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. Procedures lay the groundwork for student learning. A procedure is simply a method or process for getting things done in the classroom. 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 stops deviant behavior, temporarily. Procedures, on the other hand, teach students responsible skills they can use in school and in life.

The number one problem in the classroom is not discipline; it is the lack of procedures and routines—a classroom management plan. It is not what teachers do to stop misbehavior that characterizes effective group management, but how they proactively have a classroom management plan to systematically teach procedures to prevent problems in the first place.

**CONSISTENCY** concerns to a classroom environment that is predictable and stable. There is no yelling or screaming at the students because they know how the classroom functions and is organized. They call this a safe and happy classroom.

A young student said, “I like to come to school here because everyone knows what to do (procedures). No one yells at us and we can get on with learning.”

Douglas Brooks’ research found that the 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 the students.

The effective teachers spent time organizing and structuring the classroom so the students knew what to do to succeed.

Effective classrooms are so well organized that if the teacher is absent, the students carry on and learning continues. For instance, Terri Shultz has a consistent classroom. When the substitute did not show up, her students took over the class. When the principal came to the classroom, he asked for the substitute plans and moved 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 teaching, modeling, practicing, and rehearsing procedures. Then, each day, for the first week, repeat and rehearse the procedures until they become routines. For instance, develop a signal to let the students know you want their attention. Then, rehearse the procedure.

To quiet a class calmly in seconds, read Chapter 19, in The First Days of School or read 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 from this site.

These are some of the 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
- Successful Teaching download
- Teacher Effectiveness Quiz

Helping you be successful is our mission.

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

The 3 Steps to Teaching a Procedure

1. **Teach**: State, explain, demonstrate, and model the procedure.
2. **Rehearse**: Practice the procedure under your supervision.
3. **Reinforce**: Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

From The First Days of School, page 175, and THE Classroom Management Book.

**THE First Days of School**

In this newspaper, all page numbers and references to The First Days of School refer to the 4th 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 have an organized and consistent classroom so that learning can take place.

1. **CLEARLY DEFINE CLASSROOM PROCEDURES AND ROUTINES**

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

To learn how to teach procedures, read chapters 19 and 20 in The First Days of School, watch parts 3 and 4 of The Effective Teacher, or read THE Classroom Management Book.

2. **REHEARSE CLASSROOM PROCEDURES**

All procedures must be rehearsed. A procedure is what a teacher wants the student to do and a routine is what a student winds up doing automatically after rehearsal.

Music teachers and coaches know this. Effective teachers spend a good deal of time the first week of the school year teaching, modeling, practicing, and rehearsing procedures. Then, each day, for the first week, repeat and rehearse the procedures until they become routines. For instance, develop a signal to let the students know you want their attention. Then, rehearse the procedure.

To quiet a class calmly in seconds, read Chapter 19, in The First Days of School or read THE Classroom Management Book.

3. **REINFORCE PROCEDURES UNTIL THEY BECOME ROUTINES**

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 can see 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.

## Consistency

The most important condition to establish 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 the students because they know how the classroom functions and is organized. They call this a safe and happy classroom.

A young student said, “I like to come to school here because everyone knows what to do (procedures). No one yells at us and we can get on with learning.”

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To quiet a class calmly in seconds, read Chapter 19, in The First Days of School or read THE Classroom Management Book.
It’s the Teacher

The effective teacher produces learning. Changes in school structure, introducing mandates and programs do not improve student learning. The only factor that increases student achievement is the significance of an effective teacher.

1. The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students.
2. 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.
3. The achievement gap facing poor and minority students is due not to poverty or family conditions, but to systematic differences in teacher quality.

The effective teacher makes the difference in the student achievement gap. The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students. 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 only factor that increases student achievement is the significance of an effective teacher.

Procedure for the Movement of Paper

Rather than have students pass papers up the row to the front of the room, it is more effective to have them pass their papers across the rows to the side of the room.

Why? Here are the problems with passing papers up to the front of the room.
1. If papers are passed up the row, you cannot see what is happening behind each student’s back as you stand at the front of the room waiting for the papers.
2. Some students tap, poke, shove, and hit the back of the student in front to announce that the papers are coming up the row. 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 the disturbance in the class increases.
3. When papers are passed from hand to hand, some papers may fall to the floor.
4. There are frequently more students up a row than across rows. Thus passing papers up a row takes longer to accomplish and is frequently accompanied by student agitation.

There are advantages to passing papers across the rows to the side of the room. To see the six steps of this procedure, please read The First Days of School, page 199. It is not a good procedure to have the students place their papers in a basket on the teacher’s desk. This procedure involves too much movement and too much of a mess left behind.

Whatever procedure you choose to use for collecting papers, rehearse the procedure the first time you collect papers.

Procedure for Working in Groups

Determine the number of students you need to accomplish an activity, divide the class accordingly, and then spell out the assignments. For instance, in a group of four:

Student 1 is responsible for getting the materials and returning them to the right place when the day or period is over. Student 2 is responsible for seeing that the steps of the activity are followed.

Student 3 is responsible for observing, recording data, and taking minutes as the activity progresses.

Student 4 is responsible for overseeing the writing of the group report.

The greater the time students work together and the greater the responsibilities students take for their work, the greater the learning.


Read The First Days of School, page 207, for details on effective group work, and read in The Classroom Management Book.

Start All Over Again Any Day of the School Year

Are you doing the same thing over and over again and expecting different results? That’s Einstein’s definition of insanity! And it is. It’s the teacher that makes the difference in the classroom. By what you say and do, your students will or will not be successful. So why keep doing the same thing over and over and each year, hoping that the results will be different.

You can be a very successful and effective teacher at any point in the school year. Don’t wait until the new school year to start being effective in the classroom. Here are simple steps in the right direction.

1. Have an AGENDA posted every day in the same location when the students enter the classroom. This tells them what is happening, what is the bellwork, and what is the objective of the lesson while you greet the students at the door and take care of any administrative responsibilities at the start of period or day. An agenda tells the students you have planned for the day and sets a focus for your time together.

2. Effective teachers have a SCRIPT or CLASSROOM MANAGEMENT PLAN ready. They have a classroom that is structured and organized and CONSISTENT in how the classroom is run. Most importantly, student achievement is increased because there is more time for instruction and learning. The plan details the procedures that are used to manage the classroom. Students do not want surprises and yelling. They want a stable, consistent classroom where everyone knows what to do and learning can take place every day.

3. Teach one procedure, one at a time, and use the three-step approach to teach each procedure. Review, rehearse, and reinforce past procedures. Add one new procedure when appropriate.

For examples of classroom management plans in PowerPoint, see The First Days of School, page 5, and THE Classroom Management Book.
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
Dyersburg, Tennessee


I am motivated to stay teaching. Nine years ago, only a teacher for 14 days, I was completely overwhelmed. My principal called a staff meeting and put in one of your videos. My friend and I sat in our seats mesmerized by what you were saying. We laughed so hard because all of your examples were exactly what was happening to us in the classroom. We went back into our classrooms with many new ideas and completely inspired to tackle the task ahead. Thank you for that!

By always learning and staying motivated by experts like yourself, my husband and I have happily stayed in teaching for 10 years.

Nikki McDevitt
San Juan Capistrano, California

THE EFFECTIVE TEACHER
HARRY WONG’S PRESENTATIONS ARE LEGENDARY!

Motivated to Stay

THE CLASSROOM MANAGEMENT BOOK
THE PREMIER BOOK FOR HOW TO ORGANIZE AND MANAGE A CLASSROOM FOR STUDENT LEARNING AND SUCCESS

THE Classroom Management Book provides you with a plan, step-by-step, from before Day 1 to the last day of school.

It is a “How To” book for creating a safe and positive school and classroom environment for student learning and achievement.

No jargon. No theory. Just answers and solutions.

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

With contributions from more than 100 educators, this book is full of techniques from in-the-trenches teachers who know what to do to get students to succeed. All of the information is easy to implement at no cost.

I nodded my head as I read, “Motivated to Stay.”

The purchase of the digital version allows a single user individual access to the file for 120 days from the date of purchase. With your purchase you will be emailed a link, a pass code, and directions for retrieving the item for your personal use.

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Successful Teaching newspapers
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Your Best Friend
And Most Valuable Resource

I was tossed into a disheveled former “shop” classroom and told to go “teach.”

Thanks to your book, I am an effective “shop” classroom and told to go “teach.”

Dave Delp - Illinois

1. Why You Need to Succeed on the First Days of School
2. What Is an Effective Teacher?
3. How You Can Be a Happy First-Year Teacher
4. How to Close the Student Achievement Gap
5. Why You Should Use Proven, Research-Based Practices

Free Implementation Guide
For The First Days of School

Use this free guide to implement The First Days of School. Each chapter of the book is treated individually, allowing the teacher or workshop leader to focus on areas of need. Go to the full product description page for The First Days of School at www.EffectiveTeaching.com to download this 96-page document.

Suggested Retail Price: $34.95
Buy Direct at a Savings $25.95

The First Days of School
352 pages, 10 x 8 inches
60-minute DVD
Retail price $49.95, Direct price $25.95
Volume discounts available
Digital access available

Free DVD: “Using THE FIRST DAYS OF SCHOOL”

Chelonnda Seroyer
On a Free DVD

She has shared her story at professional meetings to standing ovations. You’ll laugh, cry, and be proud that you’re a fellow classroom teacher. Contact Chelonnda at C.Seroyer@HarryWong.com to inquire about her speaking at your meeting.

THE FIRST DAYS OF SCHOOL
Contents of
The First Days of School

Unit A
Basic Understandings: The Teacher
1. Why You Need to Succeed on the First Days of School
2. What Is an Effective Teacher?
3. How You Can Be a Happy First-Year Teacher
4. How to Close the Student Achievement Gap
5. Why You Should Use Proven, Research-Based Practices

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Future Understandings: The Professional
25. How to Be a Teacher–Leader

Epilogue
How to Develop a Culture of Effective Teachers

DVD
“Using THE FIRST DAYS OF SCHOOL”

Peach troubled kids and procedures work.

They have made all the difference in my first two years of teaching.

Dick Doucett - Quebec, Canada

Once I implemented methods from “The First Days of School,” my classroom was revolutionized. Applying procedures and routines contributed greatly to the academic progress of my students.

I consider this book an indispensable resource for any educator’s professional library. Even after teaching for thirteen years, I continue to find that this book stimulates fresh ideas.

There is no book that has influenced the way I manage my classroom or prepare for the school year more than “The First Days of School.” I always eagerly recommend this book to my colleagues.

Stacey Allred - Joan Martin Elementary School - Hobart, Indiana

This is the 4th edition of the best book for creating effective teachers. The content and research have been updated; there are more examples; and there’s a new implementation DVD that’s included with the book.

The book is used in
- Thousands of school districts in their induction programs
- Over 120 countries
- Over 2,114 colleges and universities
- Translated into 7 foreign languages

If you had to buy one book in education 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 Day 1, The First Days of School is the book you want.

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
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.

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 1-part structured assignment page
  1. Reflections
  2. Resource Articles
  3. Binder Pages to complete for your Classroom Management Action Plan

We offer these Bundles for this course. The First Days of School, 3rd edition, ships with Bundles 1 and 3 as access to this edition of the book is required to complete the course. See the Order Form on page 6 for details and pricing. CEU and academic credits are available upon completion of the course.

See the Classroom Management website for a preview of the course and complete details.

Welcome: Introductory Remarks from Harry and Rosemary
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

This course is correlated to the 3rd edition of The First Days of School. You will need access to this edition to fully benefit from the course.

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

Classroom Management with Harry and Rosemary Wong

An exciting Internet course to learn classroom management!

Before You Begin:

Welcome: Introductory Remarks from Harry and Rosemary
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

How to Be an Effective and Successful Teacher

With Harry and Rosemary Wong

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.

How to be an Effective and Successful Teacher

Never Cease to Learn

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!

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 27 in The First Days of School.

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**Classroom Management with Harry and Rosemary Wong**
elearning course, 60-day access, includes binder and shipping
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**HOW TO IMPROVE STUDENT ACHIEVEMENT**

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Characteristic #2 of an Effective Teacher
Lesson Mastery

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

Ineffective and Effective Assignments

An ineffective assignment results when the teacher tells the class what will be covered. Not only is “Chapter 7” an ineffective assignment, it is not an assignment at all. It is simply an announcement of a chapter number.

It is difficult if not impossible for a student to get the “Chapter 7 covers.”

The effective teacher asks the following:
- What do I want the students to learn?
- What do I want the students to accomplish so that they can take control of their own learning.
- When the students demonstrate accomplishment, it becomes “mastery learning,” rather than “mystery learning.”

Learning has nothing to do with what the teacher covers. Learning has to do with what the student is to learn or do. Simply tell students what they will be learning before the lesson begins and you can increase student achievement as much as 7 percent. (John Hattie, 2008)

Good assignments tell students what they are to learn or do.

“The Four Steps to Creating an Effective Assignment” can be found on page 227 in The First Days of School.

The Purpose of a Test

The purpose of a test is to determine how well the student mastered the objectives of the lesson. Therefore, the test must be correlated to the lesson objectives.

These are not valid reasons for writing tests:
- Passage of time
- Material covered
- Need for points on a curve
- Period to kill

The test must be written before the lesson begins, because the test will be used to assess student learning.

The purpose of a test is to assess a student’s performance of the lesson objectives, NOT to provide the teacher with a basis for a grade.

Students are to be graded on their mastery of course objectives, not graded against each other.

Directions on when and how to write a test are on page 247 in The First Days of School.

Objectives Give Purpose

OBJECTIVES are what a student must achieve to accomplish what the teacher states is to be learned, comprehended, or mastered.

Objectives are classroom learning targets. The students know what they are aiming for, thus, they know what they are responsible for learning.

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

Objectives must be written before the lesson begins because objectives tell the teacher what is to be taught and what they are to assess for learning.

Objectives serve two purposes:
1. The lesson objectives tell the students what is to be accomplished.
2. The lesson objectives tell the teacher what is to be taught.

When both the students and the teacher are moving towards the same goal, there is a greater chance for learning to take place.

How to write objectives can be found on page 234 in The First Days of School.

Correlating to a New High

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 criteria.

A Texas Teacher

Fair and Easy

Students like the no-mystery approach to learning.

One of Norman Danner’s students, Collete Conrathan, pictured above, says, “I like scoring guides because they make the student aware of exactly how to do the assignment or write the assigned article, and it plots a very fair and easy-to-understand grading system. A scoring guide creates a backbone for your paper.”

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 consultant right for you.

Scoring Guide or Rubric

The purpose of a scoring guide or rubric is to assess for student learning.

Provide students with specific feedback about their progress and achievement can be raised up to 37 percent. (John Hattie, 2008)

Students love teachers who share with them the expectations for success in the classroom.

Just think what would happen to student learning if the students knew what they were to learn, how they would be tested, and how they would be scored or graded, thus knew they could not fail.

There are three parts to a scoring guide or rubric:
- Criteria
- Point Value
- Performance Expected

Learning is a definable process and one that all students can experience. Our charge as teachers is to communicate this process to students in very concrete terms.

Learn how to construct “The Three Parts of a Rubric” on page 266 in The First Days of School.

Applying Bloom’s Taxonomy to the Study of Antarctica

1. Knowledge: Who was the first person to reach the South Pole?
2. Comprehension: Describe the difference between the Arctic and Antarctic regions.
3. Application: 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. Analysis: Compare the weather at the South Pole on December 1 and June 1 in any given year.
5. Synthesis: Pretend that you made the journey. Write an entry in your diary describing your emotions on the day you reached the South Pole.
6. Evaluation: Should Antarctica remain a continent free of development and left with its natural habitat? Justify your position.

From page 239 in The First Days of School.

Why Students Get Low Grades

1. They do not know what to do (the procedures).
2. They do not know what they are to learn (the objectives).

It’s Simple to Record Your Grades

1. Using an alphabetical listing of students, assign each student a number, beginning with 1, in your record book or in your software program.
2. When new students join the class, add their names to the bottom of your class roster, and assign them the next available number.
3. On all tests, papers, projects, and reports turned in during the school year, students must write their unique number.
4. For consistency, choose one place on papers where this number must be written as a class procedure so it becomes a routine.
5. For multiple-choice, true-false, and fill-in answers, give your students an answer form so that all answers are in the same place.
6. After the papers are collected, ask a student to arrange the papers in numerical order.
7. Do not grade tests one at a time, while watching television and snacking. Spread the forms on a large table, perhaps 10 across, and correct the answers three to five questions at a time as you move across the forms.
8. Put the papers back in order ready to be recorded in your grade book or in your gradebook software program. Then ask an aide, spouse, or trusted friend to record the grades for you.

From page 252 in The First Days of School.

Five Rubrics for You

Karen Rogers is a high school teacher in Kansas. Her scoring guides are not sophisticated or complex.

These are her scoring guides:
- Laboratory Report
- Graphing
- Group Discussion
- Presentations to the Class
- Presentations to the Class (listening)

Information for downloading Karen’s five scoring guides is on page 271 in The First Days of School.
**MARCH 2003 and JUNE 2000 — YOUR FIRST DAY**

High school teacher, John Schmidt, and elementary teacher, Melissa Boone, both started the first day of school with a script, which led to a successful beginning.

**DECEMBER 2013/JANUARY 2014 — SHAPING A SOLID FOUNDATION**

Four teachers show you how they have the same characteristics that caused them to succeed and produce some of the highest test scores in their schools.

**AUGUST 2013 — PLANNING, PLANNING, PLANNING**

Three universities prepare its teachers to help revitalize a classroom management plan. See how these preservice teachers were able to get a job.

**AUGUST 2002 and SEPTEMBER 2005 — A SUCCESSFUL FIRST DAY**

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

**NOVEMBER 2004 — POWERPOINT PROCEDURES**

Kazim looks at the teacher’s procedures with a PowerPoint presentation. His procedures work for him every single minute of the day. He is now teaching the way he dreamed his classroom would be.

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**February 2005 — The Power of Procedures**

Chelonna Sereyer, a first year teacher, succeeded on her first second of her first day of school. The power of her procedures in PowerPoint is shared with you.

**March 2014 — Teaching New Teachers How To Succeed**

Effective districts have a new teacher induction program that invite new teachers, with positive expectations, to join the staff and immediately become effective teachers.

**August 2011 and May 2012 — A Culture of Consistency**

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.

**September 2013 — The Key to Solving Discipline Problems**

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

**December 2011/January 2012 — The Importance of Culture**

A dysfunctional school is turned into a safe and consistent learning environment. If the second lowest performing school is one of the poorest performing school districts must dust off the ashes and be reborn, ANY school can do it.

**Warning:** 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 can coach or help another teacher.

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**From New Teacher to Effective Teacher**

New teachers have positive expectations for themselves and their students. They have a vision of making a difference in the lives of young people. But they must have support and not just thrown into the classroom.

The most compelling and successful way to develop effective teachers is with a structured and sustained, induction program. Induction is the process of coaching, supporting, and networking new teachers. New teachers crave connection. They are used to social networking and work well in Professional Learning Teams.

New teachers want more than a job. They want hope. They want to contribute to a group. Induction programs provide that connection because they are structured around a learning community where new teachers can observe others, be observed by others, and can be part of networks or study groups where all teachers share, grow together, and learn to respect one another’s work.

Mentoring is not induction. Mentors are important, but they are an isolated episode for one year in a new teacher’s life. New teachers need more than a mentor.

Some components of successful induction programs:

- Have six or five days of training (in classroom management and effective teaching techniques) before school begins.
- Offer a continuum of professional development throughout systemic training for two or three years.
- Provide professional learning teams for teachers to network and build support.
- Incorporate a strong sense of administrative support and direction with goals and monitoring.
- Integrate a coaching component.
- Devisations to demonstration classrooms.

More information is available at [www.teachers.net](http://www.teachers.net), February to April, 2008, and pages 15 to 17 in The First Days of School.

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**Product Guides Available**

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Go to [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com) and click on the “Learn more” link for the product. You’ll see the tab for the product’s guide.

These are the products with guides currently available for instant downloading:

- The First Days of School
- Classroom Management with Harry and Rosemary Wong
- The Effective Teacher
- Never Cease to Learn

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**Sharing Success**

Do you have a favorite lesson you teach? Do you have the objectives stated, the teaching strategies called out, and the assessment tools in place?

We are collecting lessons from successful teachers and invite you to be part of the sharing process.

If you have a lesson to share, please contact us at HWong@HarryWong.com or RWong@HarryWong.com

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**There Will Never Be a Shortage of Love**

Love is the reason for teaching.

It costs nothing, yet it is the most precious thing one can possess.

The more we give, the more it is returned.

It heals and protects,

Soothes and strengthens.

Love has other names, such as:

Forgiveness . . .

Tolerance . . .

Mercy . . .

Encouragement . . .

Ad . . .

Sympathy . . .

Affection . . .

Friendliness . . .

And cheer.

No matter how much love we give to others, more rushes in to take its place.

It is, really, “the gift that keeps on giving.”

Give love in abundance—every day.

From page 74 in The First Days of School.

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**About the Wongs**

Harry K. Wong is arguably the most sought-after motivational speaker in education today. He is booked two to four years into the future. More than a million teachers worldwide have heard his message. The March 2006 issue of Instructor magazine named him one of the 20 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, 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 seven foreign languages. They write a monthly column on [www.teachers.net](http://www.teachers.net). They have produced a CD set, an award winning DVD series, and an exciting e-Learning course.

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](http://www.FDSFoundation.org).)

Harry and Rosemary are new teacher advocates and they are honored to share their classroom successes with hundreds of thousands of teachers internationally. Their passion is creating a positive future for kids.