



# *New Teacher Workshop*

**The Effective Teacher**

<http://www.glavac.com/harrywong.htm>

**From the Busy Educators, printed with permission from Harry K. Wong  
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## The Effective Teacher

1. Exhibits positive expectations for all students
  - Having positive expectations simply means that the teacher believes in the learner and that the learner can learn.
2. Establishes good classroom management techniques - Classroom Management is practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.
3. Designs lessons for student mastery - Student's demonstration that a concept or skill can be performed at a level of proficiency determined by the teacher. Student success in the subject matter of the class will be the result of how well the teacher designs lessons and checks for mastery

## Ideas to implement for the first month of school:

- ✓ Associate with and learn from positive mentors...avoid teachers that make negative comments, complain and make excuses.
- ✓ Find a mentor who is supportive.
- ✓ Work in a collegial manner with all your colleagues.
- ✓ Beg, borrow, and steal!
- ✓ Join a professional organization.
- ✓ Subscribe to a professional publication, or join a listserv on the Internet.
- ✓ Do your job with the same enthusiasm that you expect from your own students.
- ✓ As an employee of the district, you should expect to be reassigned from time to time.
- ✓ If you are a beginning teacher, if you are an experienced teacher, listen, listen, and listen.
- ✓

## **Your expectations of your students will greatly influence their achievement in your class and in their lives.**

- There is absolutely no research correlation between success and family background, race, national origin, financial status, or even educational accomplishments. There is but one correlation with success, and that is ATTITUDE.
- Expectations should not be confused with standards. Standards are levels of achievement. Expectations are what you believe will or will not happen.
- Students tend to learn as little or as much as their teachers expect.

## Positive Expectations for Student Success

(<http://www.msdp.k12.in.us/TLA/tla%20building%20block%20B.htm>)

Ideas to implement in the classroom:

1. Celebrate the first day of school-the most important day of a person's education is the first day of school not the graduation day.
2. Dress for respect. You are a walking, talking advertisement and you are treated as you are dressed...you are a professional who models success, not just "looking good."
3. Address your students by name.
4. Opportunities are everywhere, but little happens until invitations are sent, received and acted upon. One inviting act can make a difference...the person who is asked or complimented is invited; human potential is always waiting there to be discovered and invited forth.

### FOUR AREAS OF INVITATION

#### Verbal Comments

Good morning.

Tell me about it.

Yes.

#### Personal Behaviors

Smile.

Listen.

Wait your turn.

#### Physical Environment

Living Plants

Cleanliness

Fresh Air

#### Thoughts

Making mistakes is all right.

I could learn to do that.

## Classroom Management that Promotes Effective Teaching

(<http://www.msdp.k12.in.us/TLA/tla%20building%20block%20C.htm>)

Students will learn in an organized well-mannered classroom where the students can learn in a task-oriented environment.

- Classroom management refers to things teachers do to organize students, space, time and materials.
- Task-oriented and predictable environments are where students know what is expected of them and how to succeed.
- There should be no wasted time, confusion, or disruption.
- The environment is work-oriented, but relaxed and pleasant.
- Effective teachers are no different than ineffective teachers in responding to and dealing with students' misbehavior after the misbehavior occurred. However, there is a significant difference in the behavior of effective and ineffective teachers **PRIOR** to the students' misbehavior.

- Your reputation precedes you. How you introduce yourself on the first day may determine how much respect and success you have.
- A successful teacher is ready. The work is ready; the desks, books, papers, assignments and materials are ready when the bell rings. The teacher and room are ready every single day, especially the first days of school.

**Ideas to implement:**

- Establish a climate of work on the first week of school.
- In the first week stress large group organization and student procedures
- Before you move a single desk, spend your time on a classroom management plan and student procedures rather than making your class look like a showcase.
- Don't bother having the learning centers and/or resource centers complete, wait a week or so after the students have the classroom rules and procedures and routines down pat before you allow them to work at the learning center.

Prepare the floor space...  
 Prepare the work area...  
 Prepare the student area...  
 Prepare the wall space...  
 Prepare the teacher area...  
 Prepare the teacher materials...  
 Prepare yourself...

**Designing Lessons to Help Students Reach Mastery**

"If the student cannot demonstrate learning or achievement, then WE have failed the student; the student has not failed," Harry Wong.

The Effective Teacher knows how to design lessons to help students reach mastery.

The Effective Teacher has a posted assignment. When the students enter class, they go right to work. It is a routine that has been learned in class.

It's not the function of the teacher to get the students to settle down every morning. Can you imagine what kind of a world we would have if every morning no one would start work until:

- The principal came to every class and told the teachers to settle down and start teaching
- The boss came to every desk and told the secretaries to start typing.
- The coach hollered at every ball player and told them to settle down and start practicing

Effective teachers have opening-of-class procedures. The students know the procedure and go about their jobs without anyone's telling them what to do.

Key Idea:

To increase student learning and achievement, increase the amount of time the student is working. Achievement is the result of academic learning time. \*

#### Four Kinds of Time At School

- Allocated Time...100%...time available
- Instructional Time...90%...teacher work time
- Engaged Time...75%...students involved in learning
- \*Academic Learning Time...35%...time students spend demonstrating comprehension of a skill or content

Increase the amount of time the student is working and you increase learning.

The person who does the work is the **ONLY** one who learns!

**If students know what they are to learn, you increase the chances that the students will learn.**

- Ineffective assignments tell students what to do. (Ex: Read Chapter 24. Do the problems on page 35. Write a paper on plants.) A poor assignment tells the student what to do at the **BEGINNING** of the assignment.
  - Effective assignments are structured with objectives for students to demonstrate competence. A good assignment states what a student is to accomplish or achieve when the assignment is **FINISHED**.
  - You tell a student what you want accomplished. Then you give them procedures for what you want accomplished. Use checklists, rubrics, etc.
  - The shorter the assignment the **MORE** likely the student will complete it\*.
    - No high school assignment should exceed 3-5 days
    - No middle school assignment should exceed 2-4 days
    - No intermediate school assignment should exceed 1-3 days
    - No primary assignment should exceed a day, or occasionally 2.
    - No special education assignment should exceed 15 minutes.
- \*Except for term papers and other longer projects
- Learning has nothing to do with what you cover. Learning has to do with what you are able to get the student to accomplish. Both the assignment and the test are to be written at the beginning.
  - The effective teacher tests and corrects, tests and corrects, because the teacher wants all the students to achieve.
  - It's simple to record your grades:
    1. Using an alphabetical listing of students, assign each student a number beginning with 1 in your grade book.
    2. When new students join the class, add their name to the bottom of your roll, 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 and routine.

5. For multiple-choice, true-false, and fill-in answers, give your students an answer form so that all the 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 the 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. Then ask an aide or spouse to record the grades for you.

### The Happy and Successful Teacher

The teacher who constantly learns and grows becomes a professional educator. To be a success is always to have yet another objective in mind after you've achieved the last one.

Characteristics of workers and leaders:

<b>Leaders:</b> Have plans, goals and visions Complement people, places, and things Work cooperatively Know to say, "want to" or "choose to" Choose to do what they have determined Strive to be peak performers and pursue life, love, and happiness	<b>Workers:</b> Are full of excuses Complain about people, places, and things Blame Say "have to" or "ought to" Decide to do what others do is best "Another day, another dollar"
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What counts is not the number of hours you put in, but how much you put into these hours.

#### **Self-Enhancing behaviors:**

What can I do?  
 Did you see this great article?  
 What can I do to help?  
 I'll do it.  
 Let's work together.  
 Do you want to go to this conference with me?  
 Tell me more about your great idea.

#### **Self-defeating behaviors:**

The kids can't...  
 The administration is not supportive  
 The young/old teachers don't know anything  
 This will never work  
 Where does it say that in the contract?  
 I'll do my own thing  
 In-services are boring/a waste of time

Success is simple!

- Try one or two new ideas or techniques each year
- Go to a conference
- Join or organize a support group
- Move up six rows at an in-service
- Share an idea; listen to others
- Welcome students at the classroom door with a smile
- Read the literature; use the research
- Observe other effective teachers

All that separates a person from SUCCESS or FAILURE is one word: **ATTITUDE!**

1. The three characteristics of an effective teacher are:
  1. has good classroom management skills
  2. teaches for mastery
  3. has positive expectations for student success.
2. Your expectations of your students will greatly influence their achievement in your class and in their lives.
3. Treat students as though they already are what they can be, and you help them to be capable of becoming what they will be.
4. Call (or write) each home before school begins and again within two weeks.  
Teachers + Parents = Good Students
5. What you do on the first day of school will determine your success for the rest of the year.
6. Have the room ready for instruction, and make it invitational.
7. Stand at the door and greet the students.
8. Give each student a seating assignment and a seating chart.
9. There must be an assignment posted, and in a consistent location, when the students enter the room.
10. Start each class with an assignment - immediately. Do not take roll when class begins.
11. Position yourself in the room near the students: problems are proportional to distance.
12. Credibility: Display your diploma and credentials with pride.
13. Dress in a professional manner to model success and expect achievement.
14. The three most important things that must be taught the first week of school are discipline, procedures and routines.
15. Discipline: Set rules, consequences, and rewards immediately.
16. State your procedures and rehearse them until they become routines.

- 17. The family as a support group, is the guardian and disseminator of culture. The school and the church help the family to disseminate culture.**
- 18. Learning is most effective when it takes place in a supportive community of learners.**
- 19. The greater the time students work together and the greater the responsibility students take for their work, the greater the learning.**
- 20. Cooperate with each other, compete only against yourself.**
- 21. Cooperative learning will prepare students for the competitive, global world economy.**
- 22. Academic Learning time (ALT): The greater the time students spend working successfully on task, the greater the student's achievement.**
- 23. The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate.**
- 24. To increase assignment completion, state your assignments as a set of criteria or objectives.**
- 25. Use criterion-referenced tests to evaluate the performance of the students.**
- 26. The more frequent the tests, the higher the achievement.**
- 27. Grade on percentage attained, not on the curve. The curve has done more harm to education than any other technique.**
- 28. Mastery learning plus tutorial instruction results in higher achievement than students taught in a conventional manner.**
- 29. 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.**
- 30. The shorter the assignment, the higher the achievement rate.**
- 31. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and you increase the retention rate by 40 percent.**

- 32. Wait Time: Wait five or more seconds after asking a question.**
- 33. Reading: Use short lines and paragraphs. Note how periodicals and junk mail are written.**
- 34. Determine the learning style of your students. Student achievement is greater when the teaching style matches the learning style.**
- 35. Students score higher on a test measuring attitude towards school and attitude towards a subject when they learn from an activity-question approach than from a textbook-lecture approach.**
- 36. Most teachers teach as they were taught in college, a non-validated model of teaching (book, lecture, activity, test).**
- 37. Learn to make CHOICES to enhance your life. Stop DECIDING what to do because others are doing it.**
- 38. When you see in a given situation what everyone else sees, you become so much a part of that situation that you may become a victim of that situation.**
- 39. 80/20 Principle: 80 percent of the teachers are complainers or survivors; 20 percent of the teachers are happy and successful. 80 percent of the teachers expect the teachers' organization to bring them rewards; 20 percent of the teachers create and strive for their own rewards.**
- 40. 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 have a career, are talented and are professionals. Some teachers are workers, others are leaders.**
- 41. The four stages of teaching: Fantasy, Survival, Mastery, and Impact.**
- 42. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before.**
- 43. Self-esteem results from school achievement. You cannot give someone a better self-esteem. The role of a teacher is to engineer student success.**

- 44. Teachers can only give what and who they are themselves.**
- 45. You may be the only stable adult your students will ever see in their lifetime. You may  
be their only hope and dream for a brighter tomorrow.**
- 46. Each person has unlimited potential. Humans are the only species able to improve the  
quality of their lives.**
- 47. You can have your achievements or you can have your excuses.**
- 48. You are the only person on the face of the earth who can use your ability. It is an  
awesome responsibility.**
- 49. The most important factor to a professional is the quality of the work and the  
commitment to the craft.**
- 50. A professional is someone who does not need supervision and regulation to:**
- have a continuing growth plan to achieve competence and**
  - continually strive to raise the level of each new group of students.**
- 51. I believe that every teacher can be effective.**
- 52. Inside every great teacher there is an even better one waiting to come out.**
- 53. Those who dare to teach must never cease to learn.**
- 54. The teacher enhances the life and spirit of people.**
- 55. It is the teacher who makes the difference in what happens in the classroom.**
- 56. By far the most important factor to school learning is the ability of the teacher. The  
more capable the teacher, the more successful the student.**
- 57. 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?"**
- 58. There is an existing body of knowledge about teaching that must be know by the  
teacher. Power comes to those with the knowledge.**
- 59. Since there is no one best way to teach effectively, the teacher must be a decision  
maker able to translate the body of knowledge about teaching into increased  
student  
learning.**

**60. There is no accomplishment without RISK.**

**About Harry and Rosemary Wong...** (<http://www.effectiveteaching.com>)

Harry and Rosemary Wong are teachers. Harry is a native of San Francisco and taught middle school and high school science. Rosemary is a native of New Orleans and taught K-8, including working as the school media coordinator and student activity director.

An online collection of articles and tips for classroom management by Harry K. Wong.  
<http://teachers.net/gazette/wong.html>

Discipline and Classroom Management <http://www.webenglishteacher.com/discipline.html>

Classroom Management and Organization: A Game Plan for Success  
<http://www.pgcps.pg.k12.md.us/~elc/gameplan.htm>

Classroom Mentoring Website  
<http://www.trschools.com/staffresources/mentoring.asp>

Alabama Best Practices New Teachers  
<http://www.bestpracticescenter.org/publ/wte2-1-res.html>