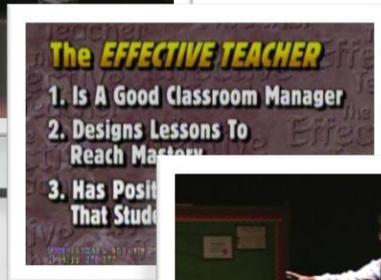


Facilitator's Guide



The Effective Teacher—Digital

with

Harry K. Wong

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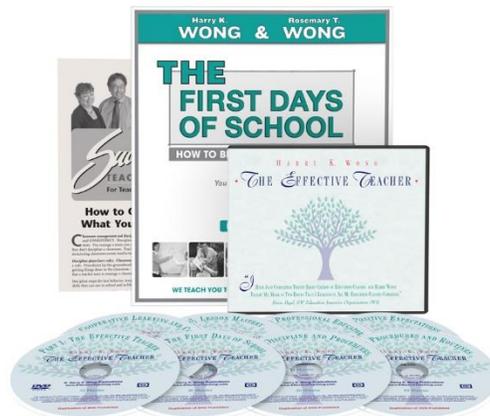
Facilitator's Guide
to accompany
The Effective Teacher—Digital

with

Harry K. Wong, Ed.D.

An Eight Part Video Series

- Part 1: **The Effective Teacher**
- Part 2: **The First Days of School**
- Part 3: **Discipline and Procedures**
- Part 4: **Procedures and Routines**
- Part 5: **Cooperative Learning and Culture**
- Part 6: **Lesson Mastery**
- Part 7: **The Professional Educator**
- Part 8: **Positive Expectations**



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Length of Videos and Topics Discussed

Part 1: The Effective Teacher <i>What is an effective teacher</i> <i>How to be a happy first-year teacher</i> <i>The need to use research-based practices</i>	32 minutes
Part 2: The First Days of School <i>The need to succeed on the first day of school</i> <i>How to greet students and begin the school day</i> <i>How to post assignments</i> <i>When and how to take roll</i>	36 minutes
Part 3: Discipline and Procedures <i>How to have a well-managed classroom</i> <i>How to invite students to succeed</i> <i>How procedures differ from discipline</i> <i>How to have an effective discipline plan— rules, consequences, and rewards</i>	36 minutes
Part 4: Procedures and Routines <i>How and when to teach classroom procedures</i> <i>How procedures teach students responsibility</i> <i>How to get your students' attention without raising your voice</i> <i>How to establish a morning routine that gets students immediately on task</i> <i>How to dress for success</i>	55 minutes
Part 5: Cooperative Learning and Culture <i>How to get your students to work together</i> <i>The importance of creating a classroom culture</i> <i>How to prepare your students for tomorrow's world</i>	47 minutes
Part 6: Lesson Mastery <i>How to increase student learning and achievement</i> <i>How to get your students to do their assignments</i> <i>How to get your students to pass their tests</i>	33 minutes
Part 7: The Professional Educator <i>How to achieve happiness and success as a teacher</i> <i>How to become a professional educator</i>	41 minutes
Part 8: Positive Expectations <i>How to increase positive student behavior</i> <i>How to design assignments that will build student success</i>	20 minutes

Total 300 minutes
5 hours



Organization of Each Video Part

Each of the eight video parts is structured in the same way.

Commentary: Each video begins with a thought-provoking commentary. No voice; just words—black and white—with music. These set the tone for *The Effective Teacher* series—school is serious, academic business. You may want your group seated as each part begins immediately.

Opening: There is a grand opening which appears in Part 1 only. The words and the pictures set the stage for the entire series.

Content: Harry Wong delivers his message on to be an effective teacher interspersed with graphics and references to the book, *THE First Days of School*.

Close: The closing credits appear only in Part 8. There is a thought-provoking song, “My New Day” and commentary at the end.

THE First Days of School

The video series is correlated to the 5th edition of the book, *THE First Days of School: How to Be an Effective Teacher*. Graphics in the video series showing the book cover are correlated to the book. Pages referenced in this document refer to the 5th edition of the book.

Successful Teaching

In **Part 3: *Discipline and Procedures***, the participants are asked to refer to an article in the newspaper, *Successful Teaching*. The newspaper is free and can be downloaded from our website at www.EffectiveTeaching.com.

Important Note: The transcript to each video is not included in this *Facilitator’s Guide*. The transcript, the book, *THE First Days of School*, and other implementation tools are included in *The Effective Teacher* when purchased as one of our Standard Products. See www.EffectiveTeaching.com for details.

The Research Base

All the ideas and techniques presented are based on existing research and practices. There is nothing new, cutting edge, controversial, or sacrilegious. It's all common sense practices, based on research, used by effective teachers.

The Effective Teacher series and the book, *THE First Days of School*, are based on the following basic research findings:

1. There are three basic characteristics of effective teachers.
2. The most important factor governing student learning is classroom management.
3. Effective classroom management practices must begin on the first day of school.



Over 200 studies have shown that the only factor that can improve student achievement is a skillful, knowledgeable teacher. How the teacher manages the classroom is the primary reason for student achievement. It is not programs; it is teacher practices that are responsible for improved student achievement.

Organization of the Guide

There are eight videos in the series. Each video has a suggested guide for implementing the concepts from the video.

Each of the guides has the following parts:

1. **Purpose:** A one-sentence statement stating the purpose of the video
2. **Correlation:** A listing of the correlated pages in the book, *THE First Days of School*
3. **Synopsis:** An overview of the content of the video
4. **Major Concepts:** Major points of the video
5. **Opening Questions:** Suggested questions to use to prepare and provide interest or thoughts to ponder ***while*** viewing the video
6. **Follow-up Discussion:** Suggested discussion questions or activities to use ***after*** viewing the video
7. **Action Plan/Activity:** Suggested activities to internalize the content of the video



The Effective Teacher

Part 1: The Effective Teacher

Purpose

To identify the characteristics of effective teaching

Correlation

Part 1 is most effectively used when correlated with *THE First Days of School*, selected pages from units A, B, and C.

Synopsis

There are four stages of teaching: fantasy, survival, mastery, and impact. All teachers go through the first two stages of fantasy and survival. Some teachers get stuck in the survival stage for the remainder of their careers. Some teachers progress on to the levels of mastery and impact, making a difference in the lives of the students they teach. These teachers are identified as being efficient and effective teachers—they know what to do and they do it well.

Research identifies three characteristics of an effective teacher. By choosing to build and refine these characteristics, anyone can become an effective teacher.

Major Concepts

1. The effective teacher
 - ◆ Is a good classroom manager
 - ◆ Designs lessons to reach mastery
 - ◆ Has positive expectations that students will be successful
2. Effective teachers understand that expectations of students will greatly influence their achievement.

Opening Questions

Discuss the following questions before viewing **Part 1: *The Effective Teacher***:

1. Why are you teaching?
2. What is a good teacher?
3. What is an effective teacher?
4. What is the difference between being a good teacher and an effective teacher?
5. Describe an effective teacher you had while going through school.



Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. There are four stages of teaching. What stage do you see yourself in? (p. 17)
3. What are the three characteristics of an effective teacher? (p. 6)
4. Practicing positive expectations can be a powerful tool as evidenced by the research of Robert Rosenthal. Can you think of your own example where either you, personally, or your students rose to the meet the challenge of positive expectations? (pp. 8, 48–57)
5. The effective teacher creates a classroom climate that communicates positive expectations. What might be seen in such a classroom? Looking in your own classroom, what do you have that communicates positive expectations? (pp. 48–57)
6. Another characteristic of an effective teacher is being an extremely good classroom manager. How does knowing how to run and manage a classroom impact teacher effectiveness? (pp. 8, 92–99)

Action Plan/Activity

1. The most successful schools have expectations that everyone will succeed. Develop a statement or statements of positive expectations for all students at your school. Decide how you will publish your positive expectations to the community, parents, school staff, and students (i.e., incorporate into school motto, publish in student handbook, print posters to be displayed in each classroom, etc.). (pp. 48–57)
2. Your expectations of your students will greatly influence their achievement in your class. Prepare a statement of positive expectations to share with your class the first day of school (if school is already in session, prepare a statement for an introduction to a new unit to be taught). (pp. 48–57)



The Effective Teacher

Part 2: The First Days of School

Purpose

To identify the most important factors governing student learning and give examples of how these are implemented on the first days of school

Correlation

Part 2 is most effectively used when correlated with *THE First Days of School*, selected pages from units A, B, and C.

Synopsis

What you do the first day of school and for the first 2-3 weeks are critical in determining how well students will achieve for the remainder of the school year. Research has identified 28 factors that help students to learn. Ranked the number one factor governing student learning is classroom management. In other words, how a teacher runs the classroom will determine whether students will be successful or not.

Effective teachers greet their students at the door the first day of school and have an assigned seat waiting for them. From the beginning, students are taught the procedures of how to start each school day including what to do when they enter the classroom. Effective teachers have an assignment on the board in a consistent location every day where students walk in. Students immediately sit down and get to work.

Effective teachers implement what is learned through research in order to be successful. In a study done by Douglas Brooks, he identifies seven things all students want to know on the first day of school. Use this information to ensure a smooth and successful beginning of school.

Major Concepts

1. The first day of school is the most important day of the school year.
2. The most important factor governing student learning is classroom management.
3. Effective teachers assign seats on the first day of school.
4. Effective teachers have an assignment posted daily, in the same consistent location, before students walk in.
5. Your first priority when the class starts is to get students immediately to work.
6. Consistent schoolwide procedures and expectations aid in smooth transitions between classrooms, raise student achievement, and help to establish the culture of a school.



Opening Questions

Discuss the following questions before viewing **Part 2: *The First Days of School***:

1. What are the most important factors that govern student learning?
2. What do students want to know on the first day of school?

Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, ***THE First Days of School***, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. Research has shown the number one factor governing student learning is classroom management. Discuss the statement, “The most important variable governing whether the student learns or not is *what you do in the classroom*.” Do you agree or disagree, why? (pp. 92–99)
3. What are three reasons for having assigned seating? (p. 126)
4. How can posting a daily assignment and expecting students to immediately begin work help students to succeed? (pp. 130–137)

Action Plan/Activity

1. Effective teachers assign seats the first day of school. Discuss the advantages and disadvantages of various seating arrangements. What are some different, age appropriate ways you can let students know where to sit? (pp. 120–129)
2. It is important to welcome students to the first day of school. Standing at the door and greeting them is one way. Another way is to write a letter to each student, sharing your enthusiasm for the upcoming year and a little about who you are as a person. This letter can be sent home before school starts or left at assigned seats awaiting students’ arrival. Compose such a letter for your students. (p. 111)
3. Effective teachers have an assignment posted daily, in the same consistent location, before students walk in. As a whole school, grade level, or subject matter group, discuss types of appropriate morning assignments. Determine whether these assignments will be created daily by the individual teacher or whether a resource can be identified from which to draw the assignments. (pp. 130–137)
4. Determine the location where your assignments will be posted. Write your first day’s assignment. (pp. 130–135)



The Effective Teacher

Part 3: Discipline and Procedures

Purpose

To differentiate between discipline and procedures and understand the need for both

Correlation

Part 3 is most effectively used when correlated with *THE First Days of School*, Unit C.

Synopsis

Effective teachers prepare their classrooms to greet students warmly with enthusiasm and establish their credibility as teachers. They have positive expectations for student learning and success. They manage their classrooms through procedures, routines, and a well-developed discipline plan.

Discipline deals with behavior—how we want students to behave. Discipline plans have consequences, punishments and rewards. They are designed to stop students from misbehaving by setting and maintaining limits.

Procedures deal with how we want students to do certain things. Procedures are designed to keep students on task and doing their work. Procedures promote active student involvement. Effective teachers manage their classrooms with well-thought out, well-rehearsed procedures.

Procedures are most effective when taught the first days of school. A great deal of time is spent introducing, teaching, modeling, and practicing procedures. Procedures that are continually rehearsed will become automatic routines. Procedures and routines make the class feel comfortable. It makes the class secure because they know what's going to happen, thus promoting an environment more conducive to learning.

Major Concepts

1. To have an orderly environment; you must have a discipline plan. If you do not have a plan, you are planning to fail.
2. Discipline plans consist of three parts:
 - ◆ Rules
 - ◆ Consequences
 - ◆ Rewards
3. The number one problem in classrooms is not discipline. It is the lack of procedures and routines.
4. Procedures and routines are different from a discipline plan.
 - ◆ Discipline concerns how students BEHAVE and have penalties and rewards.
 - ◆ Procedures concern how things are DONE with NO penalties or rewards.



5. Student achievement is directly related to the degree to which the teacher establishes good control of classroom procedures.
6. An effective teacher spends time managing a classroom. An ineffective teacher spends time disciplining a classroom.

Opening Questions

Discuss the following questions before viewing **Part 3: Discipline and Procedures**:

1. What do you need to establish an orderly environment in your classroom?
2. What is the number one problem in classrooms today?
3. Why is an orderly environment an important element of the learning process?

Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. What are some things you do to greet your students with enthusiasm on the first days of school? (pp. 112)
3. Do you have a classroom discipline plan? Is this plan supported by the school administration? Do students receive a copy of the plan? How do you notify parents of your discipline plan? (pp. 198–218)
4. Discuss the difference between discipline and procedures and why both are needed. (pp. 141–148)
5. Discuss the following statement, “An effective teacher MANAGES a classroom. An ineffective teacher DISCIPLINES a classroom.” (p. 138)
6. What are some procedures you have in your classroom? How does having these procedures contribute to student achievement? When are these procedures taught? (pp. 138–197)

(Note: **Part 4: Procedures and Routines** deals in detail with procedures and routines.)



Action Plan/Activity

1. Share/brainstorm rules, consequences and rewards appropriate to your grade level. Develop a discipline plan for your classroom or grade level. (pp. 198–218)
2. As with schoolwide procedures, a schoolwide discipline plan has many advantages. Would a schoolwide discipline plan work for your site? If yes, develop a plan, complete with rules, consequences and rewards. Then develop a consistent plan for posting the discipline plan and sharing it with parents. (pp. 198–218)
3. Do you have specific rules for the playground and/or cafeteria? If not, would they be beneficial? Consider having schoolwide playground and/or cafeteria rules. Develop a plan complete with rules, consequences and rewards. Discuss how you will introduce these rules to students. Develop a consistent plan for posting the discipline plan and sharing it with students and parents. (pp. 198–218)
4. Procedures make a classroom comfortable and secure because everyone knows what's expected of them and what's going to happen. Share/brainstorm more classroom and/or school procedures. For school wide procedures (i.e., for the cafeteria, library or playground), discuss how and when you will teach the procedures to students. (pp. 138–197)



The Effective Teacher

Part 4: Procedures and Routines

Purpose

To facilitate the reaching of consensus so that implementation of procedures will take place

Correlation

Part 4 is most effectively used when correlated with *THE First Days of School*, units B and C.

Synopsis

Procedures are the cornerstone of classroom management. A procedure is a step, a task to be performed for something to be done, such as downloading an app, landing an airplane, quieting a class, or obtaining an assignment upon returning from an absence. Procedures are not rules; they are steps to be done for success and achievement to occur.

A procedure is what the teacher wants the students to do in the classroom. A routine is what the student does automatically without prompting or supervision. With procedures, you can have responsible students. Responsibility is the ability to respond to appropriate procedures.

Major Concepts

1. The effective classroom has structure.
2. PROCEDURES & ROUTINES = STRUCTURE
3. Effective teachers teach students to follow classroom procedures.
4. Procedures teach responsibility.

Opening Questions

Discuss the following questions before viewing **Part 4: Procedures and Routines**:

1. How do procedures differ from discipline?
2. What are the benefits of having clearly defined procedures and routines?
3. What are some procedures you have in your classroom?
4. How are these procedures taught? When are they taught?



Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. Procedures allow a class to operate smoothly, thus increasing academic learning time. What are some classroom procedures that you might find in an effective classroom? (p. 153)
3. The way the class begins can set the tone for the entire school day. Therefore, having a well-defined, consistent morning routine can pave the way to a successful day for your students. Share some morning procedures that your students have followed. (pp. 130–137, 169)
4. The professional teacher maintains dignity and composure at all times. This can be difficult when students are unruly or uncooperative. What should be done with difficult students who do not follow procedures? (pp. 148–152, 193–194)
5. How can well-established procedures and routines help at-risk students succeed? (pp. 163–165)
6. How is dress a procedure? Discuss the statement, “As you are dressed, so shall you be perceived. And as you are perceived, so shall you be treated.” (pp. 70–79)

Action Plan/Activity

1. Picture the ideal morning routine for your classroom. Create a plan to implement this routine. Consider the procedures that will need to be taught, how you will teach them and when you will teach each procedure. (p. 131)
2. What is your procedure for getting your students’ attention? Is it effective? If none of the procedures shared by Dr. Wong would work for your classroom, create a new one of your own. (pp. 155–157)
3. Does your school have a procedure for quieting students that is used in assemblies or large group gatherings? If not, would such a procedure be beneficial? What would need to be done in order to implement it schoolwide? (p. 158)
4. Consider your classroom. Can you think of one new procedure that you could teach your students to make your classroom run more effectively? Develop a plan for how and when you will teach this new procedure to your class. (p. 164)



The Effective Teacher

Part 5: Cooperative Learning and Culture

Purpose

To identify the highest form of teaching/learning and the importance of creating a classroom culture

Correlation

Part 5 is most effectively used when correlated with *THE First Days of School*, units B, C, D, and E.

Synopsis

Effective teachers begin a lesson with a motivator or attention grabber related to the lesson that is designed to pique students' curiosity. Once you've got them motivated, you can get them to do anything. They will work willingly and eagerly because they want to learn—they have a purpose.

Research says that the most effective learning takes place in a support community. In a classroom, these are known as support groups. Effective teachers have a set of procedures that govern how support groups function. By teaching students to work cooperatively in groups, you prepare them for the tomorrow's world. Through cooperative group work, students learn to be self-motivated, self-directed, and procedure oriented.

A major problem facing classroom teachers today is that many students do not know how to work in groups. They have been raised in a culture that is preoccupied with the individual and self-gratification. Family values and culture are not being passed on because parents are too busy. Today's youth are acquiring their culture from the media and each other.

Effective teachers create a classroom culture. Effective administrators create a school culture. Students are taught procedures. Procedures allow for the smooth and efficient functioning of a classroom/school. These procedures establish the culture or shared values of the classroom/school. When you walk into a classroom/school with culture, you can sense it. There is a sense of unity and purpose, a sense of belonging.

Parents and educators have two functions in life. The first is to give students a firm foundation of culture-knowledge, practices, and values. Having done this, we can then encourage them to grow and become anyone or anything they want to be.



Major Concepts

1. Effective teachers begin a lesson with a motivator or attention grabber related to the lesson that is designed to pique students' curiosity.
2. Learning is most effective when it takes place within a support community of learners.
3. The highest form of teaching occurs when students are
 - ◆ Working together cooperatively
 - ◆ Solving open-ended problems
 - ◆ Using higher-order thinking skills
4. Effective teachers have procedures that govern how cooperative learning groups function.
5. Teaching students to work cooperatively in groups prepares them for real world experiences and expectations.
6. Culture is a shared set of values based upon the shared knowledge, practices, and beliefs of a group.
7. In today's society, many families are failing to pass on culture and teach values to their children, resulting in a culture of dysfunctional families.
8. Effective teachers create a classroom culture.
9. Our functions as teachers are to give our students a firm cultural foundation and then to give them the encouragement to fulfill their dreams.

Opening Questions

Discuss the following questions before viewing **Part 5: Cooperative Learning and Culture:**

1. How do you typically begin a lesson?
2. Have you used cooperative learning groups in your classrooms? What was successful about it? What was unsuccessful?
3. How do you define culture?
4. Who is responsible for teaching culture to children?

Follow-up Discussion



As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. Share one strong motivator you’ve used to grab students’ attention at the beginning of a lesson. How did this contribute to making your lesson a successful one?
3. What are the benefits of a structured learning activity? (pp. 180–188)
4. Do you have procedures for working in groups? What are they? (pp. 180–188)
5. Discuss the culture you see surrounding your students. How can you enhance this by creating a classroom/school culture? (pp. 80–90, 166–175)

Action Plan/Activity

1. Design procedures for moving quietly into and how students are to begin work. Anticipate questions/ problems students may have (i.e. how long will we have to work?) and address these in your procedures. Share your procedures with a partner and ask for feedback. (pp. 178, 180–188)
2. Judy Gustafson shares, “Our classroom culture will be one of academic emphasis, positive attitude, cooperative effort, and a safe, supportive environment that encourages and rewards risk taking.” Judy creates a culture—a shared set of values for her classroom. What values are important for you to have in your classroom? Your school? Post these values in your classroom, share them with your students, and refer to them often.



The Effective Teacher

Part 6: Lesson Mastery

Purpose

To demonstrate how to design lessons to help students reach mastery

Correlation

Part 6 is most effectively used when correlated with *THE First Days of School*, Unit D.

Synopsis

Effective teachers design lessons to help students reach mastery. They provide students with a study guideline at the beginning of an assignment that tells students what they are to accomplish or master by the end of the assignment.

A criterion referenced test is used to measure lesson mastery. In a criterion referenced test, every question refers back to pre-stated criteria. Used as a diagnostic instrument, the test tells you if a student needs corrective help. When a question is missed, it signals the teacher that the student has not mastered the criteria. The teacher can then remediate or prescribe instruction to assist the student. Conversely, if the student demonstrates mastery on the test, enrichment activities can be assigned.

The main role of a teacher is to help every student reach the highest possible level of achievement.

Major Concepts

1. Students must be given a list of criteria or objectives at the beginning of their assignment telling them what they are responsible for accomplishing.
2. Begin criterion or objectives with verbs that promote higher order thinking.
3. Steps to creating a study guideline:
 - ◆ Identify what you want the students to accomplish.
 - ◆ Write it down as a single sentence.
 - ◆ Write in simple language.
 - ◆ Duplicate sentences and give to students.
4. The only reason for giving a test is to find out whether the students can demonstrate mastery of the criteria. With test results, teachers can determine whether enrichment or remediation is necessary.
5. Test questions must correspond to pre-stated objectives or learning criterion.
6. Grading on a curve can be damaging to students' success.



Opening Questions

Discuss the following questions before viewing **Part 6: Lesson Mastery**:

1. What are reasons for writing a test? (pp. 267, 274)
2. How is a test written? (pp. 262, 268)
3. How do you determine how many questions to write on a test? (p. 262)

Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. Review the steps in creating an effective assignment or study guideline. (pp. 220–241)
3. Dr. Wong believes that grading on a curve is “by far the most damaging thing we’ve done to students in education.” Do you agree or disagree? Why? (pp. 265–267)
4. Tests should be used as a diagnostic tool to tell you if a student needs corrective help. What are some examples of remediation that you use when a student needs assistance? (pp. 270–272)
5. The main role of a teacher is to help every single student reach the highest possible level of achievement. As a teacher, what do you do to address this? As a school, what is done?

Action Plan/Activity

1. Using the “Steps to Creating an Effective Assignment,” write an assignment or study guide for an upcoming lesson. (pp. 234–241)
2. Write the criterion referenced test for your assignment above. (pp. 263–264)



The Effective Teacher

Part 7: The Professional Educator

Purpose

To encourage all teachers to become effective teachers and professional educators

Correlation

Part 7 is most effectively used when correlated with *THE First Days of School*, Unit E.

Synopsis

Each and every teacher has the ability to be effective. The key is perseverance and the belief that every student has the ability to learn.

There are many strategies that effective teachers use in order to be successful. These strategies include positive expectations, academic learning time, prescriptive learning, cooperative learning, criteria referenced testing, and procedures and routines.

Effective teaching strategies work best when implemented by an entire staff that supports one another. Research shows that in effective schools, the staff works together to identify problems and solutions. Successful schools have a shared vision. They have a shared culture, a shared set of values, resulting in a consistent learning environment for the students.

Professional educators chose to invest in themselves by reading professionally and attending professional meetings and conferences. They chose to work cooperatively with the entire staff for the benefit of the children.

Major Concepts

1. Schools that work together succeed. Successful schools have a common, shared vision.
2. Life begins when you start making choices. Choose to take control of your own life.
3. The successful teacher chooses to improve, chooses to continue to learn.
4. It is important for teachers who want to succeed to surround themselves with positive role models who will have positive influences on their lives.
5. A professional is defined not by the business a person is in, but by the way that person does his or her business.



Opening Questions

Discuss the following questions before viewing **Part 7: *The Professional Educator***:

1. How do you develop yourself professionally?
2. What is your stereotype of how teachers work—collaboratively supporting one another or individually on their own?

Follow-up Discussion

As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, ***THE First Days of School***, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. According to the research cited in *Teacher Magazine*, what were the characteristics of schools with high student failure rates?
3. What were the characteristics of schools with high student success rates? (pp. 313–317)
4. Which characteristics do you possess?
5. Do you have a mentor or positive role model? How can having one benefit you?
6. Professional educators continue to learn, grow and develop. Brainstorm ways in which you can grow professionally. (pp. 294–296)

Action Plan/Activity

1. Flowing Wells School District is one of the most successful school districts in America. One of the reasons they are so successful is because they have created a culture of consistency throughout the entire school system. Either as an entire staff, department, or grade level, brainstorm a list of effective strategies discussed in any of ***The Effective Teacher*** programs. Select one strategy that everyone can agree on and implement it together. (pp. 323-337)
2. Research tells us that successful schools have a common, shared vision. Meet with your staff to develop a vision for your school. Develop a plan to ensure that all staff members are focused on your vision. (pp. 317–319)



The Effective Teacher

Part 8: Positive Expectations

Purpose

To demonstrate how to increase positive student behavior through positive expectations

Correlation

Part 8 is most effectively used when correlated with *THE First Days of School*, Unit B.

Synopsis

Effective teachers have positive expectations of their students. They increase student achievement and positive student behavior by continually sharing their expectations with their students and designing their lessons for success. Their students work hard and are praised often for their achievements.

Students in Dr. Wong’s class know what is expected of them. They know he expects cooperation, courtesy, and for them to strive to be the best person possible. They know they are expected to earn their grades and they know they will have to work for them. They know that Dr. Wong wants them to succeed, that he believes in them. They know this because he tells them and reminds them with signs posted on the classroom walls.

Students come to school with expectations. They expect their teachers to make a difference in their lives. Effective teachers make a positive impact on the lives of their students. And in doing so, they make a positive impact on our future.

Major Concepts

1. Effective teachers have positive expectations of their students and they convey these expectations frequently.
2. Short, frequent assignments build student success.
3. The happy, exciting, successful teacher cares and loves.
4. Students come to school, expecting teachers to make a difference in their lives.

Opening Questions

Discuss the following questions before viewing **Part 8: Positive Expectations**:

1. What are positive expectations? How can they help students to succeed?
2. What are some of the expectations that students have of their teachers?

Follow-up Discussion



As a whole group or in smaller groups, discuss the following questions. Corresponding references to discussion topics found in the book, *THE First Days of School*, have been noted.

1. Share one or more of your ideas, insights, or “Ahas.”
2. What are some ways in which Dr. Wong designs his lessons for student success?
3. What positive expectations do you have of your students? (pp. 48–57)
4. How do you convey these expectations to your students? (pp. 58–69)

Action Plan/Activity

1. Positive phone calls to parents can reinforce student behavior. Do you have a plan for making positive phone calls for every student at the beginning and throughout the year? Make a commitment to call every parent with a positive comment about his/her child.
2. Think of a successful teacher you know. Does his/her classroom convey positive expectations and/or a caring environment? Look around your classroom or school. Does your classroom or school convey these messages? Make it your goal to have at least one (preferably several) of these signs posted in your classroom or around your school. (pp. 48–57)



The Effective Teacher Culminating Activity

Are You Ready for the First Day of School?

(Developed by William C. Jacobson, Ph.D., Superintendent, Marion Independent School District, Iowa, for his teachers to assess their readiness based upon the work of the Wongs.)

The effective teacher
has fewer classroom problems which results in more effective learners.
The effective teacher
has plans which prevent problems from occurring and has specific response plans should
problems occur.

**The effective teacher
is ready before the first day of school.**

Use this checklist as an assessment of your degree of readiness for the first day of school.

Rate each attribute with a response from 1 to 4:

- 1 - Need help**
- 2 - Have a plan**
- 3 - Plans work, but some changes needed**
- 4 - Confident that my plans work and can share my ideas with other**

Place the number in the blank that indicates your degree of mastery of the category.

Classroom Climate

- _____ 1. An effective classroom has an achievement atmosphere created by the teacher.

*I have developed strategies to establish a positive work climate in my classroom.
My students will understand that learning requires personal effort.*

Classroom Organization

- _____ 2. Within space constraints a teacher can design a configuration for learning.
The design functions to assist desired learning outcomes.

I know how to effectively arrange my classroom.

Instructional Materials

- _____ 3. Effective teaching utilizes instructional materials. The organization, maintenance,
and preservation of these materials is a teacher's responsibility.

*I have a procedure to handle student materials that is secure, efficient,
and practical.*



Classroom Atmosphere

- _____ 4. Every act in a classroom sends a message. Your classroom is a reflection of your personal style.

I prepare the wall space, the bookcases, instructional equipment, and the necessary student materials to communicate appropriate messages.

Teacher Organization

- _____ 5. Three-fourths of the things you accomplish each day are determined before you enter the school door. A clear lesson design leads to the desired outcomes.

I have my teaching materials ready and my lessons planned to establish positive patterns in my students.

Teacher Image

- _____ 6. With some students your reputation precedes you. With others you are an unknown. As a professional educator, your behavioral image conveys the things you value. Teacher attitude, desire, and demeanor send important messages.

I am prepared and understand how to introduce myself, dress appropriately, and get the appropriate response from students.

Personal Introduction

- _____ 7. The most important thing you do on the first day of school is to identify yourself and explain your expectations. An organized presentation during the first class meeting sends a powerful message.

I have a plan to greet and get to know my students when they first arrive in my classroom.

Student Management

- _____ 8. A management strategy that handles students when they arrive in the classroom helps establish a work-oriented environment.

I have a seating chart and a plan that gets students to their assigned seats and working at the start of each class period.

Giving Directions

- _____ 9. The way a class reacts to your first set of directions will be an indication of how they will respond to directions the rest of the year.

I know how to teach the first set of procedures that will give me the response I will accept from my students.



Instructional Focus

_____ 10. The first priority, when class starts, is to get students to work.

I have a work expectation plan that is taught and modeled the first day of school and is reinforced each day thereafter.

Time on Task

_____ 11. Prime learning time in a classroom is the first and last ten minutes of a class. The most difficult learning time is in the middle of a class.

I have developed instructional strategies that use time productively.

Record Keeping

_____ 12. Effective teachers gather information about a student's personal life and academic progress.

I have a planned procedure to acquire, process, and maintain a record of each student's personal life and progress in class.

Collaboration

_____ 13. Effective schools need cooperative efforts from all staff members.

I associate with a network of professionals who address problems and find solutions together.

Invitational Learning

_____ 14. Effective teachers model the behaviors students are expected to master.

I can invite student learning by modeling appropriate behavior concerning language, dress, and attitude that I teach and reinforce in the classroom.

Student Control

_____ 15. Students must understand and learn appropriate behavior. Control of the classroom is an important part of creating an effective learning environment.

I have a discipline plan that defines rules, explains consequences, and rewards appropriate behavior.



Procedures and Routines

16. The number one problem when a classroom is not under control is the lack of procedures and routines. The effective teacher manages a classroom with procedures. I have a procedure for each of the common occurrences:

- _____ - students entering the classroom
- _____ - a routine to get students working at the start of class
- _____ - what to do when a pencil point breaks
- _____ - what to do in an emergency
- _____ - what to do when absent
- _____ - what to do when tardy to class
- _____ - what to do when work is finished early
- _____ - a process to handle restroom requests
- _____ - when and how to ask a question
- _____ - students exiting the classroom at the end of the period

My procedures are clearly defined, taught, and reinforced until they become routines with my students.

