

What to Do Now That the Wongs Have Gone

A Suggested Follow-Up Implementation Guide to Harry and Rosemary's Presentation

The purpose of school is to produce student learning.

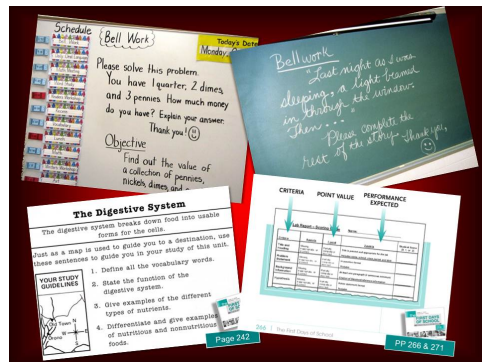
Thank you for allowing us to share resources and the successes of the profession with you and your group. The examples we shared make us proud to be educators.

What we shared

- requires no cost,
- does not require any program,
- is not controversial,
- is backed by research,
- are the common characteristics of all effective and successful schools, and
- has been implemented successfully by thousands of educators around the world.

What we shared is that effective teachers create effective schools. Programs and fads do not create effectiveness; people create effectiveness.

ef • fec' • tive:
having an effect, producing an intended result



Effective schools that produce results have a culture of consistency. The students know what will happen in every classroom. Typically every classroom begins with an agenda so the students know what to do and every lesson begins with a set of objectives so the students know what to learn. This produces a safe, consistent, nourishing, and academically successful classroom that every student, teacher, administrator, and parent wants.

To implement effectiveness tell students
What to DO and What to Learn

What to Do—Procedures

In an effective classroom,
the students know

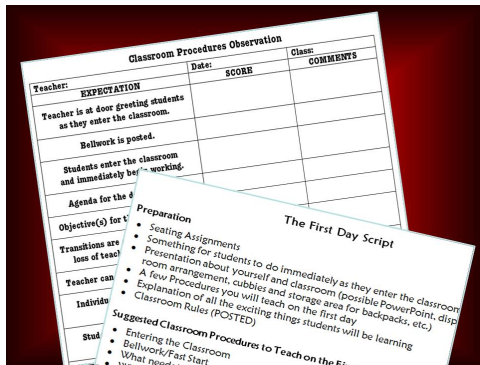
1. “What to Do”
(procedures)
2. “What to Learn”
(objectives)

An organized classroom operates with procedures. There are three important steps used to teach students how to follow procedures:

1. Teach
2. Rehearse
3. Reinforce

These three steps can be found on page 175 in *The First Days of School* and on page 48 in *THE Classroom Management Book*.

“What to **DO**” is the subject of Unit C in *The First Days of School*, and “What to **LEARN**” is the subject of Unit D in *The First Days of School*.



A snapshot of an effective classroom looks like this:

- The students are greeted at the door.
- When they walk into the classroom, there is an agenda posted that includes the schedule, bellwork, and objective for learning.
- The students begin to work immediately without any direction from the teacher.

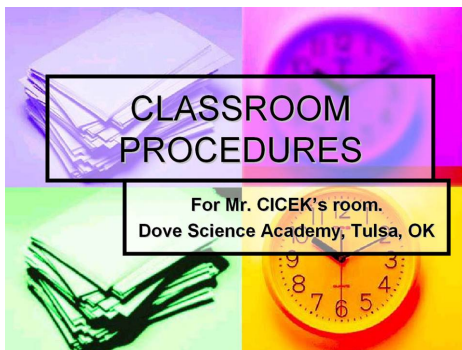
The culture of consistency where students know what to DO is established the first days of school with a classroom

management plan. A suggested first day script with an accompanying rubric that is part of a classroom management plan can be downloaded at www.teachers.net/wong/AUG11.

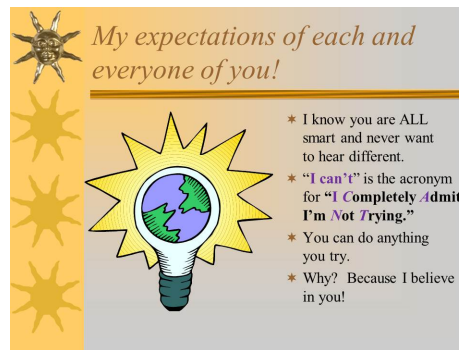
To convey what to do to the students, the plans, typically in PowerPoint, are created and shared on the first day of school. The plan is not a secret. Students need to know what to do, so they can do it. Teachers often share their plans with one another so students see consistency in procedures from classroom to classroom.

Access to the most common plans used by teachers can be downloaded at

www.teachers.net/wong/NOV04



www.teachers.net/wong/AUG09



What to Learn—Objectives

In John Hattie’s signature book, *Visible Learning*, all of the world’s research on student achievement (200 million students), was studied to reveal

- Simply tell students what they will be learning (objectives) before the lesson begins and student achievement can be raised as much as 27 percent.
- Additionally, provide students with specific feedback (rubrics) about their progress and achievement can be raised as much as 37 percent.

The objective is the learning target for the teacher and the student. The scoring guides and rubrics are the assessment tools that provide confirmation that the teacher and the student are on track to reach the intended result.

Just think what would happen at your school to student learning and achievement if the following is implemented in every classroom

and it does not cost a single penny.

To maximize student achievement, teacher lesson plans include a minimum of three parts:

1. Objective — What is the learning target?
2. Assessment — What is used to determine if the students have met the target?
3. Instructional Strategies — What methods are used to help students reach the learning target?

A lesson plan example can be downloaded at www.teachers.net/wong/MAY12. More information on objective and rubrics can be found in chapters 21 and 23 of *The First Days of School*.

Without a plan—a lesson plan—instruction is random, assessment is ambiguous, and students end up running into street poles. **A lesson plan brings focus to instruction.**

How to Implement What to Do and What to Learn

Accept the fact that you are not going to be successful with every teacher at the school. Start with a critical mass of teachers to craft the plan for creating an effective school. The plan needs to be clear in the expectation of what the teacher is to do so students will be successful. An excellent example of this was developed by Karen Whitney, the principal of Sisseton Middle School in South Dakota. **Your task as a leader in the school is to develop the ability of others.** Karen did this by becoming a teacher of teachers.

Karen’s plan and rubric will help you get started with your plan. Grow your plan from hers. Her story and plans are at www.teachers.net/wong/AUG11 and www.teachers.net/wong/MAY12.

Her plan does not require money. Her plan requires leadership, perseverance, and the positive expectation that you can create a very effective school.

To help you lead your school to effectiveness and to save you time, download the free *Implementation Guide* for *The First Days of School* at www.EffectiveTeaching.com. Look for it under the Resources icon. The guide has questions to lead discussions and activities so your group can implement the concepts.

Additional Resources

Putting the What to Do and What to Learn in place at your school will create a “culture of consistency.” This was a term we repeated in our presentation. Please read pages 323–337, the “Epilogue” in *The First Days of School*. The Key Idea is, “The most effective schools have consistency.” That is the most powerful concept to implement in your classroom and in your school.

To enhance this culture of consistency, please read Chapter 24 in *The First Days of School*. It will explain how to develop a shared vision for everyone at your school.

An Invitation

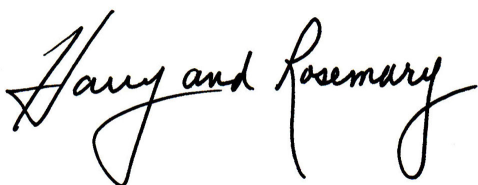
Our profession is one where we grow and learn from others. As you develop your Classroom Management Plans and your Learning Plans we would love to see how you have adapted the concepts to make them work for you in your setting.

Please share any of the following with us:

1. Your first day classroom management plan
2. The presentation used to share the plan with the students, either in PowerPoint, on charts, or in hardcopy
3. A lesson plan with its objectives, assessment, and instructional strategies
4. An assessment tool developed to gauge student learning

Please send these to HarryandRosemary@HarryWong.com and let us know if we can share your work with the profession. We will make you famous!

Wishing you the most effective school year yet,

A handwritten signature in black ink that reads "Harry and Rosemary". The signature is written in a cursive, flowing style.

Four years ago we were a school where very few parents would choose to send their students for a quality education. Two sheriffs roamed the hallways in an attempt to keep students in the classrooms.

*The sheriffs are long gone now and a culture has been well established. Learning takes place every minute of each instructional period. For the past years I have used the techniques described in *The First Days of School* and video series for my on-going staff development. Each year, on the first two days of school, we establish schoolwide procedures and create a school culture with our students. It is time well spent. Your common sense approach does work!*

Keith Kremer, Principal
South Carolina