SUMMARY OF MAJOR CONCEPTS COVERED BY HARRY K. WONG

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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:

1. have a continuing growth plan to achieve competence and
2. 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.
61. LOVE.

HARRY WONG
TO-DO LIST
Master list created by Danny Bergman, UN-L

Summer Before

- arrange room so that lecture and grouping is possible
- learn classroom management techniques; what works for you? have these written out and ready to use
- make sure all furniture and equipment is working properly
- organize supplies according to usage & monitor availability
- have an opening-of-class procedure
- know a grading scale, policy, and system -have a record keeping system in place
- have a discipline plan accessible and procedures written down for all the students to know
- have supplies ready to go before D-Day
- have room arranged so that it's user-friendly-turn in baskets, organized equipment, etc.
- know your classroom: prepare floor space, work area, student area, wall space, etc.
- have grading policy/make-up work ready and working
- lesson plans done for first unit (at least...maybe for first couple units)
- list the possible misconceptions for each lesson plan, and a list of open ended questions for activities
- know how to greet the class
- know school policies
- plan things for students to do upon arrival into the room (B.U.R.P.)
- read up on research based procedures
- set up system for make-up labs (buddy system, folders on wall?)
- build up own library of activity/lab books for references
- look on the internet for new ideas
- obtain the text book, begin making the outline for the year
- make seating chart
- continue to prepare the room (pg.97-99 Wong)
- find a teacher to help you and answer questions for you
- practice introducing yourself... know what you want to say
- set aside place to post daily assignments:
- clean room, set up, decorate room and door, arrange
- take part in induction process p. 17
- partner with a mentor
- "Beg, borrow, steal" p. 18
- know your district's curriculum guide and use materials that reflect
- those objectives (understand your role) p. 22
- be involved in planning the students' welcome to school p. 46
- get a yearbook and learn students' and colleagues' faces and names
- learn you students' names and their pronunciations
- "Before you move a single desk" p. 94
- See pages 95-100 preparing
- See page 103
- post info. About yourself and your students p. 109
- See page 112
- plan seating assignments and arrangements p. 116-120
- have the desks arranged so all students' eyes are on you
- think and then decide your rules and write them down, post them before school begins p. 143, 147
- *See page 147: introducing rules

- know the school and district rules p. 149
- post your consequences p. 152

The First Days of School

- greet students *honestly* and with energy
- begin with a seating chart to facilitate name learning- IMPORTANT
- have info (policies, outlines, etc) posted or ready to hand out
- give class the idea that you're a person
- give them your expectations and rules- class policies
- have an activity planned to give them a feel for what's ahead
- first day: don't do a "fun" activity
- establish Good Control
- Know: 1. What you are doing 2. Your classroom procedures 3. Your professional responsibilities
- positive/High Expectations comes from ATTITUDE
- both for your students and yourself create a classroom climate
- celebrate the first day of school p. 46
- have your name and room # clearly visible on the classroom door
- along with your personal greeting of welcome p. 107
- dress appropriately/professionally to model success
- USE your students' names and correct pronunciations
- practice effective classroom management - FROM THE BEGINNING
- initiate a task-oriented and predictable environment
- have your classroom ready p. 93-4
- stress large group organization and student procedures p. 94
- discuss procedures before the emergency has begun p. 97
- *See pages 105-120
- first assignment on first day = interesting, short, easy, and successful
- *See p. 109 Top and 110
- Two things important to state: your name and your expectations
- "Succeeding with your first request." P. 114
- teach student behaviors: 1)Discipline 2)Procedures 3) Routines p. 141
- have a hard copy of your plan and follow it (Discipline plans)
- use specific rules as a new teacher (5 or less)
- introduce discipline plan on the first day of school p. 147 Post them and give a copy to each student (or have them write it down)
- See p. 152
- spend more time discussing consequences than Rules p. 153
- consequences = Reasonable & Logical p. 155
- post consequences and rewards p. 164
- communicate your Discipline Plan effectively (Tell students why the rules are needed) p. 165
- ESTABLISH PROCEDURES See pages 174-7
- show examples of your first assignment and test p. 232

The Rest of the Year

- give assignments with end result in mind (teach for learning)
- make the students do the work, not you

- give objectives in assignments
- never use grades as a punishment
- test to assess mastery, not to assign grades
- use master learning (pg. 243 I think)
- strive to be an Impact Teacher p. 6
- hone your skills in the 3 characteristics of an effective teacher p.9
- continually improve yourself: go back to college, etc. p. 14
- look for more ways to be capable
- *See pages 18, 20
- get to know your colleagues
- Listen, Listen, Listen
- research and use research-based practices
- intersperse Q's throughout the text
- ask questions DURING a video
- go to professional meetings
- family Day p. 49
- continue to dress appropriately
- maintain a consistently INVITING stance to your students and colleagues: be intentionally inviting
- spend time with small children/ in a young classroom to feel excitement
- use the 5 significant concepts that enhance positive expectations p. 69
- use the words "please" and "thank you" in dialogue & on papers/tests
- Smile!
- Be Caring
- demonstrate you care & love both implicitly through your body language and explicitly
- through what you say p. 76
- practice a controlled, disarmed smile
- MANAGE your classroom, don't discipline
- turn students into interested, well productive learners p. 84
- plan a variety of activities that are appropriate for learning p. 85
- have every student involved and cooperating in all these activities
- *See page 87
- establish and Maintain a Task-oriented and predictable environment p. 88
- maximize your proximity to Minimize your problems p. 98
- protect your reputation and create a positive image p. 102
- *See p. 110 Box "How to Speak to the Class"
- seating arrangements take priority over seating assignments p. 116-20
- post your assignments daily and in the same place p. 121-2
- the Bell and Teacher do not start the class, the students do p. 125
- the bell is only a signal to the teacher that the next period will start soon
- have the students get to work immediately
- have an assignment available p. 133
- students take responsibility for their own learning and work p. 124-5
- do not take role at the very beginning of class p. 127
- constantly evaluate how the teaching process can be improved
- take role quickly and quietly, not disturbing the class p. 131
- grade Record Book See pages 134-40
- deal with the behavior, not the person
- consequences p. 152-61

- discipline with your body, not your mouth p. 164
- "Praise the Deed; Encourage the Student" p. 183
- increase amount of time student is working to increase leaning and achievement p. 197
- teach the value of hard work p. 198
- manage time to maximize student time and effort
- the student, not the teacher, must be working in order for learning to take place p. 204
- make Structured and Precise directions and lessons p. 209, 214
- students UNCOVER p. 209
- steps to creating an effective assignment p. 210
- send assignments home with a weekly newsletter p. 210
- focus on goals/objectives p. 211 - Teach for accomplishment
- use effective words in assignment p. 217-9
- think of Bloom's taxonomy
- write assignments and tests at the same time p. 230
- to teach for accomplishment, use objectives and criterion-referenced tests p. 236
- learn better techniques that will help students succeed in school and life p. 244
- structure your lessons for cooperative learning p. *258-61
- *See pages 301-3,*205 *212 *216
- how to write a test p. 233-4
- see pages 242-3, 246, 252
- Share
- be a LEADER, CHOOSE, have a CAREER, Become an EDUCATOR
- take risks p. 304
- start a 10% Risk Plan p. 306-7
- try 2-3 new ideas each year
- keep a list of good resources according to other teachers (videos, activities, books, research, etc)
- keep a list of effective procedures from personal experience and other teachers'
- try 2 or 3 new things each year
- keep a journal of everything you did! lesson plans, rules, procedures,... What works? What doesn't?
- attend at least a few extra-curricular events
- form friendly and working relationships with co-workers
- be aware of National/local workshops to attend (go, if possible)
- find one new experience-participate in one "new" thing, educationally related, outside of school
- evaluate self (overall for the year) and make goals for next
- evaluate self at the end of each month- know where I've been and how I want to change
- plan lessons ahead- never leave the building without knowing what you're doing the next day
- write tests at the same time as assignments (maybe when done teaching a unit, or a tentative test)