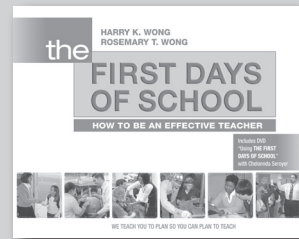




### Effective teaching experts

Harry and Rosemary Wong have been helping teachers become effective teachers for decades. It's their passion, because the single greatest effect on student achievement is the effectiveness of the teacher.



In this newspaper, all page numbers and references to *The First Days of School* refer to the 4<sup>th</sup> edition of the book, except as noted.

## How to Effectively Manage Your Classroom

It is no secret. A Super Successful and Effective Teacher manages a classroom with procedures and routines. PROCEDURES are used to have an organized and consistent classroom so that learning can take place.

### 1. CLEARLY DEFINE CLASSROOM PROCEDURES AND ROUTINES

Effective teachers teach classroom procedures by first defining, stating, demonstrating, and modeling procedures and allowing for classroom questions and understandings. Procedures are used to structure how things are done in the classroom, such as entering the classroom, quieting the classroom, getting into and doing group work, sharpening pencils, collecting papers, and the like.

To learn how to teach procedures, read chapters 19 and 20 in *The First Days of School*, watch parts 3 and 4 of *The Effective Teacher*, or read *THE Classroom Management Book*.

### The 3 Steps to Teaching a Procedure

1. **Teach:** State, explain, demonstrate, and model the procedure.
2. **Rehearse:** Practice the procedure under your supervision.
3. **Reinforce:** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

From *The First Days of School*, page 175, and *THE Classroom Management Book*.

### 2. REHEARSE CLASSROOM PROCEDURES

All procedures must be rehearsed. A procedure is what a teacher wants the student to do and a routine is what a student winds up doing automatically after rehearsal. Music teachers and coaches know this. Effective teachers spend a good deal of time the first weeks of the school year teaching, modeling, practicing, and rehearsing procedures. Then, each day, for the first week, repeat and rehearse the procedures until they become routines. For instance, develop a signal to let the students know you want their attention. Then, rehearse the procedure.

To quiet a class calmly in seconds, read Chapter 19, in *The First Days of School* or read *THE Classroom Management Book*.

### 3. REINFORCE PROCEDURES UNTIL THEY BECOME ROUTINES

Reinforce a correct procedure and reteach an incorrect one. There is no penalty if a student does not do a procedure. The procedure is retaught and rehearsed over and over again. When a procedure is done correctly, use SPECIFIC PRAISE so the student can see what was done correctly, such as, "Thank you for heading the paper correctly as shown by the posted example." Post procedures to remind students of classroom procedures.

## Free Resources

There's a wealth of FREE information waiting for you when you click the "Learn more" link for most of our products at [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com). Download all of our product guides, facilitator handbooks, and this newspaper— instantly from this site.

These are some of the items you'll find:

- *Implementation Guide* to *The First Days of School*
- Facilitator Guides for *The Effective Teacher*, *The Classroom Management Course*, and *Never Cease to Learn*
- *Successful Teaching* download
- Teacher Effectiveness Quiz

Helping you be successful is our mission.

### Inside You'll Find

- How to Start Each Day or Class.....Page 2
- Why Students Fail .....Page 7
- How Students Assess Themselves .....Page 7
- Where to Find More Examples.....Page 8

## How to Get Students to Do What You Want Them to Do

**C**lassroom management and discipline are not the same. Classroom management is about ORGANIZATION and CONSISTENCY. Discipline is behavior management. You manage a store; you do not discipline a store. You manage a team; you do not discipline a team. Likewise, effective teachers manage a classroom; they don't discipline a classroom. Teachers who view classroom management as a process of organizing and structuring classroom events tend to be more effective than teachers who view their roles as disciplinarians.

**Discipline plans have rules. Classroom management plans have procedures.** Please DO NOT call a procedure a rule. Procedures lay the groundwork for student learning. A procedure is simply a method or process for getting things done in the classroom. Thus, classroom management consists of the practices and procedures that a teacher uses to manage a classroom so that instruction and learning can occur.

Discipline stops deviant behavior, temporarily. Procedures, on the other hand, teach students responsible skills they can use in school and in life.

**The number one problem in the classroom is not discipline; it is the lack of procedures and routines—a classroom management plan.**

It is not what teachers do to stop misbehavior that characterizes effective group management, but how they proactively have a classroom management plan to systematically teach procedures to *prevent* problems in the first place.

**DISCIPLINE** concerns how students BEHAVE.  
**PROCEDURES** concern how things ARE DONE.

**DISCIPLINE** HAS penalties and rewards.  
**PROCEDURES** HAVE NO penalties or rewards.

Since a **PROCEDURE** explains how you want something done, it is the responsibility of the teacher to have procedures clearly stated. A **ROUTINE** is what the student does automatically, without prompting or supervision.

Effective teachers manage with procedures. Every time the teacher wants something done, there must be a procedure or a set of procedures. For instance, have procedures for getting to work upon entering the classroom, coming to attention, exchanging papers, taking turns speaking, and moving from task to task. If you don't, time that should be spent on learning will be wasted getting these tasks done.

Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. These common procedures and many more are in Unit C in *The First Days of School*.

1. Dismissal at the end of the period or day (p. 178)
2. Quieting a class (p. 182)
3. Start of the period or day (p. 197)
4. Students seeking help (p. 186)
5. Movement of students' papers (p. 198)
6. Teaching a procedure (p. 175)

## Consistency

**T**he most important condition to establish the first days of school is CONSISTENCY. Consistency refers to a classroom environment that is predictable and stable. There is no yelling or screaming at the students because they know how the classroom functions and is organized. They call this a safe and happy classroom.

A young student said, "I like to come to school here because everyone knows what to do (procedures). No one yells at us and we can get on with learning."

Douglas Brooks' research found that

- **The ineffective teachers** were those who began the first day of school by covering the subject matter or doing a fun activity. These teachers spent the rest of the school year chasing after the students.

- **The effective teachers** spent time organizing and structuring the classroom so the students knew what to do to succeed.

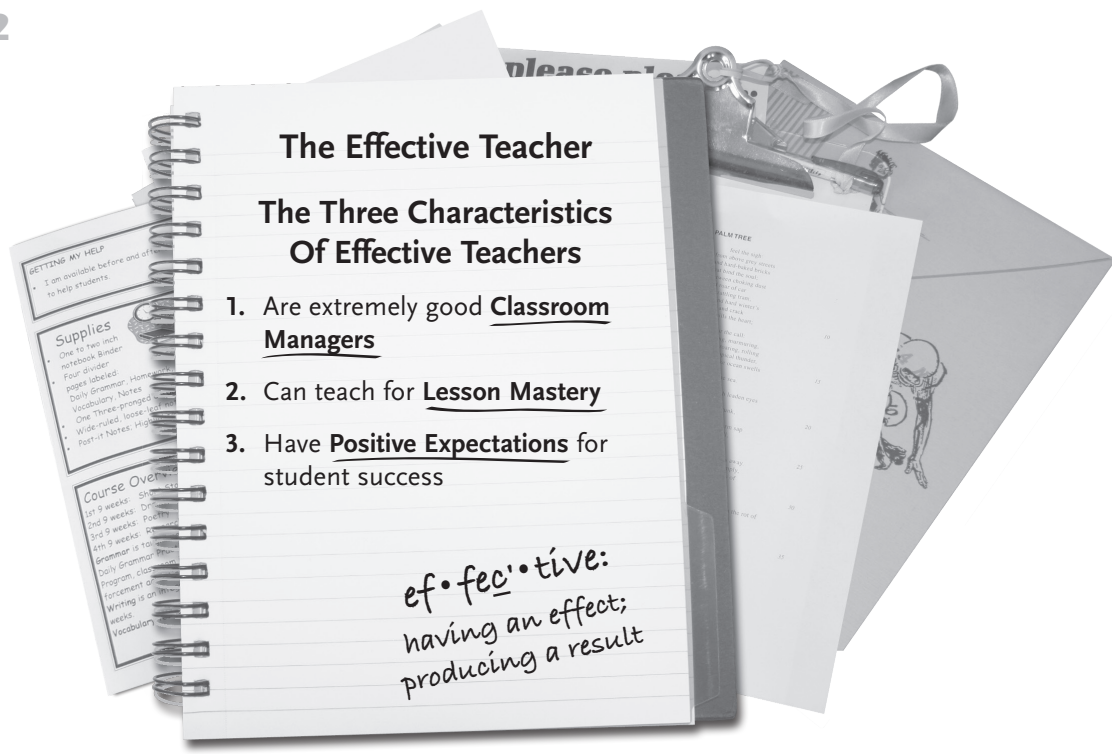
Effective classrooms are so well organized that if the teacher is absent, the students carry on and learning continues. For instance, Terri Shultz has a consistent classroom. When the substitute did not show up, her students took over the class. When the principal came to the classroom, he asked for the substitute plans and moved to leave the room.

The student leader then said, "Mr. Principal, could I have the plans back? I haven't finished teaching yet."

Terri says, "I don't have problems with discipline and I look forward to coming to work since I've been using procedures. Procedures have empowered my students and I have consistency."

For the complete story see *The First Days of School*, page 166.





## It's the Teacher

The effective teacher produces learning. Changes in school structure, introducing mandates and programs do not improve student learning. The only factor that increases student achievement is the significance of an effective teacher.

- The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students.
- Students taught by three effective teachers in a row will score 50 percentage points higher on standardized tests than students taught by three ineffective teachers in a row. That's the difference between being ready for a major university and not finishing high school.
- The achievement gap facing poor and minority students is due not to poverty or family conditions, but to systematic differences in teacher quality.

*I had been a teacher for exactly 3 weeks and never felt so ineffective and totally out of control in my life.*

*Then, as I listened to you, the proverbial light bulb went on.*

*I was so excited I could hardly wait to get to work on a couple of procedures that I felt would help.*

*What I didn't expect was something close to a miracle!*

**Stacy Hennessee**  
Lateral Entry Program  
Lexington Middle School  
Lexington, North Carolina

*Read the rest of Stacy's story in *The First Days of School*, page 11.*

### ■ Classroom Management

Classroom Management is all the things a teacher does to organize students, space, time, and materials so that student learning and achievement can take place.

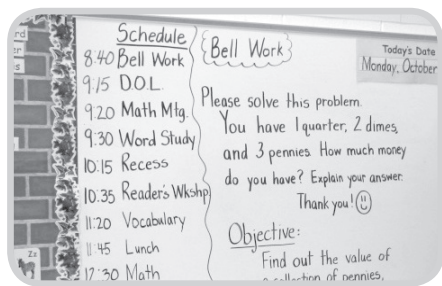
### ■ Student Achievement

Student Achievement at the end of the year is directly related to the degree to which the teacher establishes classroom procedures in the very first week of the school year.

## Start All Over Again Any Day of the School Year

**A**re you doing the same thing over and over again and expecting different results? That's Einstein's definition of insanity! And it is. It's the teacher that makes the difference in the classroom. By what you say and do, your students will or will not be successful. So why keep doing the same thing over and over each school year, hoping that the results will be different.

You can be a very successful and effective teacher at any point in the school year. Don't wait until the new school year to start being effective in the classroom. Here are simple steps in the right direction.



1. **Have an AGENDA posted every day in the same location when the students enter the classroom.** This tells them what is happening, what is the bellwork, and what is the objective of the lesson while you greet the students at the door and take care of any administrative responsibilities at the start of period or day. **An agenda tells the students you have planned for the day and sets a focus for your time together.**

2. **Effective teachers have a SCRIPT or CLASSROOM MANAGEMENT PLAN ready.** They have a classroom that is structured and organized and **CONSISTENT** in how the classroom is run. **Most importantly, student achievement is increased because there is more time for instruction and learning.** The plan details the procedures that are used to manage the classroom. Students do not want surprises and yelling. They want a stable, consistent classroom where everyone knows what to do and learning can take place every day.
3. **Teach one procedure, one at a time, and use the three-step approach to teach each procedure.** Review, rehearse, and reinforce past procedures. Add one new procedure when appropriate.

For examples of classroom management plans in PowerPoint, see *The First Days of School*, page 5, and *THE Classroom Management Book*.

### Procedure for the Movement of Paper

Rather than have students pass papers up the row to the front of the room, it is more effective to have them pass their papers across the rows to the side of the room.

Why? Here are the problems with passing papers up to the front of the room.

1. If papers are passed up the row, you cannot see what is happening behind each student's back as you stand at the front of the room waiting for the papers.
2. Some students tap, poke, shove, and hit the back of the student in front to announce that the papers are coming up the row. Others wave the papers in the face of the student in front. No matter what is done, the student in front is irritated, words are spoken, and the disturbance in the class increases.
3. When papers are passed from hand to hand, some papers may fall to the floor.
4. There are frequently more students up a row than across rows. Thus passing papers up a row takes longer to accomplish and is frequently accompanied by student agitation.

**There are advantages to passing papers across the rows to the side of the room.** To see the six steps of this procedure, please read *The First Days of School*, page 199.

It is not a good procedure to have the students place their papers in a basket on the teacher's desk. This procedure involves too much movement and too much of a mess left behind.

**Whatever procedure you choose to use for collecting papers, rehearse the procedure the first time you collect papers.**

## Procedure for Working in Groups

**S**tudents who work together learn more than those who work alone. Students whose teachers conducted hands-on learning activities outperformed their peers by about 70% of a grade level in math and 40% in science.<sup>1</sup>

**There are procedures used when groups work together.** Group learning is a structured situation. There are procedures to learn so that during the activity, the students clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.

A group is formed by people, with like needs and goals, who join together to care for and help one another solve problems and achieve success. Groups in the classroom are formed for the same reason.

Consider calling the groups **support groups** and each member of the support group a **support buddy**.

Groups are to be divided by the number of jobs, not by the number of people. The number of people in a group must equal the number of jobs in the group. People do not go through life always working in groups of four! The task always specifies the optimum number of people needed.



### Procedures During Group Work

1. You are responsible for your own job and the results of the group.
2. If you have a question, ask your support buddies. Do not ask your teacher.
3. You must be willing to help if a support buddy asks you for help.
4. If no one can answer a question, agree on a consensus question and appoint one person to raise a hand for help from the teacher.

The reason some students do nothing or copy from other students is that they do not have specific tasks or jobs.

Determine the number of students you need to accomplish an activity, divide the class accordingly, and then spell out the assignments. For instance, in a group of four:

**Student 1** is responsible for getting the materials and returning them to the right place when the day or period is over. **Student 2** is responsible for seeing that the steps of the activity are followed.

**Student 3** is responsible for observing, recording data, and taking minutes as the activity progresses. **Student 4** is responsible for overseeing the writing of the group report.

**The greater the time students work together and the greater the responsibilities students take for their work, the greater the learning.**

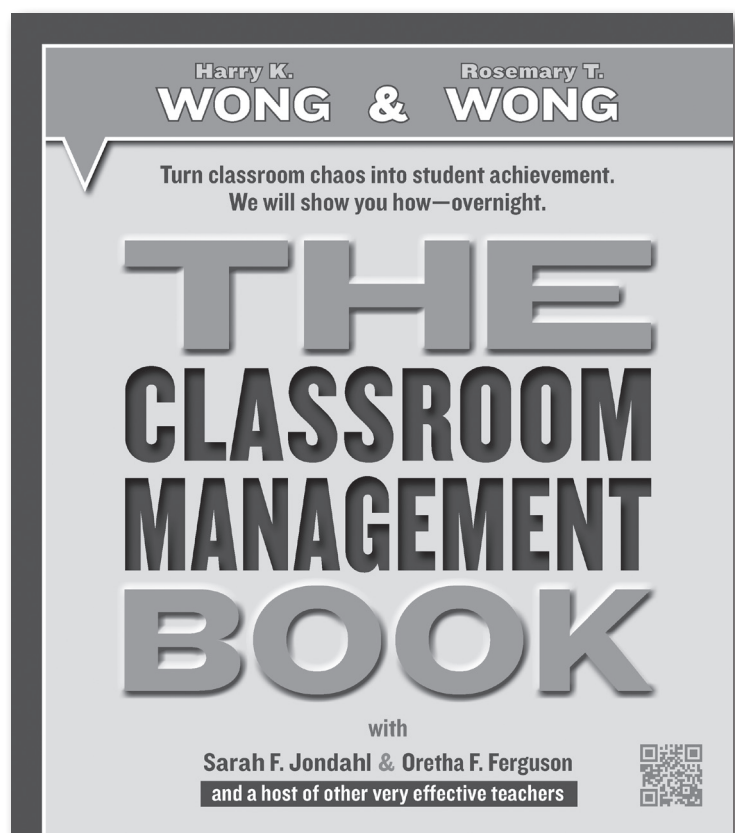
<sup>1</sup>Wenglinsky, Howard. (2000). *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*. Educational Testing Service.

Read *The First Days of School*, page 207, for details on effective group work, and read in *The Classroom Management Book*.



# THE CLASSROOM MANAGEMENT BOOK

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- Procedures: For the Classroom
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Amanda Brooks  
Dyersburg, Tennessee

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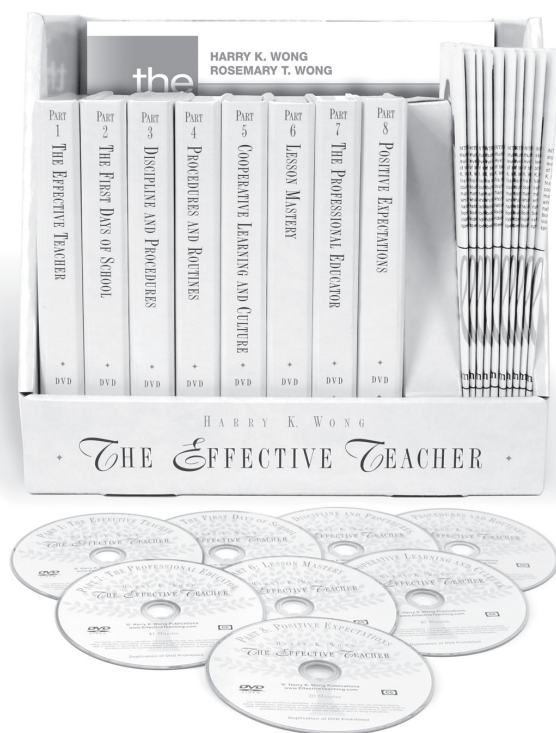
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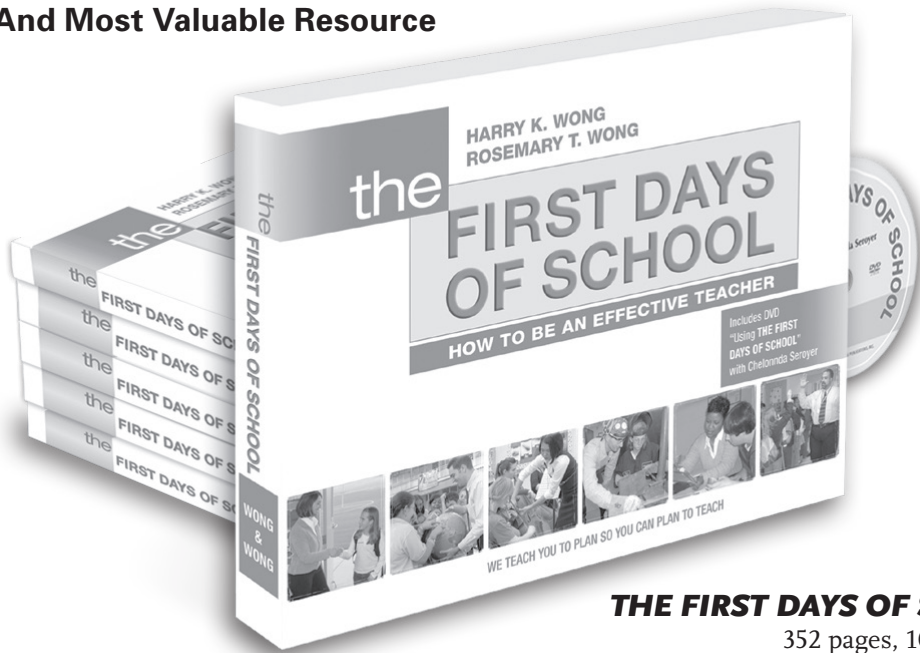
"Nine years ago, and only a teacher for 14 days, I was completely overwhelmed. My principal called a staff meeting and put in one of your videos. My friend and I sat in our seats mesmerized by what you were saying. We laughed so hard because all of your examples were exactly what was happening to us in the classroom. We went back into our classrooms with many new ideas and completely inspired to tackle the task ahead. Thank you for that! By always learning and staying motivated by experts like yourself, my husband and I have happily stayed in teaching for 10 years."

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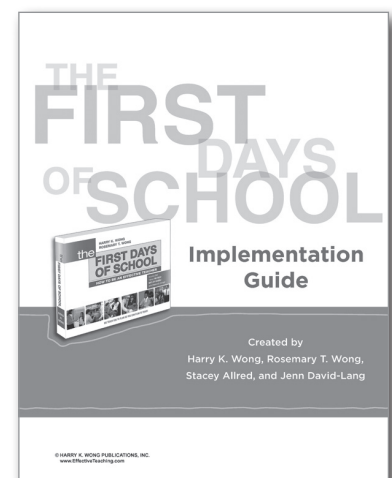


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- 1 Why You Need to Succeed on the First Days of School
- 2 What Is an Effective Teacher?
- 3 How You Can Be a Happy First-Year Teacher
- 4 How to Close the Student Achievement Gap
- 5 Why You Should Use Proven, Research-Based Practices

### Unit B First Characteristic: Positive Expectations

- 6 Why Positive Expectations Are Important
- 7 How to Help All Students Succeed
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- 24 How to Enhance Student Learning

### Unit E Future Understandings: The Professional

- 25 How to Be a Teacher-Leader

**Epilogue** How to Develop a Culture of Effective Teachers

**DVD** "Using THE FIRST DAYS OF SCHOOL"



Stacey Allred ■ Joan Martin Elementary School ■ Hobart, Indiana

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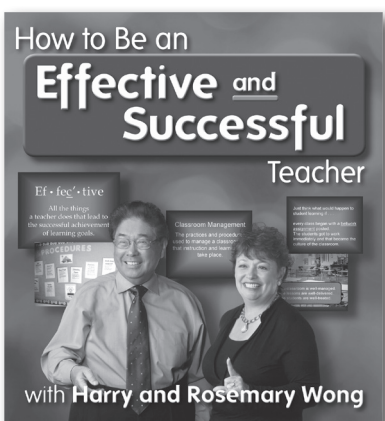
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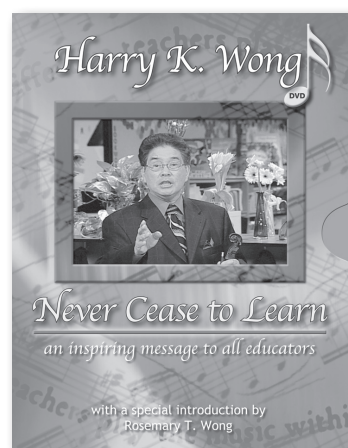
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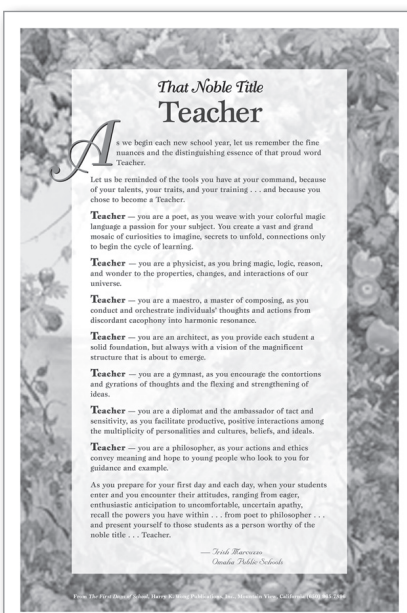
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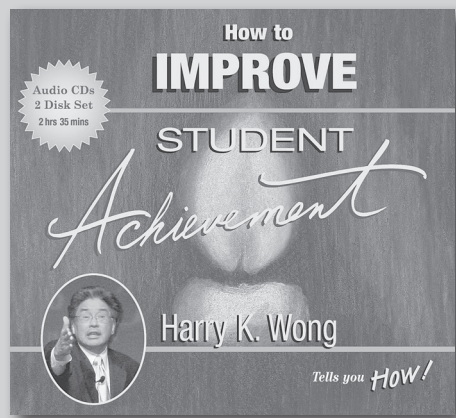


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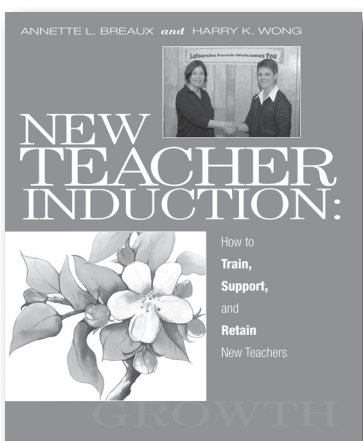


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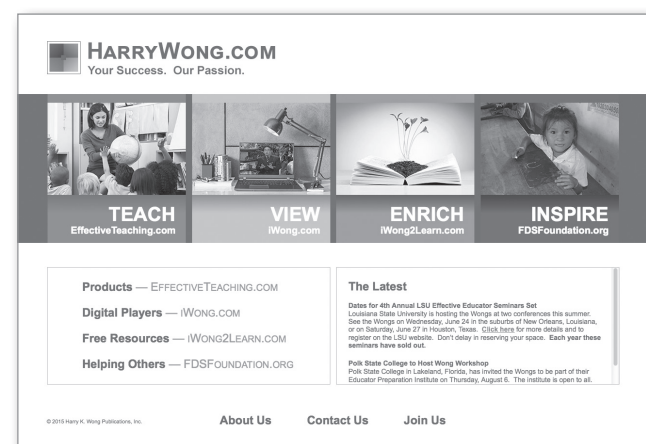
Effective induction programs not only retain highly qualified new teachers, they also ensure that these teachers are teaching effectively from the very first day of school. This is a "How To" book for producing effective teachers.

See sample chapters of *New Teacher Induction* at [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com).

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## Characteristic #2 of an Effective Teacher Lesson Mastery

Learning has nothing to do with what the **TEACHER COVERS**.

Learning has to do with what the **STUDENT ACCOMPLISHES**.

### Ineffective and Effective Assignments

An ineffective assignment results when the teacher tells the class what will be covered. Not only is “Chapter 7” an ineffective assignment, it is not an assignment at all. It is simply an announcement of a chapter number.

It is difficult if not impossible for a student to get the work done when the assignment does not spell out what the student is to learn. There are no standards, no objectives, and no activities done for a specified reason. It’s like shooting arrows blindfolded hoping that one will hit a non-existing target.

The effective teacher asks the following:

- What do I want the students to learn?
- What do I want the students to accomplish?

Convey to the students what you want them to learn or accomplish so that they can take control of their own learning. When the students know what they are to learn, it becomes “mastery learning,” rather than “mystery learning.”

Learning has nothing to do with what the teacher covers. Learning has to do with what the student is able to accomplish, learn, or master. Learning occurs only when the students demonstrate accomplishment.

Simply tell students what they will be learning before the lesson begins and you can increase student achievement as much as 27 percent. (John Hattie, 2008) Good assignments tell students what they are to learn or do.

“The Four Steps to Creating an Effective Assignment” can be found on page 227 in *The First Days of School*.

## The Purpose of a Test

The purpose of a test is to determine how well the student mastered the objectives of the lesson. Therefore, the test must be correlated to the lesson objectives.

These are not valid reasons for writing tests:

- Passage of time
- Material covered
- Need for points on a curve
- Period to kill

The test must be written before the lesson begins, because the test will be used to assess for student learning.

The purpose of a test is to assess a student’s performance of the lesson objectives, NOT to provide the teacher with a basis for a grade.

Students are to be graded on their mastery of course objectives, not graded against each other.

Directions on when and how to write a test are on page 247 in *The First Days of School*.

## Why Students Get Low Grades

1. They do not know what to do (the procedures).
2. They do not know what they are to learn (the objectives).

## It’s Simple to Record Your Grades

1. Using an alphabetical listing of students, assign each student a number, beginning with 1, in your record book or in your software program.
2. When new students join the class, add their names to the bottom of your class roster, 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 so it becomes a routine.
5. For multiple-choice, true-false, and fill-in answers, give your students an answer form so that all 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 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 or in your gradebook software program. Then ask an aide, spouse, or trusted friend to record the grades for you.

From page 252 in *The First Days of School*.

## Applying Bloom’s Taxonomy to the Study of Antarctica

1. **Knowledge:** Who was the first person to reach the South Pole?
2. **Comprehension:** Describe the difference between the Arctic and Antarctic regions.
3. **Application:** Give an example of one piece of modern technology that, had it been available to the explorers, would have made a difference in their trip.
4. **Analysis:** Compare the weather at the South Pole on December 1 and June 1 in any given year.
5. **Synthesis:** Pretend that you made the journey. Write an entry in your diary describing your emotions on the day you reached the South Pole.
6. **Evaluation:** Should Antarctica remain a continent free of development and left with its natural habitat? Justify your position.

From page 239 in *The First Days of School*.

## Objectives Give Purpose

**OBJECTIVES** are what a student must achieve to accomplish what the teacher states is to be learned, comprehended, or mastered.



Objectives are classroom learning targets. The students know what they are aiming for, thus, they know what they are responsible for learning.

Objectives state what you want students to accomplish. **The students must know before the lesson, assignment, or activity begins what they are responsible for learning.**

Objectives must be written before the lesson begins because objectives tell the teacher what is to be taught and what they are to assess for learning.

Objectives serve two purposes:

1. The lesson objectives tell the students what is to be accomplished.
2. The lesson objectives tell the teacher what is to be taught.

When both the students and the teacher are moving towards the same goal, there is a greater chance for learning to take place.

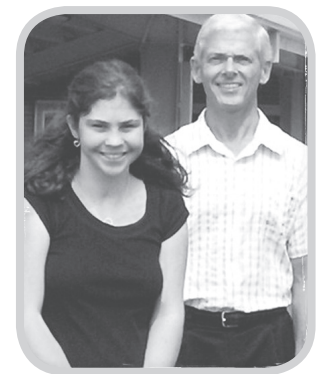
How to write objectives can be found on page 234 in *The First Days of School*.

## Correlating to a New High

“Each year my class scores the highest and I attribute it to how you taught me to correlate my tests to what my students are to learn—the lesson criteria.”

A Texas Teacher

## Fair and Easy



Students like the no-mystery approach to learning. One of Norman Dannen’s students, Collete Cornatzer, pictured above, says,

“I like scoring guides because they make the student aware of exactly how to do the assignment or write the assigned article, and it plots a very fair and easy-to-understand grading system. A scoring guide creates a backbone for your paper.”

## Consultants to Help You

We can suggest a number of experienced educators to help you implement *The First Days of School* in your school or in your district. Contact us at [CustomerService@HarryWong.com](mailto:CustomerService@HarryWong.com) to be connected with the consultant right for you.

## Scoring Guide or Rubric

The purpose of a scoring guide or rubric is to assess for student learning.

Provide students with specific feedback about their progress and achievement can be raised up to 37 percent. (John Hattie, 2008)

Students love teachers who share with them the expectations for success in the classroom.

Just think what would happen to student learning if the students knew what they were to learn, how they would be tested, and how they would be scored or graded, thus knew they could not fail.

There are three parts to a scoring guide or rubric:

- Criteria
- Point Value
- Performance Expected

Learning is a definable process and one that all students can experience. Our charge as teachers is to communicate this process to students in very concrete terms.

Learn how to construct “The Three Parts of a Rubric” on page 266 in *The First Days of School*.

## Five Rubrics for You

Karen Rogers is a high school teacher in Kansas. Her scoring guides are not sophisticated or complex.

These are her scoring guides:

- Laboratory Report
- Graphing
- Group Discussion
- Presentations to the Class
- Presentations to the Class (listening)

Information for downloading Karen’s five scoring guides is on page 271 in *The First Days of School*.







www.Teachers.net

Go to [www.teachers.net](http://www.teachers.net) and read over fifteen years of columns featuring teachers and administrators who have implemented *The First Days of School* and *The Effective Teacher*. The most recent June column has for an archive of all past columns.

#### MARCH 2003 and JUNE 2000 = YOUR FIRST DAY

High school teacher, John Schmidt, and elementary teacher, Melissa Boone, both started the first day of school with a script, which led to a successful beginning.

#### DECEMBER 2013/JANUARY 2014 = SHAPING A SOLID FOUNDATION

Four teachers show you how they have the same characteristics that caused them to succeed and produce some of the highest test scores in their schools.

#### AUGUST 2013 = PLANNING, PLANNING, PLANNING

Three universities prepare its teachers on how to complete a classroom management plan. See how these preservice teachers were able to get a job.

#### AUGUST 2002 and SEPTEMBER 2005 = A SUCCESSFUL FIRST DAY

Effective teacher, Sarah Jondahl, had a one-inch binder with her "First Day of School Action Plan." Let her walk you through, step-by-step, her first day of school.

#### NOVEMBER 2004 = POWERPOINT PROCEDURES

Kazim Cicek created and communicates his classroom procedures with a PowerPoint presentation. His procedures work for him every single minute of the day. He is now teaching the way he dreamed his classroom would be.

#### FEBRUARY 2005 = THE POWER OF PROCEDURES

Chelonnda Seroyer, a first year teacher, succeeded on her first second of her first day of school. The power of her procedures in PowerPoint is shared with you.

#### MARCH 2014 = TEACHING NEW TEACHERS HOW TO SUCCEED

Effective districts have a new teacher induction program that invite new teachers, with positive expectations, to join the staff and immediately become effective teachers.

#### AUGUST 2011 and MAY 2012 = A CULTURE OF CONSISTENCY

Discipline problems are reduced and student achievement rises when a principal teaches her staff how to create a first-day plan and use a lesson plan for results.

#### SEPTEMBER 2013 = THE KEY TO SOLVING DISCIPLINE PROBLEMS

Behavior problems can mostly be prevented by having a classroom management plan with procedures. Procedures tell a student what to correctly do.

#### DECEMBER 2011/JANUARY 2012 = THE IMPORTANCE OF CULTURE

A dysfunctional school is turned into a safe and consistent learning environment. If the second lowest performing school in one of the poorest performing school districts can dust off the ashes and be reborn, ANY school can do it.

**WARNING:** A prerequisite to using any of the aforementioned techniques requires reading *The First Days of School*. It is imperative that you know the research and the reason for what is being done so that you can coach or help another teacher.

### Characteristic #3 of an Effective Teacher Positive Expectations

Teachers that work together to achieve specific measurable goals, increase the likelihood of improved student learning. They operate with positive expectations for student success. Teachers are more effective when they are part of a team.

The Consortium on Chicago School Research found that in schools where teachers worked as teams, students were taught math above their grade level. In schools where teachers worked alone, instruction lagged behind. In these schools, eighth-grade math teachers typically taught fifth-grade math.

As Mike Schmoker reports, "When teachers regularly and COLLABORATIVELY review assessment data for the purpose of improving practices to reach measurable achievement goals, something magical happens: student achievement. How does this come about? Through people working collaboratively as a team in a shared culture."

From pages 279 and 283 in *The First Days of School*.

### From New Teacher to Effective Teacher

New teachers have positive expectations for themselves and their students. They have a vision of making a difference in the lives of young people. But they must have support and not just thrown into the classroom.

The most compelling and successful way to develop effective teachers is with a structured and sustained, induction program. Induction is the process of coaching, supporting, and networking new teachers. New teachers crave connection. They are used to social networking and work well in Professional Learning Teams.

New teachers want more than a job. They want hope. They want to contribute to a group. Induction programs provide that connection because they are structured around a learning community where new teachers can observe others, be observed by others, and can be part of networks or study groups where all teachers share together, grow together, and learn to respect one another's work.

Mentoring is not induction. Mentors are important, but they are an isolated episode for one year in a new teacher's life. New teachers need more than a mentor.

Some components of successful induction programs:

- Have four or five days of training (in classroom management and effective teaching techniques) before school begins.
- Offer a continuum of professional development through systematic training for two or three years.
- Provide professional learning teams for teachers to network and build support.
- Incorporate a strong sense of administrative support and direction with goals and monitoring.
- Integrate a coaching component.
- Do visitations to demonstration classrooms.

More information is available at [www.teachers.net](http://www.teachers.net), February to April, 2008, and pages 15 to 17 in *The First Days of School*.

### There Will Never Be a Shortage of Love



Love is the reason for teaching. It costs nothing, yet it is the most precious thing one can possess. The more we give, the more it is returned. It heals and protects, Soothes and strengthens. Love has other names, such as

Forgiveness . . .  
tolerance . . .  
mercy . . .  
encouragement . . .  
aid . . .  
sympathy . . .  
affection . . .  
friendliness . . .  
and cheer.

No matter how much love we give to others, more rushes in to take its place. It is, really, "the gift that keeps on giving." Give love in abundance—every day.

From page 74 in *The First Days of School*.

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These are the products with guides currently available for instant download:

- *The First Days of School*
- *Classroom Management with Harry and Rosemary Wong*
- *The Effective Teacher*
- *Never Cease to Learn*

### Sharing Success

Do you have a favorite lesson you teach? Do you have the objectives stated, the teaching strategies called out, and the assessment tools in place?

We are collecting lessons from successful teachers and invite you to be part of the sharing process.

If you have a lesson to share, please contact us at

[HWong@HarryWong.com](mailto:HWong@HarryWong.com)  
or [RWong@HarryWong.com](mailto:RWong@HarryWong.com)

### About the Wongs

Harry K. Wong is arguably the most sought-after motivational speaker in education today. He is booked two to four years into the future. More than a million teachers worldwide have heard his message. The March 2006 issue of *Instructor* magazine named him one of the 20 most admired people in education along with Maya Angelou, Hillary Clinton, and Oprah Winfrey. His other awards include the Distinguished Secondary Teacher Award, Science Teacher Achievement Award, Valley Forge Teacher's Medal, the Horace Mann League Outstanding Educator Award, and the 2012 Lifetime Achievement Award from the National Teachers Hall of Fame.

Rosemary T. Wong was one of the first teachers selected as a Mentor teacher in California. She has received the Silicon Valley Distinguished Woman of Achievement Award, the Silicon Valley Woman of Influence Award, the Southeastern Louisiana University and LSU Distinguished Alumni Awards.

Their book, *The First Days of School*, is the most recognized book in education and has been translated into seven foreign languages. They write a monthly column on [www.teachers.net](http://www.teachers.net). They have produced a CD set, an award winning DVD series, and an exciting eLearning course.

They also fund The First Days of School Foundation and have built a school in Cambodia. (Information about the school can be found at [www.FDSFoundation.org](http://www.FDSFoundation.org).)

Harry and Rosemary are new teacher advocates and they are honored to share their classroom successes with hundreds of thousands of teachers internationally. Their passion is creating a positive future for kids.