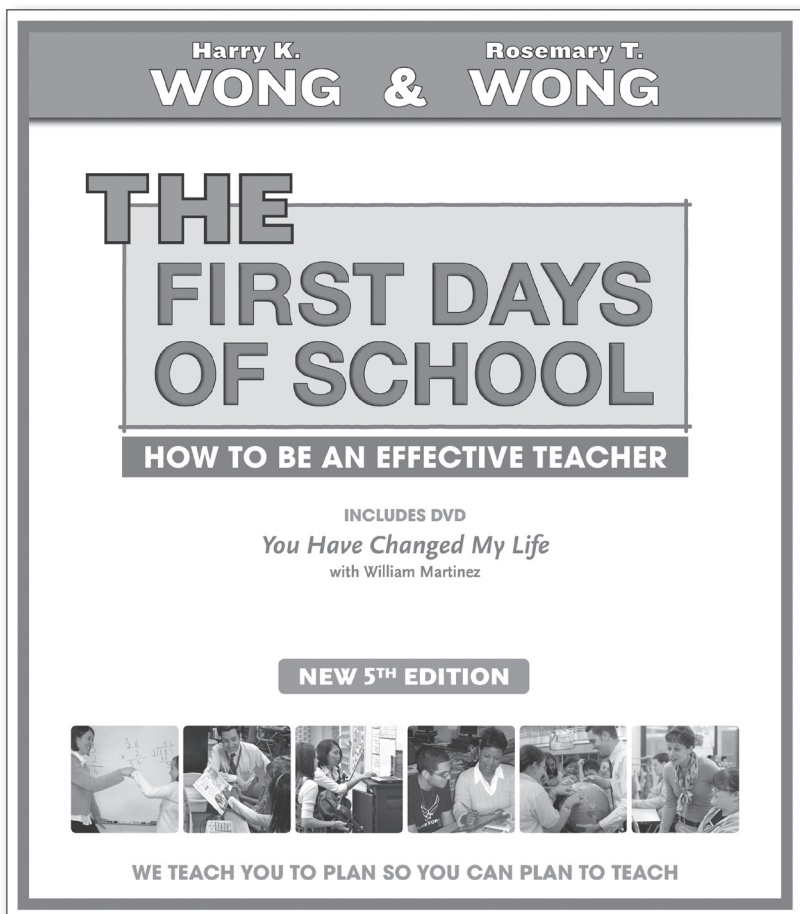
John Hattie
Melbourne, Australia”

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.



THE FIRST DAYS OF SCHOOL

336 pages, 8½ x 11 inches, portrait format
55 “Going Beyond” folders of additional resources
60-minute DVD, *You Have Changed My Life*
Retail price \$37.95; Publisher-direct price \$27.95
Volume discounts available
Digital access available
ISBN: 978-0-9764233-8-6

Contents of THE First Days of School

Unit A Basic Understandings—The Teacher

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

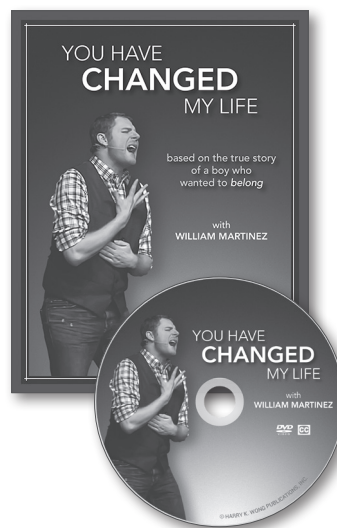
Unit D Third Characteristic—Lesson Mastery

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.



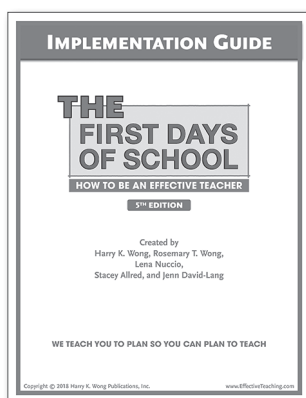
Watch William Martinez on a free DVD

When was the last time you saw an in-service presenter get three standing ovations in just forty-five minutes? In Lakeland, Florida, 1,300 educators were teary-eyed and emotionally proud as a student (now 40 years old) told how a teacher changed his life. This DVD is included free in ***THE First Days of School***. Contact William directly at william@william-martinez.com to speak to your teachers on the impact they make each day.

The Importance of Teachers

“His theatrical talent is better than Broadway, but his ability to convey to educators the importance of teachers, the arts, and how they impact a child, is phenomenal.”

Dana Maharrey
Tupelo Public Schools • Mississippi



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.

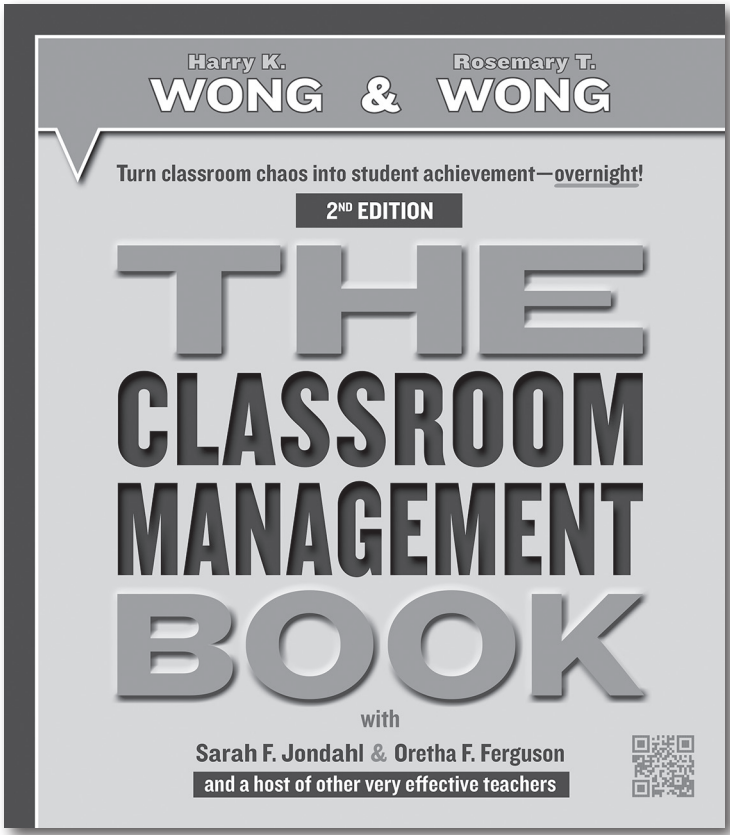
Our Scores Have Hit Heights We Only Dreamed About

“The time invested in the first few days of teaching procedures and then practicing them is such a great investment. The proof is in the test results. Our scores have hit heights we only dreamed about. The ideas in ***THE First Days of School*** provided a culture for our school that enabled our other efforts to be more successful.”

Mike Gee, Principal • Joe Harrison Carter Elementary School • Tompkinsville, Kentucky

THE Classroom Management Book

The premier book for how to organize and manage a classroom for student learning and success



THE CLASSROOM MANAGEMENT BOOK
320 pages; full color
Retail price \$36.95; Publisher-direct price \$26.95
Volume discounts available
Digital access available
ISBN: 978-0-9764233-9-3

Preview this book and all of our materials at
www.EffectiveTeaching.com

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

It is the “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.

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.

Contents of THE Classroom Management Book

- Prologue: Classroom Management Defined
- Preparation: Before the First Day of School
- Procedures: For the First Day of School
- Procedures: For Students
- Procedures: For the Classroom
- Procedures: For Instruction
- Procedures: For the Special Needs Classroom
- Procedures: For Teachers
- Plans: For the First Days of School
- Epilogue: A Call to Action

Teacher-of-the-Year

“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. Now in my fifth year, I was just voted Teacher-of-the-Year.”

Amanda Brooks Bivens • Dyersburg, Tennessee

Classroom Management with Harry and Rosemary Wong

An immersive Internet course to learn classroom management

Harry and Rosemary Wong can teach you how to organize and manage your classroom. Like all of the Wong materials, this Internet course is very practical. An empty binder is shipped with each course so that as you progress through the lessons, you will create a binder with your own **Classroom Management Action Plan**.

When you finish you will have a plan tailored to manage your own classroom for immediate success.

The course consists of six lessons and will take a minimum of 20 hours to complete.

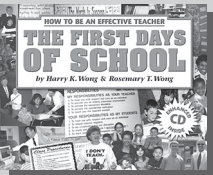
Each of the six lessons features the following:

- A set of objectives
- Dozens of strategies used by teachers and schools for examples
- A 3-part structured assignment page
 1. Reflections
 2. Resource Articles
 3. Binder Pages to complete for your Classroom Management Action Plan Binder

We offer these 322 pages printed in black and white and three-hole-punched ready to put in your blank binder. This Printing Packet is available at an additional cost.

Save and order one of three Bundle Options for this course. **THE First Days of School**, 3rd edition, ships with Bundles 1 and 3 as access to this book is required to complete the course. See the Classroom Management website for a preview of the course and complete details.

This course is correlated to the 3rd edition of **THE First Days of School**. Contact Customer Service for correlations to the 4th and 5th editions of **THE First Days of School**. You will need access to this book to fully benefit from the course.



Course Contents

- Welcome: Introductory Remarks from Harry and Rosemary
- Before You Begin: Navigation Guide for the Course
 - Lesson 1: A Plan for Classroom Management
 - Lesson 2: What Is Classroom Management?
 - Lesson 3: Getting Organized for the Start of School
 - Lesson 4: How to Teach Procedures
 - Lesson 5: School-Wide Procedures
 - Lesson 6: Some Final Thoughts
- Course Survey: Feedback About Your Experience

“The visuals, layout, and videos are great! Thank goodness not just the standard “blue screen” with text. It is interactive, simple to use, and **really keeps your attention and interest!** I can’t wait to press the “next” button!”

Emily Ballard • DeSoto County Schools • Mississippi

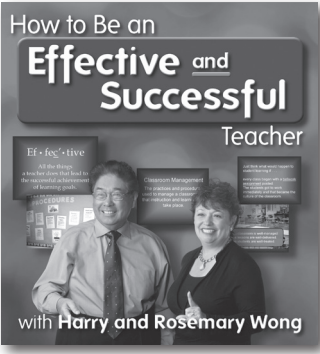


www.ClassroomManagement.com
The home page for becoming an expert classroom manager

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How to Be an Effective and Successful Teacher



HOW TO BE AN EFFECTIVE AND SUCCESSFUL TEACHER
with Harry and Rosemary Wong
2 audio CD set, 2 hours 40 minutes
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Use this two-disc, audio CD set to transform your classroom, your school, your district overnight—at no cost—as Harry and Rosemary Wong share with you how to do the following:

- Get students working before the bell rings.
- Gain one month of instructional time.
- Teach procedures so everyone does them.
- Write meaningful assignments.
- Assess for teaching and learning.
- Create a culture of consistency.



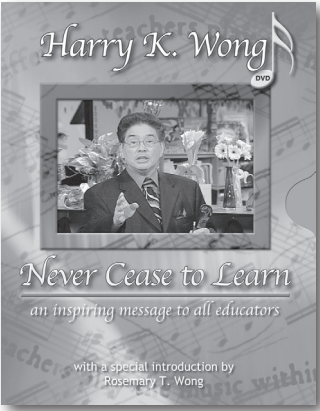
INSTANT DIGITAL ACCESS

HOW TO BE AN EFFECTIVE AND SUCCESSFUL TEACHER

DIGITAL


\$9.95, Single-user access for 120 days

Never Cease to Learn



NEVER CEASE TO LEARN
38-minute DVD
Bonus features
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Inspiring! Harry K. Wong shares his road to success in one simple message—***Never Cease to Learn***. It's 38 minutes packed with the power to transform your attitude and your life. This DVD will motivate new teachers to pursue their dreams and will validate veteran teachers for their commitment to the profession. The features of the DVD include a discussion guide, complete transcript, graphics files, subtitles, and additional Internet resources. ***Never Cease to Learn*** is the urging we all need to become the educator we were destined to be. The message in ***Never Cease to Learn*** is one that all educators must see and hear!



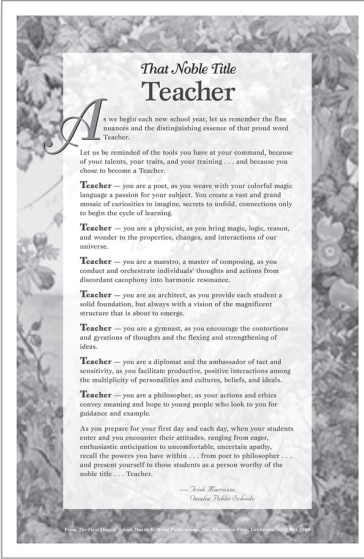
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That Noble Title Teacher



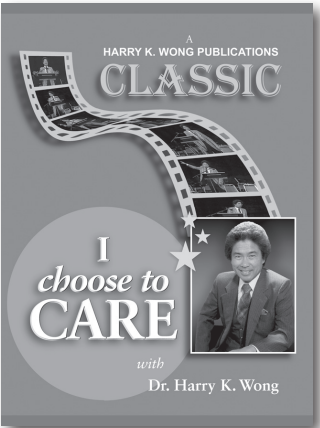
Composed by an educator in Omaha, Nebraska, this poster is a beautiful, visual reminder of the dignity of the teaching profession.

Hang this motivational essay anywhere as a keepsake for the difference you make with all students.

The text for this poster can be found on page 38 in ***THE First Days of School***.

THAT NOBLE TITLE TEACHER
12" x 18" color poster
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Price includes shipping


I choose to CARE A Harry Wong Classic!



I CHOOSE TO CARE
60 minute DVD
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Through the years, no one is better than Harry Wong as an educational speaker and this video is proof. Recorded live before an audience of 3,200 district employees twenty years ago, you'll still laugh, cry, and be motivated to change after watching this presentation.

The information is timeless. You'll learn how to raise student expectations, improve test scores, and produce responsible students—all in 60 minutes.



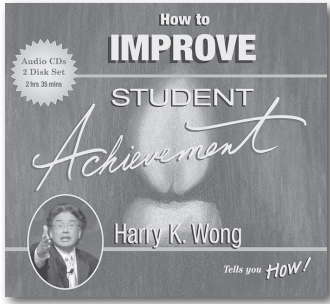
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I CHOOSE TO CARE

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\$9.95, Single-user access for 120 days

How to Improve Student Achievement



HOW TO IMPROVE STUDENT ACHIEVEMENT
2 audio CDs, 2 hours 35 minutes
\$31.95

This 2 audio CD set is over 2 hours with Harry K. Wong. He invites you to steal from him the secrets of effective teaching for all grade levels. You will learn how effective teachers . . .

- establish procedures during the first minutes, the first hour, the very first days of school.
- run classrooms in which students are working and productive.
- reduce discipline problems.
- create a culture of learning.
- raise expectations and help students meet standards.
- write lesson objectives and design effective lessons.
- communicate expectations to students and to their parents.
- write meaningful assignments.
- grade student work.

- avoid the five wrong reasons to write a test.
- deal with at risk and ADHD students.
- put students in absolute control of their own learning.

And without a doubt, you will learn . . .

- how to invest in your own life to be a happy, fulfilled, effective educator.



INSTANT DIGITAL ACCESS

HOW TO IMPROVE STUDENT ACHIEVEMENT

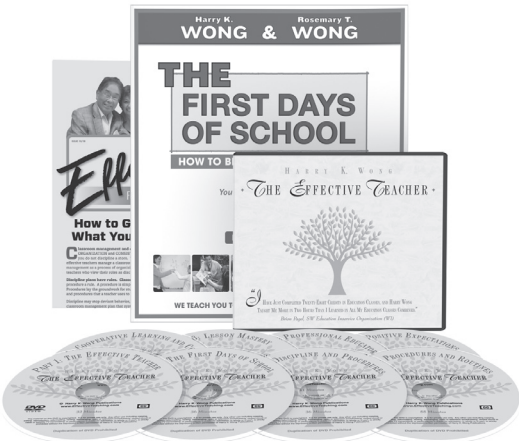
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The Effective Teacher Harry Wong's Presentations Are Legendary!

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- Part 4: **Procedures and Routines**
- Part 5: **Cooperative Learning**
- Part 6: **Lesson Mastery**
- Part 7: **The Professional Educator**
- Part 8: **Positive Expectations**



THE EFFECTIVE TEACHER
5 hours on 8 DVDs
THE First Days of School book
10 copies, ***Effective Teaching*** newspaper
\$72.00 per DVD
\$495.00 for the complete set



INSTANT DIGITAL ACCESS

THE EFFECTIVE TEACHER

DIGITAL

\$9.95 per video
\$49.95 for the series of 8 videos
Single-user access for 120 days

About Harry and Rosemary Wong



Harry K. Wong is arguably the most sought-after motivational speaker in education today. He is booked two to four years in advance. 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 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 translated into nine languages. They have produced an audio CD set, an award-winning DVD series, and an exciting eLearning course. Their writings can also be found at iWong2Learn.com.

They also fund The First Days of School Foundation and have built a school in Cambodia. (Information about the school can be found at www.FDSFoundation.org.)

Harry and Rosemary are new teacher advocates and they are honored to share their techniques for classroom success with hundreds of thousands of teachers all over the world. Their passion is creating a positive future for students everywhere.

Consultants to Help You

We can suggest a number of experienced educators to help you implement ***THE First Days of School*** in your school or in your district. Contact us at CustomerService@HarryWong.com to be connected with the right consultant for you.

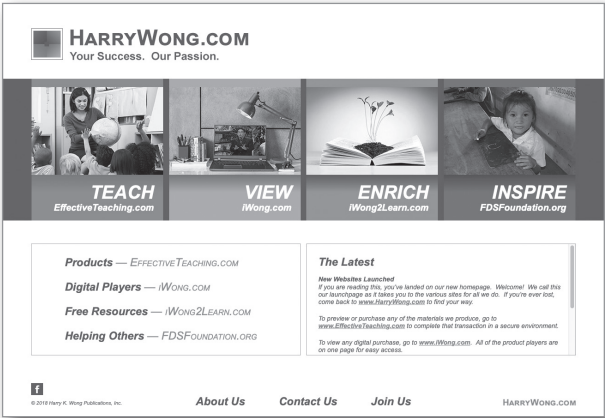
“Because of the Wongs, I learned about procedures and it made a major change in my classroom. I saw great progress not only in my classroom but also in my personal career. I went on to be selected as high school, district, and Metro Jackson Teacher-of-the-Year. Thank you for changing my life forever!”

Barbie Ferguson • Clinton, Mississippi

“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

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HOW to Get Students to LEARN WHAT You Want Them to LEARN

Teacher instructional quality is the most critical factor by which to improve student achievement and close the achievement gap.

The Learning Triangle

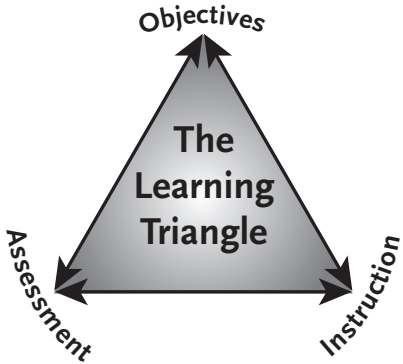
Unit D in *THE First Days of School* is centered on the Learning Triangle. The Learning Triangle represents a constant flow between each of the points—Objectives, Instruction, and Assessment. As the teacher teaches to the objective, assessment is taking place to see if the instruction has been effective.

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 do (the procedures)
- They do not know what to learn (the objectives)



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.

“Student achievement is best when they can visibly see what they are to learn.”
John Hattie • Visible Learning

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. If there are no standards, no objectives, and activities are done without a specified reason, it’s like shooting arrows while blindfolded hoping that one will hit a nonexistent target.

- Simply tell 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.

Objectives Give Purpose

OBJECTIVES are what a student must achieve to accomplish what the teacher states 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

Objectives are classroom learning targets. Students know what they are aiming for and what they are responsible for learning. Objectives state what you want students to accomplish. Students must know what they are responsible for learning before the lesson, assignment, or activity begins.

How to write objectives can be found on page 229 in *THE First Days of School*.

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.

Two Misused Terms in Education

7

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, but 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.

Applying Bloom’s Taxonomy to the Study of Antarctica

1. **Remembering:** Who was the first person to reach the South Pole?
2. **Understanding:** Describe the difference between the Arctic and Antarctic regions.
3. **Applying:** Give an example of one piece of modern technology that, had it been available to the explorers, would have made a difference in their trip.
4. **Analyzing:** Compare the weather at the South Pole on December 1 and June 1 in any given year.
5. **Evaluating:** Should Antarctica remain a continent free of development and left with its natural habitat? Justify your position.
6. **Creating:** Pretend that you made the journey. Write an entry in your diary describing your emotions on the day you reached the South Pole.

From page 233 in *THE First Days of School*.

Assessment with a Rubric

The purpose of a rubric is to assess for student learning. There are three parts to a rubric:

- Criteria
- Point values
- Performance expected

A rubric serves as a benchmark. Students know how they will be measured and how to measure themselves.

How to construct the three parts of a rubric can be found on page 250 in *THE First Days of School*.

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 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.

Effective Teachers Teach from the Head AND the Heart

You—the teacher—give your students structure. Structure gives them opportunities and possibilities. You help them realize their full potential.

Students will come back to thank you for these things:
You taught them knowledge.
You taught them skills.
You were fair and consistent.
You believed in their abilities.
You modeled values.
You gave them positive challenges.

You helped them succeed in their undertakings.
You respected their person.
You gave them hope and inspiration.
You sent them forth into the world with the belief and confidence that they have the potential to achieve their dreams and be a force in the world.

From page 324 in *THE First Days of School*.





Harry and Rosemary Wong have written over 150 free articles that describe effective teaching techniques.

A Successful First Day, August 2002 and September 2005

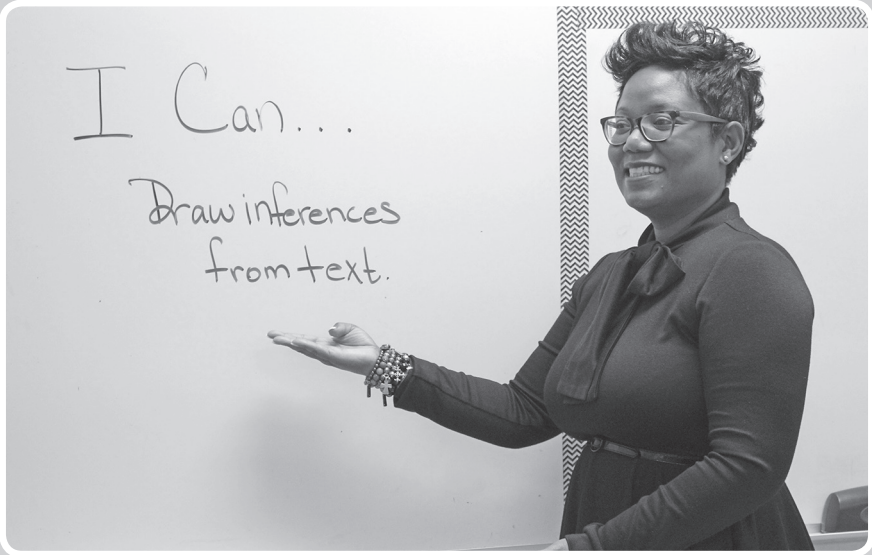
Sarah Jondahl, an effective teacher, had a one-inch binder containing her “First Day of School Action Plan.” Let her walk you through, step-by-step, her first day of school.

PowerPoint Procedures, November 2004

Kazim Cicek created and communicates his classroom procedures with a PowerPoint presentation. This is the most copied PowerPoint in education.

The Power of Procedures, February 2005

Chelonnda Seroyer, during her first year of teaching, succeeded from the first second of her first day of school. The power of her procedures is shared with you in PowerPoint.



Her Students All Succeed

Chelonnda Seroyer has an organized lesson plan that is explained to her students.

- I show them clear and specific objectives—they know what to learn.
- They practice or do the assignment on what they are to learn— they know what they are doing.
- I provide feedback to help students make progress—they know how well they are doing.
- I adjust the instruction based on my 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.

She says, “There is no secret as to what is expected of them. When I do this, they all can predict their success.”

More on creating effective assignments can be found on page 234 in **THE First Days of School**. Chelonnda is available to help your teachers become very effective. Contact her directly at CSeroyer@HarryWong.com.

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.”**

“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**.

A Culture of Consistency, August 2011 and May 2012

Discipline problems are reduced and student achievement rises when a principal teaches her staff how to create a first-day plan and use a lesson plan for results.

The Key to Solving Discipline Problems, September 2013

Behavior problems can mostly be prevented by having a classroom management plan with procedures. Procedures tell a student what needs to be done and how to do them correctly.

Sharing to Succeed, October 2014

Five teachers share their amazing success stories for others to copy.

Please note: A prerequisite to using any of the aforementioned techniques requires reading **THE First Days of School**. It is imperative that you know the research and the reason for what is being done so that you implement them successfully and coach or help other teachers.

How to Get Students to BELIEVE in Their POTENTIAL

Melissa Dunbar of Kerrville, Texas, wrote a poem that she reads to her students on the first day of school and then posts as a reminder.

I believe in you.
No matter what you’ve done, I believe in you.
No matter what’s happened to you, I believe in you.
No matter what people say, I believe in you.
No matter if you’re rich or poor, I believe in you.
No matter your age or size, I believe in you.
No matter where you live, I believe in you.
No matter your position or lack of one, I believe in you.
No matter, no matter, no matter, I believe in you.

Students measure their success by the time invested in them and the expectations teachers have of them. Like everyone everywhere, students are responsive to those who are interested in them and they will strive to please those who believe in them. (But, you, the teacher, need to believe in yourself first and foremost.)

The Four Stages of Teaching



Those teachers who have gone beyond Survival, either because they have taken the initiative to improve their own effectiveness or because the school district has a program to help them become more effective, have made a choice, and life is about making choices. The choice is this:

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

It’s very simple:
If you think you can’t, you won’t.
If you think you can, you will.

As teachers, we have the satisfaction and privilege of helping students realize their dreams and potential. As effective teachers, our mission is to give students the skills, knowledge, and attitudes necessary to being happy, fulfilled, and successful in life. And what better way to impart these important skills, knowledge, and attitudes than to have them ourselves and model them for our students.

People with positive belief systems have high expectations, and their high expectations of others will have positive results in their personal and professional lives.

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

More details can be found on page 268 in **THE First Days of School**.

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