

“How To Be An Effective Teacher: The First Days of School”

By: Harry K. Wong & Rosemary T. Wong



Presented By: Jessica Bee
Danni Karas
Kiana Kerns
Regina Schneider
Elaine Segner



Harry K. Wong Facts

Education

- High School Diploma: Lowell High School in CA
- Undergraduate Degree: University of California
- Doctorate: Brigham Young University, Utah

Awards

- Horace Mann Outstanding Educator Award
- Outstanding Secondary Teacher Award
- Science Teacher Achievement Recognition Award



Harry K. Wong Facts

Background Achievements

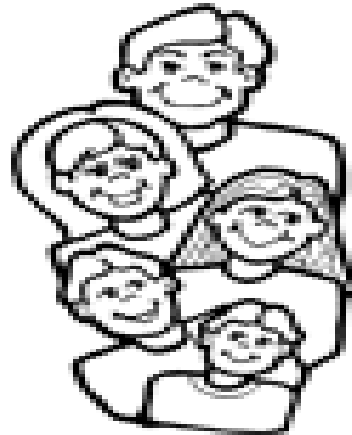
- Author of over 30 publications
- Former secondary science instructor
- Educational speaker
- New teacher advocate



Science
Instructor!

Personal

- Married to Rosemary T. Wong
- 3 children
- 4 grandchildren



FAMILY!

Rosemary T. Wong Facts



Education

- Jefferson Parish Public Schools, Louisiana
- Undergraduate Degree: Southeastern Louisiana University
- Master in Education: Louisiana State University
- Doctorate: Brigham Young University, Utah

Awards

- Upton Sinclair Award (writing)
- Distinguished Alumnus Award
- Silicon Valley Woman of Influence Award (leadership in Ed.)

Rosemary T. Wong Facts

Background Achievements

- Former Elementary School Teacher
- Co-Author & Contributing Writer
- CEO of Harry K. Wong Publications
- Involved with charitable organizations
(i.e., “First Days of School Foundation”)



“How To Be An Effective Teacher:
The First Days of School”

Topics & Presenters:

The Effective Teacher **Regina Schneider**

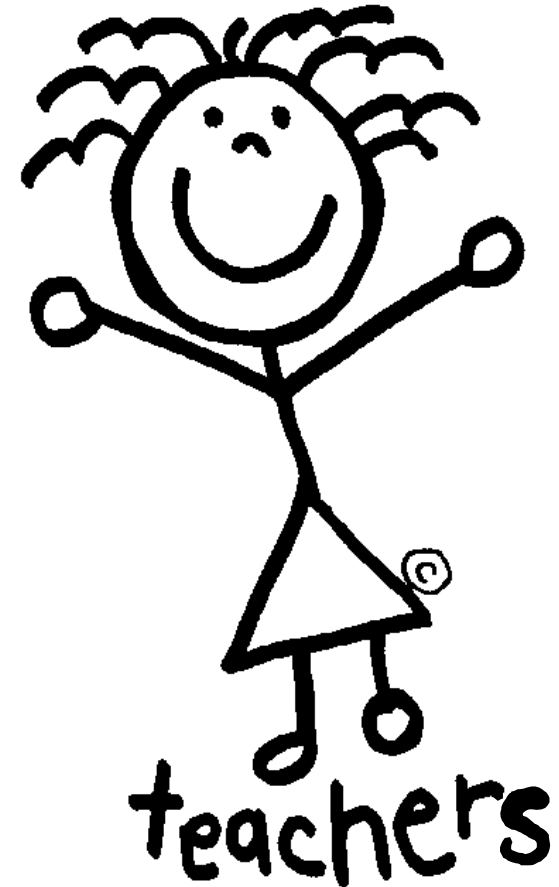
Positive Expectations **Kiana Kerns**

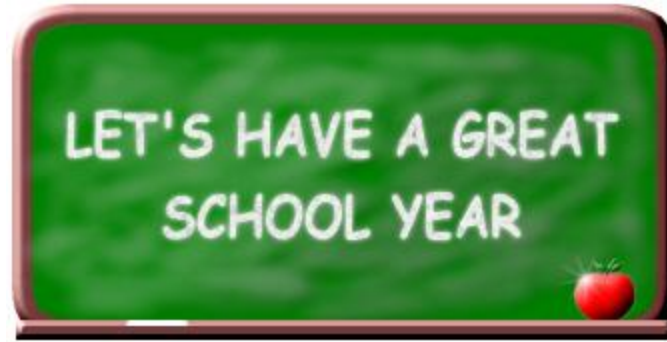
Classroom Management **Jessica Bee**

Lesson Mastery **Elaine Segner**

The Professional **Danni Karas**

future





“The First Days Of School Can
Make Or Break You”

Keys To A Successful School Year

A B C D E F G H I J K L M N

1. Establish good control of your class

2. Be an effective teacher

O P Q R S T U V W X Y Z

Control Means

- Knowing what you are doing/**consistency**
- Establishing classroom rules/procedures/pedagogy
- Knowing your professional responsibilities



Be an Effective Teacher

- Have a classroom that is:
 - Caring
 - Thought-provoking
 - Challenging
 - Successful



Effective Teaching Characteristics

- Positive expectations for student success
- Good classroom manager
- Designs good lessons for student mastery

I know



Effective Teaching

- Establish a relationship with a mentor
- Attend professional development events
- Learn as much as possible from other teachers
- Strive for excellence in everything you do



The Four Stages of Teaching

- Fantasy

- Survival

- Mastery

- Impact



“People who do things right are *efficient*.

And people who do things right over and over

again, consistently, are *effective*”

by: Harry K. Wong & Rosemary T. Wong,
How To Be An Effective Teacher: The First Days of School



Question:

What will prepare me for my first year of teaching?

Answer:

An induction program!



NORTHERN
ARIZONA
UNIVERSITY



Northern Arizona University

Student Teaching Facts

NAU



WHO: Ellen Nymark, Program Coordinator, Sr., NAU Extended Campus

WHAT: -Coordinates NAU's Teacher Education Programs offered in the East Valley

-Partners with Community College's to expand programs

-Develops programs and sequences/schedules

-Works closely with NAU faculty

-Advises and supports prospective and current NAU Teacher Education majors

NAU

HOW: (Email) Ellen.Nymark@nau.edu

(Tel.) 480-726-4053

WHERE: Located at Chandler-Gilbert Community College

Jacaranda Hall (JAC), Room 109

WHEN: ASAP to find out about NAU's Teacher Education Program



Student
Teacher



Northern Arizona University

Student Teaching

1. One semester in length
2. Dual major students do a split placement in one semester
3. Apply one year in advance
4. Cannot self place
5. NAU's office of field experience places students
6. Must pass AEPA elementary education subject knowledge test.





ARIZONA EDUCATOR
PROFICIENCY ASSESSMENTS®

Northern Arizona University

Student Teaching

7. Student's who wish to teach middle/junior high or high school **must** pass the test in subject you want to teach.
8. <http://www.aepa.nesinc.com>
Arizona Educator Proficiency Assessments website
9. NAU Student Teaching Website:
http://coe.nau.edu/student_services/Field%20Experience/st_information/st_basic_info.php
10. NAU SUPPORT SYSTEM: College of Education Support Services, NAU supervisor, Cooperating Teacher

Arizona State University
Mary Lou Fulton Teachers College
Student Teaching Facts

Who: Carmen Newland

Director, academic services and student outreach

What: Oversees undergraduate student recruitment, admission, advising, recruitment and retention

Email: carmen.newland@asu.edu

ASU Student Teaching Facts

- Different from traditional model
- Teach for two semesters
- 1 day of the week students take their final ASU courses
- 4 days of the week the students teach

ASU Student Teaching Facts

- Students receive immediate feedback
- Co-teaching (mentor teacher or another ASU student teacher)
- Site coordinators meet with student teachers on a regular basis

Student Teaching ASU Two Semester Model

Student teacher

- Spends one full year in a classroom with a mentor teacher
- Meets with parents and sets up a classroom
- Experiences the transition over holidays
- Sees children progress over the entire year

ASU Student Teaching

- Secondary education majors student teach one semester
 - Still have content courses to complete (first & final semesters)
- Students cannot pick their school
 - Students can specify a grade
 - Students can specify a location within the valley

ASU Grant Projects

- BEST (Building Educator Support Teams)

<http://education.asu.edu/content/best-building-educator-support-teams>

- Teacher Incentive Fund

- September 2010
- ASU was awarded \$43.4 million from the U.S. Department of Education
- “will provide resources to 71 schools in Arizona for comprehensive school reform, including a "pay for performance" element”
- Through the two grants, 20 Arizona school districts are served



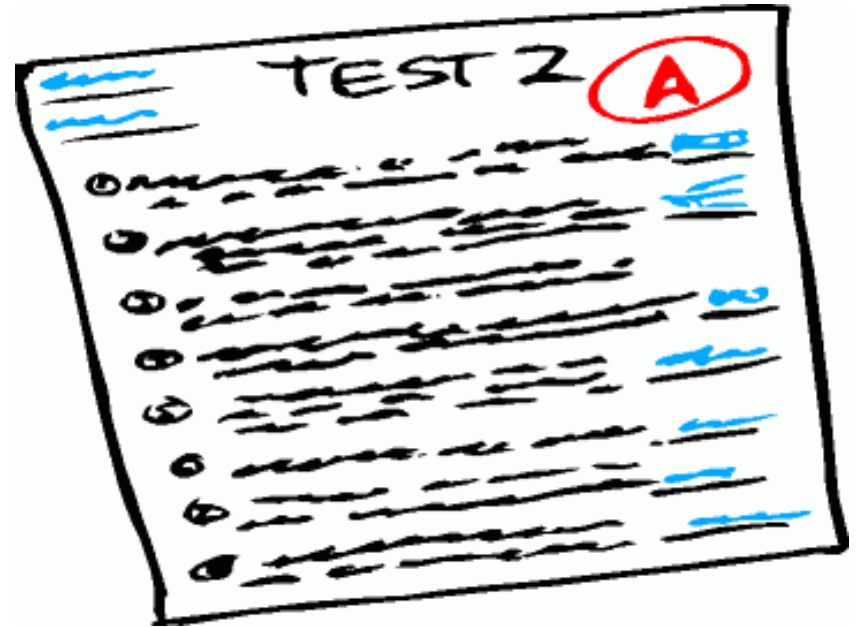
Expectations

- Knowing what you can or cannot achieve
- Two kinds of expectations
 - Positive or high
 - Negative or low
 - Same amount of energy for both



Positive or High Expectations

- Optimistic
- Whoever you teach will succeed
- Greater odds of success
 - Using energy to make sure it is so



Negative or Low Expectations

- Pessimistic
- Whoever you teach will fail
- Greater odds of failure
 - Using energy to see that nothing happens



Dropout Rates

- Students not in school and not high school graduates ages 16-19 (2009)
 - AZ 7%
 - US 6%
- Graduation
 - Not a celebration of education
 - Mocking and disrespect



First Day of School

- First day celebrations
 - School, parents, community
 - Assemblies
- Welcoming
 - Stand at door, busses
 - Name and room number on door
 - Guides in halls



Dress For Success

- You are treated as you are dressed
 - Work for you or against you
- A positive example
- What statement do I make?



Dress for Four Main Effects

1. Respect
2. Credibility
3. Acceptance
4. Authority



Invitational Learning

- William W. Purkey
- Developed the model
- The most inviting place in town
- People are: able, valuable, responsible, and should be treated accordingly



Four Levels of Invitational Learning

1. Intentionally disinviting
 - Deliberately demeaning, discouraging, defeating
 - Never smile



Four Levels of Invitational Learning



2. Unintentionally disinviting

- They feel they are well meaning
- Oblivious, chauvinistic, condescending, patronizing, thoughtless

Four Levels of Invitational Learning

3. Unintentionally inviting

- Well-liked, effective, unaware why
- Do not have a consistent philosophy



Four Levels of Invitational Learning

4. Intentionally inviting

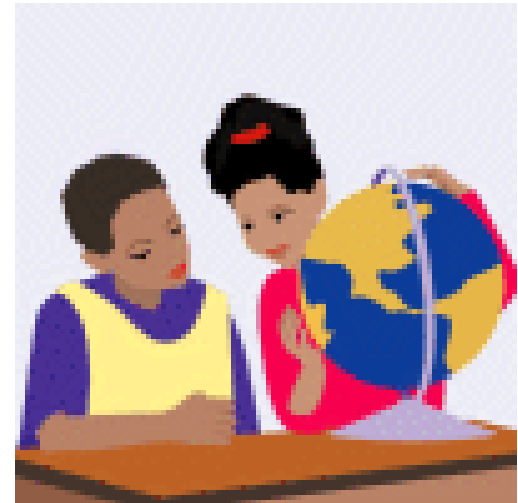
- Diligent, consistent, purposeful
- Have a sound philosophy



5 Concepts to Increase Positive Student Behavior

1. Name

- Friendly and respectful
- Never condescending
 - putting down their identity
- Pronunciation
- Importance



5 Concepts to Increase Positive Student Behavior

2. Say “Please”

- Kindness
- Polite, cultured
- Example

“Please?”

5 Concepts to Increase Positive Student Behavior

3. Say “Thank you”

- Gratitude and appreciation
- Good transition

“Thank
you!”

5 Concepts to Increase Positive Student Behavior

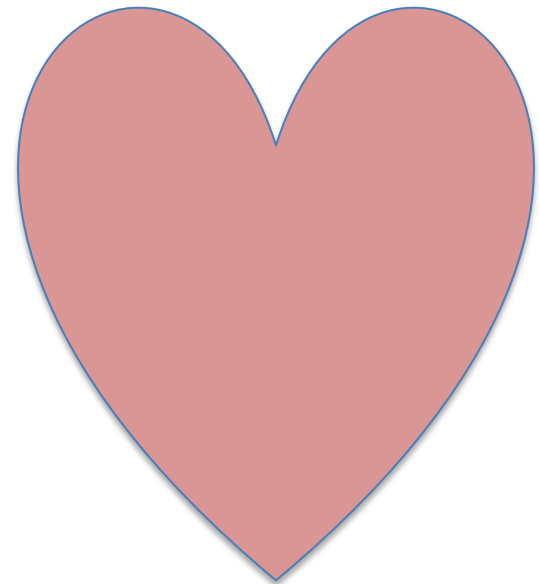
4. Smile

- Communicates 3 things

1. Hospitality, graciousness
2. Polish, cultured
3. Want others to feel good too

5. Love

- Loveable and capable



Classroom Management

- Two goals
 - Student involvement and cooperation
 - Productive working environment
- Task oriented
- Predictable environment



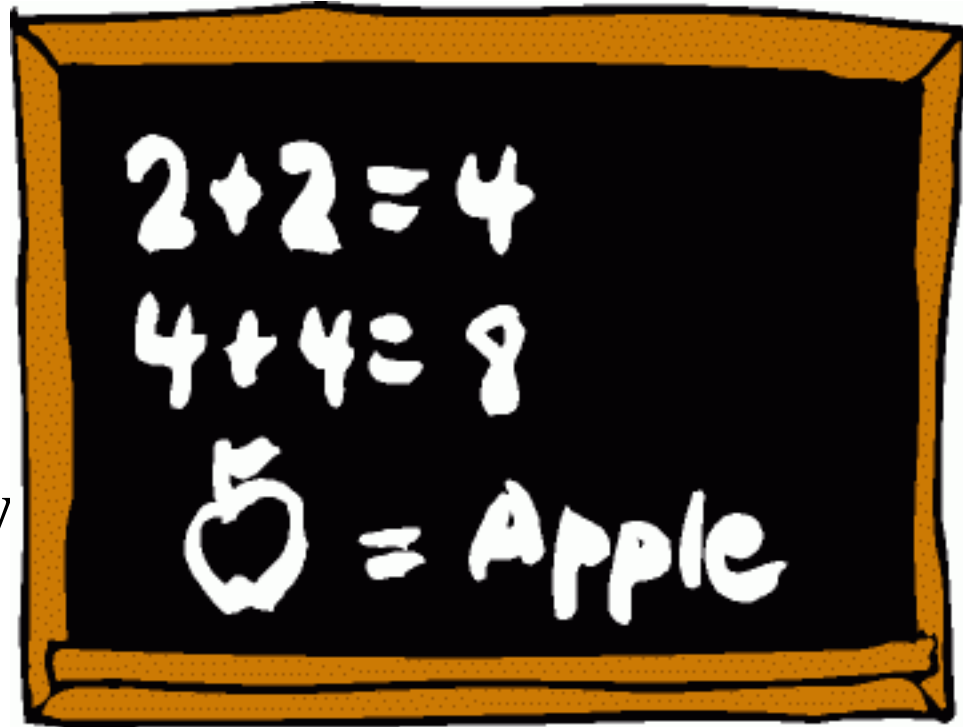
Classroom Ready

- Jacob Kounin
 - Influential in the study of classroom management
 - Used video tapes to analyze teacher and student behavior
 - Effective teachers were classroom ready



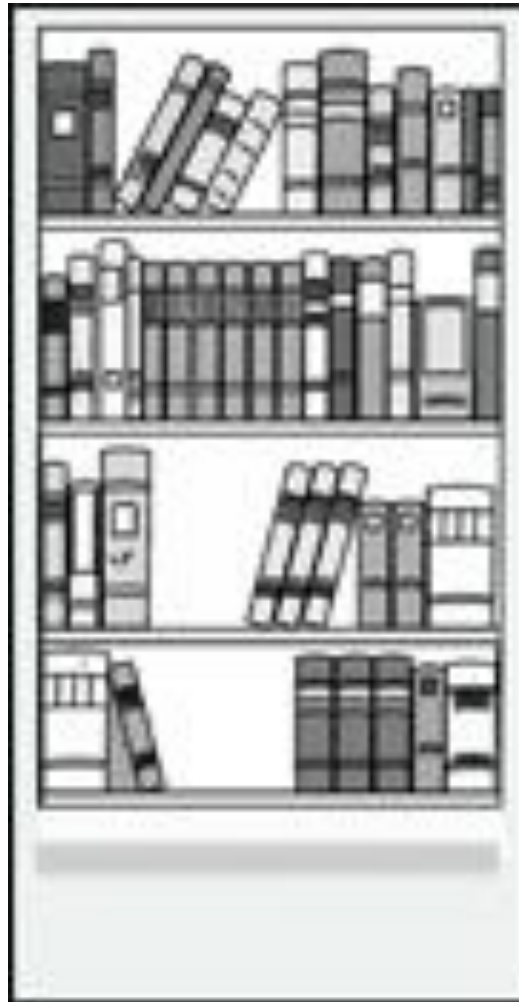
A Successful Teacher is Ready

- The work is ready
- The room is ready
- The teacher is ready
- Readiness is the primary determinant of teacher effectiveness



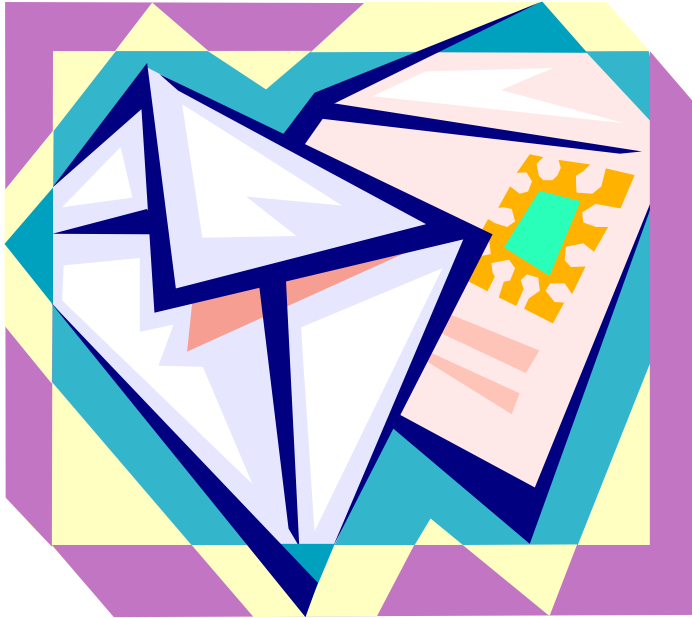
Prepare

- Floor space
- Work area
- Student area
- Wall space



- Bookcases
- Teacher area
- Teaching materials
- Yourself

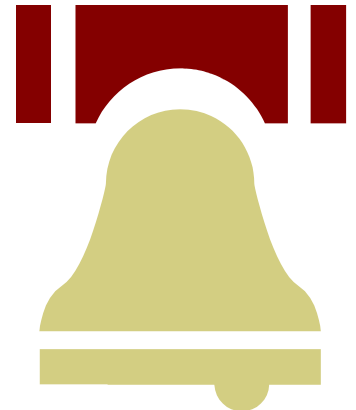
Pre-School Invitation



- Letter to parents and students *before* school
 - Excitement
 - Invite to open house
 - State materials needed for class
 - State *your* expectations

Greeting on Day One

- Post class information outside the door
 - Stand at the door to greet
 - Introduce yourself
 - Check registration
- Allow students to enter knowing expectations
 - Seating chart and bell work



Seating Assignments



- Maximizes learning and management
- Minimizes bad behavior
 - Difficult students in front
 - By height
 - By age
 - In alphabetical order

Seating Arrangements

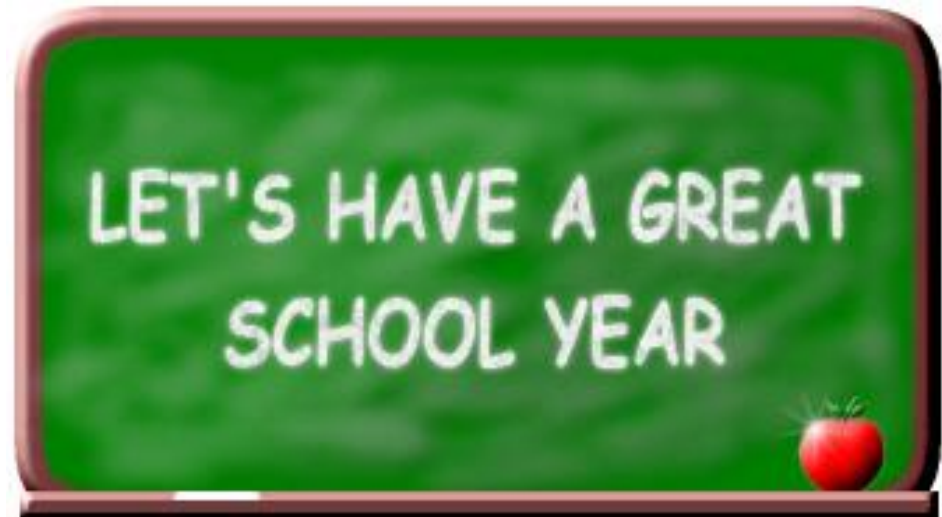
Seating Arrangements

- Arranged to go with task
 - Listening to lecture
 - Small groups
 - Taking a test
 - Individual work
 - Sitting for story



Daily Routine

- Have assignment ready upon entering
 - Post assignments (no times)
 - Common procedures



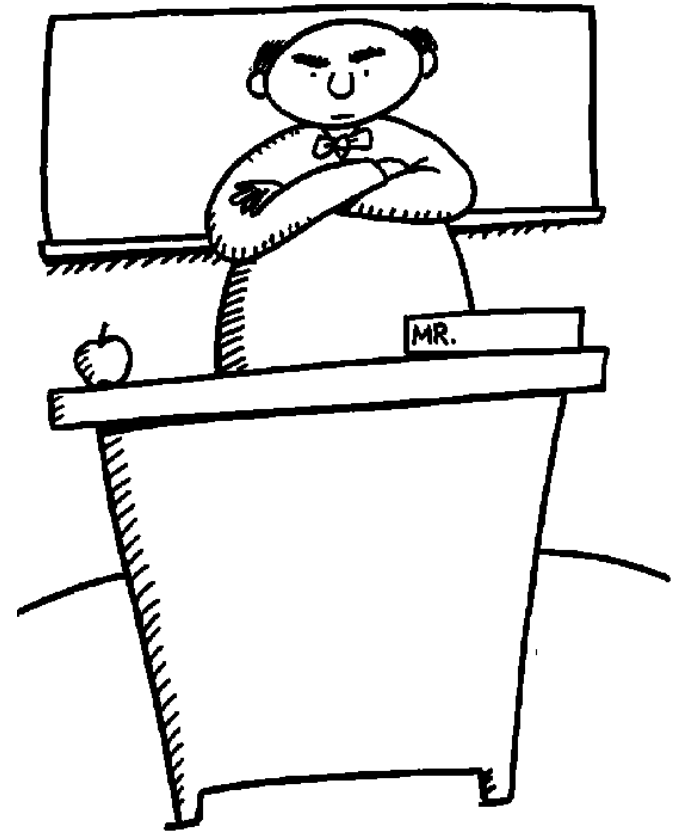
Taking Role

- Look at roster yourself
 - Do not call names or send paper
- Have student folders to refer to
- Interactive student accountability
 - Moving name tags
 - Sign-in sheet



Discipline Where Teacher is in Charge

- Teacher-directed
- Students get no choices
- Teacher uses intervention and isolation
- Classroom has limits without freedom
- Climate can be tense



Discipline Where Teacher is in Charge

- Outline rules, consequences, and rewards
 - Rules promote consistency

Post them, explain them, expect them

Can be general or specific

- Consequences teach responsibility

Promote rewards and penalties

Penalties should not disrupt class



Discipline Where Both are in Charge



- Student and teacher cooperate
- Students is offered structured choices
- Classroom has freedom with limits
- Teacher walks through problem with student
- Agreements are reached

Discipline Where Both are in Charge

- Have a discipline contract
 - What is the problem?
 - Why is there a problem?
 - What will I do to fix it?
- Hold student responsible



Discipline Where Students are in Charge

- Teacher is hands-off
 - Student is responsible for conduct
 - Teacher listens
 - Climate can be chaotic
- Class has freedom without limits
 - Teacher is nondirective
 - Student is taught responsibility



Discipline Where Students are in Charge

- Raise responsibility system
- Create levels of behavior
 - Anarchy, bossing, cooperation, democracy
- Implement this system in 3 stages
 - Teaching: proactive
 - Asking: discuss level not behavior
 - Eliciting: reflect on the level



Procedures



- Every activity
- Procedures are life
- Three steps
 - Explain
 - Rehearse
 - Reinforce

Class Size



- Costly
 - Reduction of students by 5 means 1 or more extra teachers per grade level
 - Need extra classroom

Class Size



- Research shows reduction to 15-18 in primary grades
 - No support for secondary levels
- Problem occurs during rough economic times
 - Allows more learning

Main Points

- Organize classroom first
- Teach **for** the students
- Good instruction
 - 15-20% more powerful than other variables
- Role of teacher is to **uncover** lesson



Effective Assignments



- Backward design:
 - What do the children need to know?
 - Form objectives
 - Build tests
 - Build assignments and activities

Effective Assignments

- Blooms Taxonomy
 - Knowledge, comprehension, application, analysis. synthesis, evaluation
 - Verbs used in objectives



Effective Assignments

Example

- List four adjectives
- Describe what happens when static electricity occurs
- Explain the difference between mammals and reptiles

Nonexample

- Read Chapter 6
- Complete the worksheet
- Do this activity
- Do the problems on page 20



Effective Assignments

- What do the children need to know?
 - Follow the state standards
 - K-12th grade
 - [Standards Website](#)



Effective Assignments

- National common core curriculum standards:
 - Replacement of state standards
 - Aligned with college and career readiness standards
 - Compilation of best practices of state standards
 - Consistent end result for all states



Effective Assignments

- Optimum Length of Assignment
 - High school: 5 days
 - Junior High: 4 days
 - Intermediate school: 3 days
 - Primary school: 1 day, occasionally 2
 - Special education: 15 minutes
- Shorter is better



Tests

- Used to determine concept comprehension
- Tests are not for:
 - Curve grading
 - Period to kill
 - Material covered
 - Passage of time



Testing vs. Assessment Culture

- Purpose of test is to assess performance
 - Not for a basis of a grade
 - Testing for grading purposes is labeling students



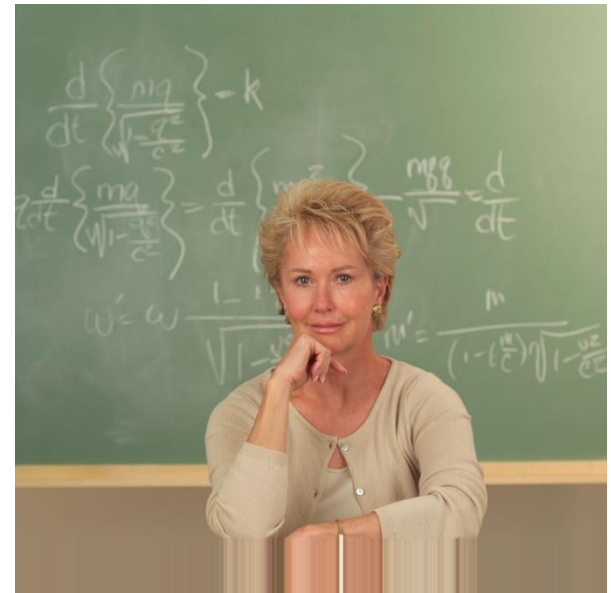
Reflective Assessment Technique

- Not Wong's original idea
- One theory of assessing students:
 - Teachers need only 15 minutes
 - Teachers learn more about students than testing
 - Results are 30% higher than normal tests
 - Best used if teachers have taught concepts before



Reflective Assessment Technique

- Four step process:
 - Anticipate
 - One or two key concepts, then activity
 - Review
 - Tally students comprehension
 - Reflect
 - Adjust



Scoring Guides

- Apply to all grades
- Student and parent to know what's expected
- Share the **what** and the **how** with the students
- Scoring guide not rubric
 - Teacher jargon
 - Rubric is not clear or simple



Learning Teams



- Positive:
 - Collaboration
 - Students benefit
 - Offer support
 - Follow up
 - Peer observation
 - Alignment and convenience for students

Learning Teams

- Negative:
 - It takes time to develop norms of team
 - 1st year of team is used in building relationships
 - No growth as a teacher
 - Relying on others



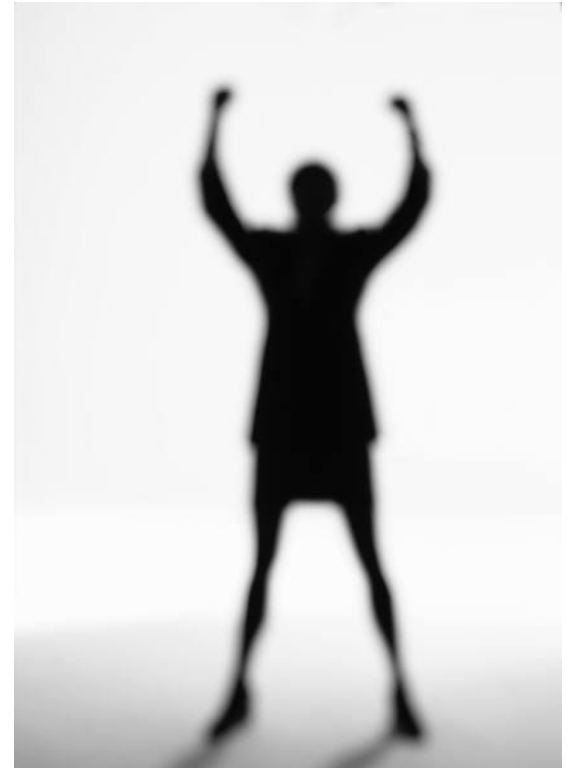
The Professional & Teacher Leaders

The more you learn – The more they learn



Secrets to Success

- “Beg, borrow, and steal”
- Positive attitude
- Think, dream, and plan
- Want to make a difference
- Don’t make excuses



How to Reach Mastery

- Think, reflect, then implement
- Be open to professional development
- “Use mentors and resources to help you create a teaching style that works for you”
- Motivate
- Mediate
- Mentor



Qualities of Effective Leaders

- Sets a good example
- Is motivational
- Shares information
- Focuses on goals
- Implements deadlines
- Is well prepared



Teacher Workers VS Teacher Leaders

Teacher Workers

- Use excuses
- Complain
- Are frequently late
- Are “I” centered
- Are victims
- “Another day, another dollar”



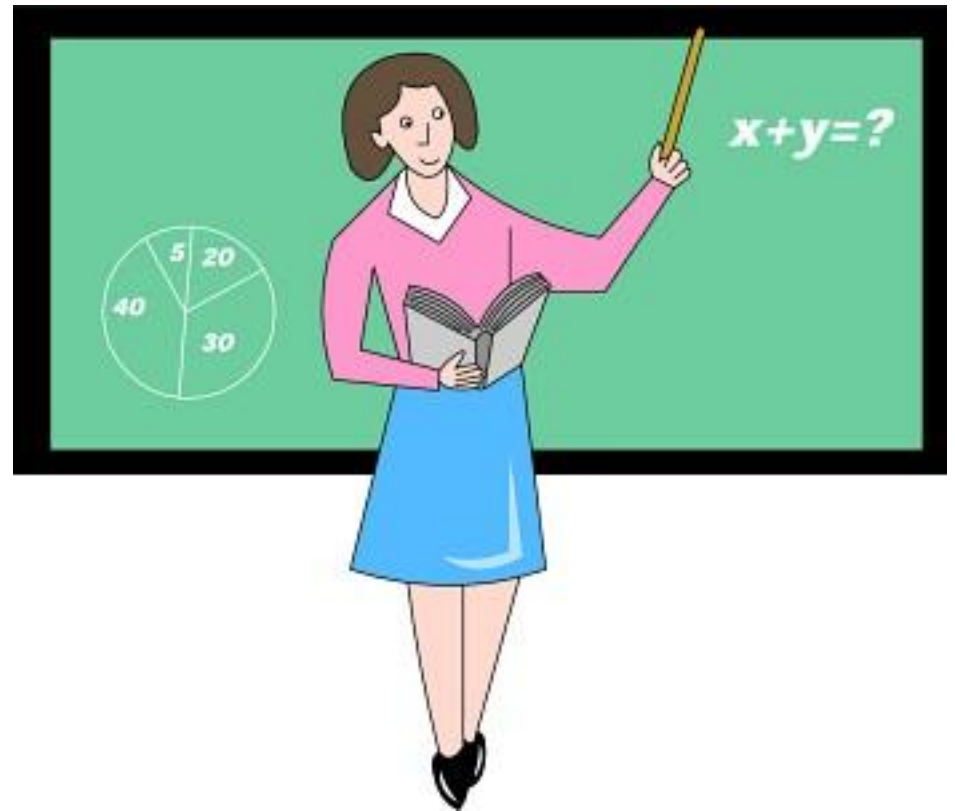
Teacher Leaders

- Have plans and goals
- Are open to learning
- Are prompt and prepared
- Are “we” centered
- Have power and control
- “pursue life, love, and happiness”



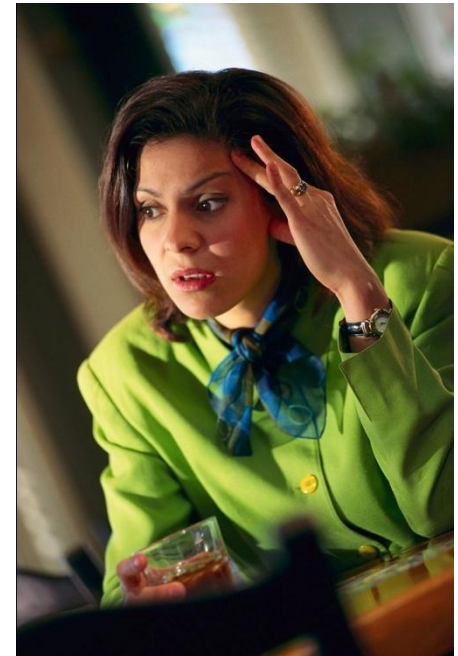
Effective Teacher Leaders

- Can implement
- Are proactive
- Are willing to learn



Who are vulnerable teachers?

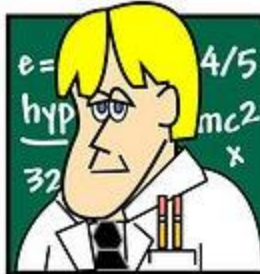
- Those who view themselves as “survivors”
- Those who are close minded
- Blame others to protect themselves
- Cannot handle stress
- View teaching as a “job”



Choose VS Decide

Leaders Choose

- I earn
- I create my happiness
- Life is better when I help others
- I enjoy challenges
- I “can” do this



Workers Decide

- People give me
- Others give me happiness
- Life will be better if...
- I “can’t” do this

Tips for Beginning Teachers

“40% of new teachers quit within
the first 3 years of teaching”

- Don't quit
- Don't give up
- Don't blame
- Don't whine



The Significance of Teachers

- Models of leadership
- Influential
- Teaching makes all other professions possible
- Teachers deal with large numbers of people



Beliefs of Successful Teachers

- Everyday is a new day
- Every child can learn and grow
- Partnership
- We are here to help
- Education is essential
- Smile warms the hearts of students



Teacher Leaders

- Make choices
- Strive to make a difference
- Be professional
- Use resources
- Never stop learning



Graphic Citations
for Regina Schneider

- Slide 1: http://www.free-clipart-pictures.net/school_clipart.html
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Graphic Citations
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- Slides 75, 76, 80, 81 www.school-clip-art.com

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