



SUMMARY OF MAJOR CONCEPTS COVERED BY HARRY K. WONG

1. The four stages of teaching: Fantasy, Survival, Mastery, Impact.
2. The only factor that can create student achievement is a knowledgeable, skillful teacher.
3. The most important factor, bar none, is the teacher. An inefficient teacher can affect student learning for years, but two successive ineffective teachers can damage a student forever.
4. There is only one way to create good schools and that is with good teachers. We have been trying for years with programs and fads.
5. Programs do not fail. They just never succeed.
6. Teachers are hired to teach, not to facilitate a series of programs.
7. People who teach programs are more concerned with the success of the program. People who teach students are more concerned with the success of the students.
8. The three characteristics of an effective teacher: 1) has good classroom management skills, 2) teaches for mastery, and 3) has positive expectations for student success.
9. Your expectations of your students will greatly influence their achievement in your class and in their lives.
10. What you do on the first day of school will determine your success for the rest of the year.
11. The number one factor that leads to student achievement is classroom management.
12. Have the room ready for instruction and make it invitational.
13. Stand at the door and greet the students.
14. Give each student a seating assignment and a seating chart.
15. Your very first priority when class begins is to get the students to work.
16. There must be an assignment posted, and in a consistent location, when the students enter the room.
17. The number one problem in education is not discipline. It is the lack of procedures and routines.
18. Most teachers spend time covering lessons and then disciplining when things go wrong. They never spend time managing their classrooms.
19. Discipline refers to BEHAVIOR. Procedures refer to getting things DONE.
20. Discipline: Has penalties and rewards. Procedures: Have NO penalties or rewards.
21. Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.
22. Student achievement is directly related to how the teacher establishes classroom procedures the very first week of school.
23. The ineffective teacher begins the first day of school attempting to teach a subject or do a fun activity and spends the rest of the school year running after the students.
24. The effective teacher spends much of the first week of school teaching students to follow classroom procedures.
25. State your procedures and rehearse them until they become routines.
26. Responsibility is the *ability to respond* to appropriate behavior or procedures.
27. At-Risk: Students risk failure because of a lack of structure. Classrooms risk failure because of a lack of structure.
28. All effective classrooms have structure. A series of procedures and routines equal structure.
29. You can be creative, exciting, and informative when there are procedures and routines.
30. Learning is much more effective when it takes place within a supportive community of learners.
31. The number of people in a group must equal the number of jobs in a group.
32. Cooperate with each other, compete only against yourself.

Full details on these statements can be found in the book, *The First Days of School*, or the video series, *The Effective Teacher*. Refer to www.firstdaysofschool.com.

33. The greater the structure of a lesson and the more precise the directions on what to do, the lower the error rate and the higher the achievement rate.
34. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes.
35. Students must be given a list of the learning criteria at the beginning of a lesson, which tells the students what they are responsible for accomplishing.
36. If a student masters a criterion, give the student enrichment work. If the student does not master a criterion, give the student remediation and corrective help.
37. A teacher does not grade on the curve. A student earns a grade based on percentage mastery of the learning criteria.
38. The major reason for giving a test or assessment is to find out if the students have accomplished the criteria of the assignment.
39. The criteria govern what questions and how many questions are written for a test.
40. The ineffective teacher covers chapters or finds busy work for the students. The effective teacher has students learning towards a set of criteria while teaching to the same criteria.
41. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and the student's retention rate increases by 40 percent.
42. Wait Time: Wait five or more seconds after asking a question.
43. Display your diploma or credential with pride and dress to model success and achievement.
44. Make CHOICES. Stop DECIDING and becoming a victim.
45. Workers are concerned with time and money. They sit at the back of meetings and put in time. Leaders are concerned with enhancement and cooperation. They invest in their professional life and career. Some teachers are workers, others are leaders.
46. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before.
47. You may be the only stable adult your students will ever see in their lifetimes. You may be their only hope and dream for a brighter tomorrow.
48. Each person has unlimited potential. Humans are the only species able to improve the quality of their lives.
49. You are the only person on the face of the earth who can use your ability. It is an awesome responsibility.
50. If you do not take responsibility for yourself, no one else will. It is that simple.
51. You make a statement of dignity to yourself and the teaching profession when you acknowledge and accept that YOU make a difference.
52. The nature of the relationship among the adults at the school has more to do with the school's quality, its character, and the achievement of its students than any other factor. (Roland Barth)
53. The three characteristics that exemplify continuous school improvement: productive workteam, setting measurable goals, analyzing performance data. (Mike Schmoker)
54. The success of people is governed by their culture, not by programs or fads.
55. All new teachers must be part of an induction process that eases the transition into teaching, improves teacher effectiveness, and increases the retention of more highly qualified teachers.
56. Induction is caring that your new teachers succeed. Much worse than training new teachers and losing them is not training them and keeping them.
57. Inside every great teacher there is an even better one waiting to come out.
58. Stop asking, "What am I supposed to do?" Start asking, "What must I know that will help me to accomplish what I need to do?"
59. Those who dare to teach must never cease to learn.
60. There is no accomplishment without RISK.
61. LOVE.