

DOWNLOAD PDF THE GREATEST DAY OF A TEACHERS LIFE HARRY K. WONG

Chapter 1 : Harry & Rosemary Wong: Effective Teaching - Back Issues (blog.quintoapp.com Gazette)

The book includes a new minute DVD, You Have Changed My Life, that validates the crucial role teachers play in students' lives. The 4th edition is sold out and out of print, but is still available in digital eBook format.

Cooperative learning will prepare students for the competitive, global world economy. Academic Learning time ALT: The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate. To increase assignment completion, state your assignments as a set of criteria or objectives. Use criterion-referenced tests to evaluate the performance of the students. The more frequent the tests, the higher the achievement. Grade on percentage attained, not on the curve. The curve has done more harm to education than any other technique. Mastery learning plus tutorial instruction results in higher achievement than students taught in a conventional manner. 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. The shorter the assignment, the higher the achievement rate. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and you increase the retention rate by 40 percent. Wait five or more seconds after asking a question. Use short lines and paragraphs. Note how periodicals and junk mail are written. Determine the learning style of your students. Student achievement is greater when the teaching style matches the learning style. Students score higher on a test measuring attitude towards school and attitude towards a subject when they learn from an activity-question approach than from a textbook-lecture approach. Most teachers teach as they were taught in college, a non-validated model of teaching book, lecture, activity, test. When you see in a given situation what everyone else sees, you become so much a part of that situation that you may become a victim of that situation. 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 have a career, are talented and are professionals. Some teachers are workers, others are leaders. The four stages of teaching: Fantasy, Survival, Mastery, and Impact. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before. Self-esteem results from school achievement. You cannot give someone a better self-esteem. The role of a teacher is to engineer student success. Teachers can only give what and who they are themselves. You may be the only stable adult your students will ever see in their lifetime. You may be their only hope and dream for a brighter tomorrow. Each person has unlimited potential. Humans are the only species able to improve the quality of their lives. You can have your achievements or you can have your excuses. You are the only person on the face of the earth who can use your ability. It is an awesome responsibility. The most important factor to a professional is the quality of the work and the commitment to the craft. A professional is someone who does not need supervision and regulation to:

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Chapter 2 : The First Days of School: How to Be an Effective Teacher by Harry K. Wong (4 star ratings)

by Harry K. Wong, Rosemary T. Wong You are going to have one of the greatest educational experiences of your life. We will not only study (subject), but I will also share with you some life-skill traits that will help you to be successful in tomorrow's world.

Inside every great teacher, there is an even greater one waiting to come out. The First Days of School: You are going to have one of the greatest educational experiences of your life. I can assure you that if you should run into me at the shopping mall 25 years from now, you will say, "You were right, Mr. That was the most memorable, exciting, and fascinating class I ever had. That was the most memorable, exciting and fascinating book on classroom management I ever read. This is a well organized book with built in chapter reviews. The following five units are covered in the book: A Basic Understandings - The Teacher. The successful teacher must know and practice the three characteristics of an effective teacher; B First Characteristic - Positive Expectations. The effective teacher has positive expectations for student success. C Second Characteristic - Classroom Management. The effective teacher is an extremely good classroom manager. D Third Characteristic - Lesson Mastery. The effective teacher knows how to design lessons to help students reach mastery. E Future Understandings - The Professional. The teacher who constantly learns and grows becomes a professional educator. This book is for any teacher who wants to improve their teaching through better classroom management. There are sections on how to use the book; how to get quickly to the meat of the book; why you need this book and what this book will teach you. Two words caught my eye: Wong describes help as: Wong explains free as: You can do everything in you own time and at your own pace. Money and materials cannot buy an ideal learning environment. Only YOU can provide that environment. Wong states taht by the next decade, there will have been an 80 percent turnover of teachers. Which teacher are you? For those helping teachers become effective teachers, an eight part video series The Effective Teacher is also available. The videos do a great job complementing units in the book. One of our superintendents at the Thames Valley District School Board Gerry Treble ordered them, and their popularity with teachers over the summer was incredible!

Chapter 3 : Harry K. Wong Quotations - Light a Fire

There Is Only One Way To Improve Student Achievement Harry K. Wong A. Two hundred studies have shown that the only factor that can create student achievement is a knowledgeable, skillful teacher

Harry and Rosemary Wong have been writing columns for Teachers. Net for over 13 years and the columns all have a distinctive style. They write about effective teachers, administrators, schools, and school districts featuring techniques that are immediately replicable and at no cost. More importantly, they work to enhance student learning. An archive of past articles can be found at the end of every column, with an abstract of all articles at the end of the most recent June column. For over 30 years, helping teachers become effective has been the passion of the Wongs. Net is just one of the many ways they reach out to educators with their ideas on how effective teachers improve student learning. Harry and Rosemary Wong are teachers. Harry is a native of San Francisco and taught middle school and high school science. Rosemary is a native of New Orleans and taught K-8, including working as the school media coordinator and student activity director. He was selected as one of the most admired people in education by the readers of Instructor magazine. They have built and sustain a school in the jungles of Cambodia. The Wongs are the most sought after speakers in education today, booked two years into the future. Their presentations are practical, offering a common sense, user-friendly, and no-cost approach to managing a classroom for high-level student success. Over a million teachers worldwide have heard their message. In spite of their heavily booked schedule, Harry and Rosemary have agreed to write this monthly column so that more people can hear their message. How They Develop Effective Teachers Harry and Rosemary Wong are committed to developing effective teachers, one teacher at a time. To do this, they have formed their own publishing company, of which Rosemary is the CEO. Turn chaos into student achievement Reduce behavior issues; increase learning Step-by-step plans to a well-managed classroom 50 procedures in detail 40 QR codes with additional resources pages in full color Complete first days of school plans Suitable for all grades, all subjects, all teachers Costs no money to implement How to Be an Effective and Successful Teacher is an audio CD set that was recorded live before teachers in St. Listen as they walk you through classrooms that hum with learning and share how you can replicate the same success in your classroom. In 2 hours and 40 minutes, Harry and Rosemary can transform you into a very effective and successful teacher at no cost! This presentation has transformed the lives and teaching success of hundreds of thousands of teachers. Learn how to Begin the school year with a plan Start class immediately Have a well-organized and structured classroom Reduce discipline problems Have students who are engaged and working Teach procedures and responsibility Use lesson objectives so students know what they are to learn Use rubrics to assess for student learning Deal with at-risk students Improve student learning and achievement The Wongs have written The First Days of School, the best-selling book ever in education. It is used in countries, 2, colleges, and most every new teacher induction program. The fourth edition has been translated into five foreign languages and includes: An additional chapter on procedures A new chapter on assessment with rubrics. The outcome of the course is a 2 inch binder with a personalized Classroom Management Action Plan. This Action Plan is similar to the organized and structured plan used by all effective teachers. Details for the classroom management course can be seen at www. He invites you to steal from him the secrets of effective teaching for all grade levels. Never Cease to Learn has the power to transform your attitude and your life. In this DVD, Harry shares his journey on the road to success and tells listeners how to become the educators they were meant to be. When the books, video series, CD, DVD, and eLearning course are used together, they form the most effective professional development training tool for producing effective teachers. Staff developers and administrators who would like to know how to implement the aforementioned book, video series, and CD are encouraged to consult the book, New Teacher Induction: Helping you produce effective teachers is our passion.

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Chapter 4 : Harry Wong's First Days of School by Shannon Trentham on Prezi

"The First Days of School: How to be an Effective Teacher", Harry K Wong Publication Copy quote It is the teacher - what the teacher knows and can do - that is the most significant factor in student achievement.

I read this book because I have heard it mentioned by other teachers and it is the 1 education book on Goodreads. Classroom Management and Discipline Unit C on classroom management is great. I wish I had read this unit 16 years ago when I started teaching. Wong is controversially old-school by modern standards. He is progressive compared to some of the teachers I grew up with, in regards to speaking respectfully to students and making it his job to help the ones who fall behind. As luck would have it, I am also reading *Engaging Children: Igniting a Drive for Deeper Learning* by Ellin Oliver Keene at the moment, and there is a stark contrast between the two authors. Keene recommends a classroom that is always buzzing with low-level chatter and features lots of nooks and alcoves for students to work in. Wong is having none of that. Wong does strongly encourage cooperative learning, but it is very structured and heavily previewed. The difference between Wong and Keene is the difference between a person who teaches for a living and a person who writes about teaching for a living. Keene has some good ideas, but only Wong can give you the practical advice to make them work. I have been and continue to be a huge Responsive Classroom fan. If I were to recommend one book on teaching to a first year teacher, it would be from their catalogue- probably *The Morning Meeting Book*: However, Wong has some good counterpoints to that. In RC, the class generates the rules together. Wong points out that this can be kind of a trivial activity because many rules are already set by the school or the teacher. Furthermore, a well prepared teacher already has all the classroom procedures laid out, and concrete procedures are arguably more important than broad rules of conduct. Personally, I modify the RC beginning of year activity to having the students brainstorm what their classmates can do to help them learn. Then I consolidate and post the list. Wong has a lot of opinions, and the only one I would call flagrantly wrong is his use of please and thank you. To acknowledge positive but expected behaviors, say something like, "Good work. I noticed you waiting until it was your turn. I was brought up to use please, so I put it on the front of directions, such as, "Please hand me your homework. Wong a little slack. The first edition of this book was in , and my copy, purchased new, seems to have been lightly updated in the early s. Most of this book was written before white boards or email. Many schools still had rotary phones and mimeograph machines. Typing was done on typewriters. If there was a computer in the classroom, it had a greenscale screen and no modem. Parts of this book are quaint. Society is more accepting of "excessive jewelry" than it used to be. I am shocked that some people dislike it. Personally, I found it extremely reader-friendly. Harry Wong gets right down to business with lots of chapter headings, subheadings, and short, direct paragraphs. Quotes, anecdotes, examples, and other supporting material go into clearly marked sidebars in the margin. Harry Wong puts the most practical things in the center and makes them easy to find. By contrast, Ellin Oliver Keene spends four pages of her book describing a plane ride she took one time. I wish Heinemann would hire Harry K. Wong to edit their books. *The Other Stuff* The classroom management portion is dynamite. The parts around it range from okay to kind of kooky. I think a lot of the lesson planning and positive mindset portions is either common-sense or gets learned quickly by new teachers. The last two chapters are meant to be inspirational, and they come across kind of shouty. They remind me most of a famous business essay from the early s called *A Message to Garcia*. I recommend that new teachers read Unit C and maybe give a quick browse to the rest.

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Chapter 5 : TOP 9 QUOTES BY HARRY WONG | A-Z Quotes

Harry and Rosemary Wong are teachers. Harry is a native of San Francisco and taught middle school and high school science. Rosemary is a native of New Orleans and taught K-8, including working as the school media coordinator and student activity director.

Web-Based Papers Information in all forms has been collected for dissemination here. Permissions have been obtained to post these documents. Please contact the source of the specific item if you wish to duplicate it in quantity for sharing with others. April "The Retention Rate is Percent" www. Because their induction program of over 15 years produces effective teachers, 99 percent of the graduating seniors qualify for a New York State Regents Diploma. March "Teacher Effectiveness and Human Capital" www. Just as we invest in tangible forms of capital, he said if we invest in people, they will improve their useful outputs over long periods of time. Two school districts, Providence, Rhode Island and Moberly, Missouri show how they invest in their human capital. February "Training Teachers to Be Effective" www. They have had a structured professional development program for over 30 years and have developed a winning culture "and because they have figured out how to bottle that, amazing things have happened. Read how even a small school district in Missouri accomplished this with their two-year Supporting, Helping, and Inspiring New Educators S. The focus of instructional coaches is to teach teachers how to be effective instructors. Most individuals hired as teachers have the ability to do a good job and want to do a good job. So how is it that some become ineffective? Well trained, proficient and effective teachers produce student learning. They are given a mentor, yet the attrition rate stays the same and student learning does not improve. When the next new teacher is hired, he or she is given a mentor, too. No one ever stops and analyzes why the pattern keeps repeating itself. The most effective schools have coaches. The coaches meet with the principal on a regular basis to assess the progress of every teacher and student. In an effective school, everyone functions as a team and there is a laser focus on student achievement. Dec 1, "OMG. The first wave of Gen Ys is just now embarking on their careers as classroom teachers. Wong Here they come, the next generation of teachers. The teachers we hire today will become the teachers for the next generation. Their success will determine the success of an entire generation of students. Teachers teach and students learn. Improve the teacher and you improve the student. Ask any CEO of a private company what is the greatest asset of their company and they will tell you "their people. When school administrators were asked, what is the greatest asset in your schools? Teacher quality is the most critical factor by which to improve student achievement or close the achievement gap. It is the teacher, what the teacher knows and can do, that is the most important factor in improving student achievement. It is how the teacher instructs, not the program, the size of the school or classroom, or the demographics of the students that determines student learning. Effective school districts have comprehensive, coherent, and sustained induction programs that train, support, and retain new teachers. Schools and districts with comprehensive, years-long induction programs for new teachers and newly-hired teachers have less turnover and better trained educators. Schools must have sound induction programs in which new teachers are both assessed and supported as they grow toward becoming expert classroom leaders. The Project examines issues related to attracting, supporting, and retaining quality teachers in U. The bottom line is that there is no way to create good schools without good teachers. It is the administrator who creates a good school. And it is the teacher who creates a good classroom. Induction is a must, not only because new teachers require support and assistance in beginning their professions successfully, but because of the astounding number of new teachers entering the profession. They are trained and helped. Doctors, factory workers, computer programmers, chefs, electricians, and dental hygienists do not receive a mentor. Even million dollar per year athletes are trained, every year and all year long. In every aspect of the work world, people are trained and helped. New teachers, on the other hand, often receive no training. I came to my classroom today"prepared to dazzle my students with my command of caterpillars, butterflies, and the miracle of metamorphosis. Instead, they ate me alive!!

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Rude, blood-thirsty beasts in Power Ranger tennis shoes. Am I such a bad teacher.

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Chapter 6 : Harry Wong Characteristics Of An Effective Teacher – The Busy Educator

*The First Days Of School - How To Be An Effective Teacher [Harry K. Wong, Rosemary T. Wong] on blog.quintoapp.com *FREE* shipping on qualifying offers. This is in excellent condition with minor shelf wear.*

Over 80 percent of what teachers consider to be discipline problems have nothing to do with discipline. The number one problem in the classroom is not discipline; it is the lack of procedures and routines. A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines. The behavior problems result from the lack of procedures that govern how the classroom is organized for work. There are no procedures outlining how things are to be done in the classroom. To eliminate or reduce the number of discipline problems, it is necessary to have an organized classroom management plan. Two of the chatboards on teachers. However, your effectiveness as a teacher will be based on how well you manage a classroom with procedures and routines, not on how well you discipline your class. Nonetheless, you will still need a discipline plan as part of your greater classroom management plan. Considering the great diversity of students, with differing skills, languages, cultures, and needs, and the different personalities of teachers, your choice of a plan will be a personal one. Discipline plans fall along a continuum. You may feel comfortable with a plan where the teacher is strongly in charge or one where the student is in charge. To see this continuum, refer to page in *The First Days of School*. The Self-Manager Discipline Plan It may suit your style to use a discipline plan where there is a mutual sharing of responsibility for the classroom. The class discusses a list of appropriate behaviors and standards that relate to responsible behavior, appropriate treatment of others, and prompt work completion to the best of their ability. When students are able to manage all of the items on the application, they fill in the form and take it home for parental review. They discuss any differences of opinion and come to an agreement. Jane Slovenske says that this rarely happens, as most students, with input from their parents, are honest about self-evaluating their performance. Staff and students recognize and acknowledge Self-Managers by the badges they wear. Her success can be traced to how she manages her classroom right from the first day of school. There is nothing that will take kids into orbit faster than to suspect that a teacher is disorganized. Classrooms are disorganized, because some teachers do not have a classroom management plan. The result is a chaotic classroom. Structuring a Well-Managed Classroom A well-managed classroom has a set of procedures and routines that structure the classroom for learning. Procedures and routines are used to organize the classroom so that the myriad of activities that take place in a classroom function smoothly and stress-free. Procedures allow a wide variety of activities to take place during the school day, often simultaneously, with a minimum of confusion and wasted time. If there are no procedures, much time is wasted organizing and explaining each activity, even for recurring activities. Students readily accept the idea of having a uniform set of classroom procedures because it simplifies their task of succeeding in school. She spends the first ten days of school teaching and reinforcing those behaviors and standards her students will need to succeed in her classroom. In addition to the academic instruction, these are the procedures Jane Slovenske teaches on the first ten days of school: Day 1 Removing from backpacks everything needed for the day. Classroom number for each student to identify personal cubby. Organizing binders using dividers. Heading on every paper handed in. Using an agenda to record assignments. Appropriate time to sharpen a pencil, get a drink, ask to use restroom, or go to cubby. Procedures for attendance and lunch count. Lining up alphabetically if buying lunch. Where to sit at lunch and five people to each side of table. Handshake or enthusiastic high five with eye contact to greet teacher each morning before entering the classroom. Procedures for handing in work. Procedures for handing out papers. Procedures for using supplies in team crates. Procedures for asking a question. Lining up for specials and dismissal. Signal for quiet and focus on teacher. Procedures for water bottles and healthy snacks.

Chapter 7 : The First Days of School (Audiobook) by Harry K. Wong, Rosemary T. Wong | blog.quintoapp.com

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One of the greatest gifts a caring teacher can contribute to children is to help them learn to sit when they feel like running, to raise their hand when they feel like talking, to be polite to their neighbor, to stand in line without pushing, and to do their homework when they feel like playing.

Chapter 8 : Harry Wong quote: One of the greatest gifts a caring teacher can contribute

Harry K. Wong Facts Background Achievements • Author of over 30 publications • Former secondary science instructor • Educational speaker • New teacher advocate.