



SUMMARY OF MAJOR CONCEPTS COVERED BY HARRY K. WONG

1. The four stages of teaching: Fantasy, Survival, Mastery, Impact.
2. The only factor that can create student achievement is a knowledgeable, skillful teacher.
3. The most important factor, bar none, is the teacher. An inefficient teacher can affect student learning for years, but two successive ineffective teachers can damage a student forever.
4. There is only one way to create good schools and that is with good teachers. We have been trying for years with programs and fads.
5. Programs do not fail. They just never succeed.
6. Teachers are hired to teach, not to facilitate a series of programs.
7. People who teach programs are more concerned with the success of the program. People who teach students are more concerned with the success of the students.
8. The three characteristics of an effective teacher: 1) has good classroom management skills, 2) teaches for mastery, and 3) has positive expectations for student success.
9. Your expectations of your students will greatly influence their achievement in your class and in their lives.
10. What you do on the first day of school will determine your success for the rest of the year.
11. The number one factor that leads to student achievement is classroom management.
12. Have the room ready for instruction and make it invitational.
13. Stand at the door and greet the students.
14. Give each student a seating assignment and a seating chart.
15. Your very first priority when class begins is to get the students to work.
16. There must be an assignment posted, and in a consistent location, when the students enter the room.
17. The number one problem in education is not discipline. It is the lack of procedures and routines.
18. Most teachers spend time covering lessons and then disciplining when things go wrong. They never spend time managing their classrooms.
19. Discipline refers to BEHAVIOR. Procedures refer to getting things DONE.
20. Discipline: Has penalties and rewards. Procedures: Have NO penalties or rewards.
21. Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.
22. Student achievement is directly related to how the teacher establishes classroom procedures the very first week of school.
23. The ineffective teacher begins the first day of school attempting to teach a subject or do a fun activity and spends the rest of the school year running after the students.
24. The effective teacher spends much of the first week of school teaching students to follow classroom procedures.
25. State your procedures and rehearse them until they become routines.
26. Responsibility is the ability to respond to appropriate behavior or procedures.
27. At-Risk: Students risk failure because of a lack of structure. Classrooms risk failure because of a lack of structure.
28. All effective classrooms have structure. A series of procedures and routines equal structure.
29. You can be creative, exciting, and informative when there are procedures and routines.
30. Learning is much more effective when it takes place within a supportive community of learners.
31. The number of people in a group must equal the number of jobs in a group.
32. Cooperate with each other, compete only against yourself.

Full details on these statements can be found in the book, *The First Days of School*, the CD set, *How To Improve Student Achievement*, or the video series, *The Effective Teacher*. Refer to www.EffectiveTeaching.com.

33. The greater the structure of a lesson and the more precise the directions on what to do, the lower the error rate and the higher the achievement rate.
34. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes.
35. Students must be given a list of the learning criteria at the beginning of a lesson, which tells the students what they are responsible for accomplishing.
36. If a student masters a criterion, give the student enrichment work. If the student does not master a criterion, give the student remediation and corrective help.
37. A teacher does not grade on the curve. A student earns a grade based on percentage mastery of the learning criteria.
38. The major reason for giving a test or assessment is to find out if the students have accomplished the criteria of the assignment.
39. The criteria govern what questions and how many questions are written for a test.
40. The ineffective teacher covers chapters or finds busy work for the students. The effective teacher has students learning towards a set of criteria while teaching to the same criteria.
41. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and the student's retention rate increases by 40 percent.
42. Wait Time: Wait five or more seconds after asking a question.
43. Display your diploma or credential with pride and dress to model success and achievement.
44. Make CHOICES. Stop DECIDING and becoming a victim.
45. Workers are concerned with time and money. They sit at the back of meetings and put in time. Leaders are concerned with enhancement and cooperation. They invest in their professional life and career. Some teachers are workers, others are leaders.
46. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before.
47. You may be the only stable adult your students will ever see in their lifetimes. You may be their only hope and dream for a brighter tomorrow.
48. Each person has unlimited potential. Humans are the only species able to improve the quality of their lives.
49. You are the only person on the face of the earth who can use your ability. It is an awesome responsibility.
50. If you do not take responsibility for yourself, no one else will. It is that simple.
51. You make a statement of dignity to yourself and the teaching profession when you acknowledge and accept that YOU make a difference.
52. The nature of the relationship among the adults at the school has more to do with the school's quality, its character, and the achievement of its students than any other factor. (Roland Barth)
53. The three characteristics that exemplify continuous school improvement: productive workteam, setting measurable goals, analyzing performance data. (Mike Schmoker)
54. The success of people is governed by their culture, not by programs or fads.
55. All new teachers must be part of an induction process that eases the transition into teaching, improves teacher effectiveness, and increases the retention of more highly qualified teachers.
56. Induction is caring that your new teachers succeed. Much worse than training new teachers and losing them is not training them and keeping them.
57. Inside every great teacher there is an even better one waiting to come out.
58. Stop asking, "What am I supposed to do?" Start asking, "What must I know that will help me to accomplish what I need to do?"
59. Those who dare to teach must never cease to learn.
60. There is no accomplishment without RISK.
61. LOVE.

A First Year Teacher's Action Plan

She Was Ready for the First Day of Her First Year



Sarah Jondahl

Kentucky University in Bowling Green. She had heard that they had an excellent school of education.

She thanks her professors, Dr. Boulware, Dr. Daniel, and Mrs. Mikovich, who taught the classroom management course, which is required before student teaching. In this class the students were required to develop a **First Day of School Action Plan**. One aspect of this **First Day of School Action Plan** was to develop a set of procedures and routines to be used in managing a classroom.

Sarah Jondahl will live in our daughter's heart as the teacher who made a difference in her life. Ms. Jondahl is a perfect combination of structure and nurture.

Karen and Jerry Lovejoy
Parents of Kaelie Lovejoy

As a result of her work at Western Kentucky University, Sarah Jondahl was prepared for her very first day in her first year as a teacher. Her principal, Judy Morasci, says,

Sarah Jondahl came into her first year of teaching with all of the skills and maturity of a veteran educator. Because of her expertise in providing organized routines and procedures, she creates an atmosphere of mutual respect and compassion. This atmosphere is an ideal learning environment for her students and a rich, supportive experience for the families of her students as well.

Her classroom management skill allows her to establish and maintain an environment where children are eager to learn under her encouraging guidance. She is an outstanding example of professional excellence in the field of education.

Classroom management encompasses everything. If you are not managing the classroom, then your curriculum will not even matter.

Sarah Jondahl left her home in San Jose, California, in search of the best university to prepare her for being a teacher and went to Western

When you finish this online course, you will have prepared your own Classroom Management Action Plan.

This article is correlated to Pages v, 86, and 87 in *The First Days of School*.

We have had the pleasure of observing Sarah several times in her classroom. Because of her organizational skills, well beyond that of the normal beginning teacher, we found a classroom that was highly predictable. Students like consistency; they do not want surprises accompanied by yelling and screaming. **As the parent and principal correctly described her classroom, it is one of nurturing and compassion, which is only possible after the classroom has structure.**

Sarah Jondahl's Classroom Procedures

Sarah Jondahl had procedures and routines ready for her first day of school. She developed these while training at Western Kentucky University.

Classroom Procedures

Entering the Classroom

Students enter the classroom quietly and calmly. If coming in at the beginning of the day, they put their belongings away quickly and do the morning routine. If it is at another part of the day, the students come in and have a seat in their chairs.

End of Class Dismissal

I dismiss the class not the bell. Students are dismissed when called upon, either individually or by groups.

Bellwork


Each morning there is a "bellwork" assignment on the board or overhead projector. Students enter the classroom and get started on the assignment. The assignment is turned in or corrected verbally as a class. When the assignment is completed, students write in their journals or read. Every morning the students write the daily entry from the board into their agenda. This is always a part of their "bellwork" assignment.

Prepare, Prepare, Prepare

Teachers like Sarah Jndahl will succeed in any kind of a school, because it truly makes no difference whether you teach in a public, private, or charter school, whether your school is traditional or year-round, or whether your students are urban or rural. All effective teachers have procedures to assist in managing a classroom.

By preparing your classroom for success, you have greatly increased the odds of your success as an effective teacher and your students' success as responsible learners in the world. Your classroom management skill is the solid foundation on which the seeds of greatness will be sewn. It's a monumental responsibility.

You can create monuments beyond the wildest of imaginations. There are children eagerly waiting to enter through those doors.



Is Your Classroom in Chaos or a Well-Oiled Learning Environment?

An effective teacher **MANAGES** a classroom.

The ineffective teacher
DISCIPLINES a classroom.

A study reviewing 50 years of research on student learning found that the Number 1 factor governing student learning is **Classroom Management**.

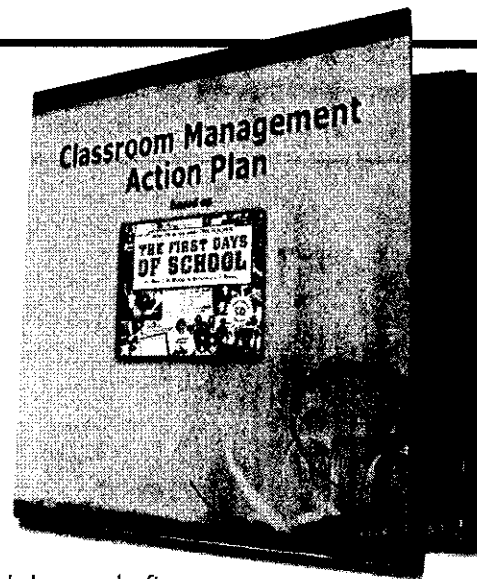
An effective teacher knows how to **organize and structure** a classroom for maximum, engaged time for learning.

If you do not organize and structure your classroom, the students will organize and structure the classroom for you!

Where there is no management, students risk failure because of the lack of structure.

Students readily accept the idea of having a uniform set of classroom procedures, because it simplifies their task of succeeding in school.

Efficient and workable procedures allow a great variety of activities to take place during a



school day, and often several activities at a given time, with a minimum of confusion and wasted time.

If no procedures are established, much time will be wasted organizing each activity. Students will have to guess what to do. As a result, undesirable work habits and behaviors could develop which would be hard to correct.

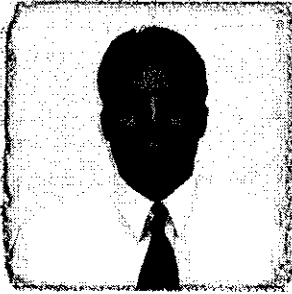
The number one problem in the classroom is not discipline; it is the lack of procedures and routines.

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Classroom Management Action Plan**

www.ClassroomManagement.com

His Classroom Is a Real-Life Office

His Classroom Is a Real-Life Office



Ed Lucero

Mexico, we had the delightful opportunity to meet Ed Lucero and his wife Ruby.

Ruby is in the special education department of the Albuquerque Public Schools and Ed teaches business, marketing, and finances in a high school.

Ed shared a bit of his life with us and it was so powerful that we asked him to tell us more in writing so that we could in turn, share it with you. Because his story is best told in his own words, we've chosen to leave it as a first person narrative.

Ed Lucero and His Defining Moment

As the first member of my family to graduate from college, teaching was the furthest thing from my mind until I found I could incorporate my business degree with my love of football. When I was in high school, I told myself that I would never want to become a school teacher because the pay was low and because of the lack of respect teachers often received from many of the students.

When I graduated, I received a college scholarship and decided to major in business administration with a concentration in accounting. No low-paying job for me—that's why people get a degree, I thought! While in college, I earned extra money coaching football as an assistant at my alma mater, Del Norte High School in Albuquerque, New Mexico.

In my sophomore year of college, my brother Vincent passed away. After a six month struggle with cancer, he lost his battle. This was a very stressful time for me and my family. From the loss of my brother, I had what I call a "Defining Moment" in my life.

It made me reflect on the importance of doing the right thing for myself because life can be so short.

I knew I wanted to continue to coach football and, ultimately, teach young individuals about life through football. I continued to coach part time after graduating from college in December of 1989.

This article is correlated to
Pages 204 to 207
in *The First Days of School*.

I turned down a couple of business sector opportunities because it conflicted with my coaching schedule at the high school. As a temporary solution, I decided to substitute for the Albuquerque Public Schools. This gave me a chance to gain a little experience as a classroom teacher. I liked it so much that I decided to become an Educational Assistant, helping in the classroom. So for the next two years, I coached football, worked as an EA, and studied for the CPA exam.

In 1993, I passed the CPA exam and began practicing accounting full time. At the same time, I started working on my MBA. I constantly questioned myself, however; if I was doing the right thing. I truly missed working with young people.

Soon thereafter, I really felt like I could make a difference in this world by teaching and coaching versus working as an accountant.

So I left the MBA program and began taking education classes. Approximately one year later, I completed the coursework for my teaching certificate. **The passion in my heart was for teaching and coaching.**

I Had No Structure in My Classroom

My first year as a teacher, I taught math and a work study program called Industrial Cooperative Training. I thought I had the best of both worlds. I assisted students in finding jobs while teaching them job skills.

It wasn't long before I began teaching Accounting and Computer Application classes. At one time, I was teaching five different classes with five different preps.

In addition, I served on several committees and continued to coach football.

I eventually became the head football coach and shifted much of my energy to coaching. At this point, I had become the **epitome of an over-extended teacher, having taken on too much responsibility.** This soon led to the inevitable "teacher burnout."

I was at a crossroads—was I to be a teacher or a coach? Or was it still possible to do both and be effective?

Initially I thought the combination of teacher/coach was not bad; however, I quickly began to think that I was more effective as a coach than as a teacher.

In coaching, I got my players to perform on and off the field by teaching them self-discipline, instilling a work ethic in

Classroom Management with Harry and Rosemary Wong Lesson 1 – A Plan for Classroom Management

them, and having high expectations of all. There were consequences both individually and for the team when players failed to meet those expectations. I clearly explained the reasoning behind the lesson(s) being taught.

In contrast, in the classroom, I failed to clearly explain the need to learn, did not teach discipline, did not instill a work ethic, and did not set expectations for my students.

Unlike football practice, I had no structure in my classroom. Rather than having consequences, I would merely avoid the problems that caused me to be **stressed and angry** most of the time.

Everyday was a challenge to keep my students on task. I felt I was a “**glorified baby sitter**.” I found myself in true survival mode day after day. As I look back, I don’t know how I did it. I also realized that I was not doing a very good job of teaching. Somehow, the information I had learned in the education courses I took years ago was not being used.

I eventually resigned as the Head Football Coach. There were several reasons for my drastic action, but I decided that I needed to become a better classroom teacher. I wanted to develop that passion for teaching again.

I Thought About Leaving the Profession

Last year was my eleventh year of teaching. I was **miserable!** Students weren’t paying attention. I constantly repeated myself. Students would ignore my instructions and at times talk back. Some students would attempt to call me “bro” instead of Mr. Lucero. I truly thought about leaving the teaching profession.

I promised myself that I would not have another year like I did last year. If the situation did not change, I would leave teaching and practice public accounting again.

If I stayed, I knew I had to make some radical changes.

My wife Ruby, who is a support teacher for the largest school district in New Mexico, saw and felt my misery. She suggested I read a book called *The First Days of School: How to Be an Effective Teacher* by Harry and Rosemary Wong. I spent the greater part of the summer reading the book and researching its many ideas.

If I had not read the Wongs’ book this past summer, I am sure I would not be teaching today. I was so distraught that I had begun inquiring about jobs outside of the classroom.

I wanted to try one more time and apply the information that I learned from *The First Days of School*. My plan was to make my classes more business like. This corresponded with the classes that I was teaching—Business, Marketing, and Finance.

This idea took some advance preparation of materials such as daily log sheets, work procedures, and computer procedures, **but I was prepared the first day of classes.**

- I communicated to my students that school is the equivalent of “their job.”
- The classroom is their **office**, teachers are their **supervisors**, and the students are the **employees**.
- All employees (students) are scheduled to **work** Monday through Friday.
- Passing periods are **short breaks** between jobs (classes).
- Employees (students) work up to **six different shifts** in one day.
- In my “office” the **work shift is 56 minutes**.
- Their report card is the equivalent of their paycheck and their **compensation** is tied to their work effort.
- They get weekends, holidays, and ten weeks off during the summer. Not a bad deal—as many employees get only a two-week **vacation**.
- As in a “real” job, employees (students) may get docked if they do not work the entire shift or are absent. This implies that employees (students) must be on task the entire “shift.”

For the first time in a long while, I feel like I am truly making a difference in the lives of students again.

After implementing many of the strategies and ideas from *The First Days of School*, I am having the best year of teaching—ever!

Implementing the First Day of School

Preliminary Paperwork: As students enter their office (classroom), I stand outside my door and greet every student. As they respond, I hand them an Information Sheet to complete when they get to their seats. The sheet asks for their personal information such as contact names and numbers, school schedule, interests, hobbies, extracurricular activities, etc. Students enter the classroom and find their desks from the seating chart posted on the wall.

Students not on my original “Employee List” are assigned a seat, and proceed to complete the Information Sheet. The Information Sheet provides me with important information on each “employee” and can create a basis for additional communication; I get to know my employees better in a very efficient manner.

A few students are surprised that a seating chart has already been made up; thus not allowing them an opportunity to sit by their friends. Just as in a real work situation, employees are often unable to choose their work stations.

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