

IMPLEMENTATION GUIDE

THE FIRST DAYS OF SCHOOL

HOW TO BE AN EFFECTIVE TEACHER

5TH EDITION

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WE TEACH YOU TO PLAN SO YOU CAN PLAN TO TEACH

Implementation Guide for THE First Days of School

Overview of the Implementation Guide

This *Implementation Guide* will bring the pages of *THE First Days of School* to life in your classrooms, school, and school district. The guide will help you lead teachers to success by implementing the ideas and techniques in the book.

Too often teachers report they are given a copy of *THE First Days of School*, only to be left with no guidance or support.

This *Implementation Guide* helps administrators, principals, and staff developers work directly with teachers to improve their effectiveness in their classrooms.

Structure of the Implementation Guide

Each of the 23 chapters in the book has a three to four page plan of action to guide the facilitator through meetings that instruct teachers in the elements of effective teaching. Each plan is structured consistently around four areas:

1. Information
2. Involvement
3. Implementation
4. In Case You Need More

Each Unit has a one-page **Culminating Activity** to review the chapters' concepts.

A list of questions has been provided for the DVD, *You Have Changed My Life*, located at the back of the book.

A **Closing Culminating Activity** the brings closure to the training completes the guide.

Page 1: **INFORMATION** is a concise one-page overview of the chapter in five sections:

- o **Key Idea** starts each chapter of the book and is a quick snapshot of the chapter.
- o **Important Facts** cover the essential elements of each chapter.
- o **Definitions** provide clear understandings of key terms used in the chapter.
- o **Key Concepts** are the heart and soul of the chapter.
- o **The Effective Teacher** ends each chapter in the book with a summary.

If needed, this page can be duplicated for participants.

Page 2: **INVOLVEMENT** has two sections—**Discussion Questions** and an **Activity** to engage the participants in the content. This is not a fluffy section about idealistic plans. Rather, the goal is to develop a concrete plan of action.

- **Discussion Questions** establish the groundwork for implementing the book’s ideas. Select the questions that best suit your group and lead participants in a discussion of each chapter.
- **Activity** initiates a process whereby participants develop a plan of action for successfully implementing the chapter’s key concepts.
 - Each **Activity** will always begin with **Step 1: “Aha!”** This is a brainstorming session focused on generating a large number of responses. The activity also promotes working as a team to stimulate excitement and generate success.
 - Give each participant an “Aha” to record their own “light bulb moments.” Download an “Aha” template at [http://www.EffectiveTeaching.com/GoBe 42 Allred Aha.pdf](http://www.EffectiveTeaching.com/GoBe_42_Allred_Aha.pdf).
 - **Step 2: Choose** is the second part of **Activity**. As a group, decide which brainstorming idea to use for your plan of action. Be realistic and work on small increments of change for success.

Page 3: [IMPLEMENTATION](#) is a guideline for how to put ideas into action. An example of an accountability chart is shown. Groups will use charts to organize their plans. Charts appear in every chapter where their use is appropriate. It is shown here with the second column filled in, as might be suggested by a typical group as a plan for their success.

EXAMPLE

What	Implement procedures 2, 4, 5, and 7 from our “Aha” list
Who	The 5th grade team
How	We will all make identical posters describing the procedures and will introduce them one at a time
When	Introduce the four procedures the week of 1/3, practice the week of 1/10, and reinforce the week of 1/17
Feedback	We will visit each other’s classrooms the week of 1/10, and then share feedback at our next team meeting
Revisions	At our 1/24 team meeting we will discuss any revisions that should be made to the procedures

Page 3: [IN CASE YOU NEED MORE](#) describes the content of any Going Beyond (GoBe) folders for the chapter. It provides additional **Discussion Questions** for teachers to further explore the ideas and techniques presented in the chapter.

Implementation of the *Implementation Guide*

Each participant must have access to the 5th edition of *THE First Days of School*. They are expected to bring these copies to the meetings. Reference will be made to pages, charts, and graphics in the book. **Each chapter being discussed should be read prior to the meeting.**

Leaders mark the path to success for their followers. With this *Implementation Guide* you have the tools you need to lead your staff to a highly effective teaching career.

MY NOTES:

INFORMATION

Chapter 1 – What Is an Effective Teacher?

Key Idea: The successful teacher is proficient in the three characteristics of effective teachers.

Important Facts:

- The single greatest effect on student learning and achievement is the effectiveness of the teacher.
- Teaching effectively is a craft that can be learned.
- Research shows that of all the factors schools can control, the effective teacher has the greatest impact on student achievement.

Definitions:

- **Proficient** – The extent to which one possesses an acceptable level of knowledge and skills to be effective.
- **Effective** – The success in consistently producing a desired or intended result.
- **Efficient** – Doing things right.
- **Positive expectations** – The teacher’s confidence in his or her ability to inspire learning in students.
- **Classroom management** – The strategies and procedures a teacher uses to maintain an environment in which instruction and learning can occur.
- **Lesson mastery** – A measure of how well a student can demonstrate that a given concept has been comprehended or performed at a proficient level, as determined by the school, district, and/or teacher.

Terms:

- **Going Beyond or “GoBe”** – Folders in each chapter that offer extra information; they can be accessed at www.EffectiveTeaching.com.

Key Concepts:

- There are three characteristics of an effective teacher:
 1. Has positive expectations for student success
 2. Is an extremely good classroom manager
 3. Knows how to design lessons for student mastery

The Effective Teacher:

1. Exhibits positive expectations for all students.
2. Establishes good classroom management techniques.
3. Designs lessons for student mastery.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Think of someone (a teacher, coach, or any adult) who had high or low expectations of you. How did these beliefs impact you?
2. Describe the difference between high expectations and high standards.
3. How can having positive expectations benefit the overall classroom environment?
4. Of the three characteristics of an effective teacher, which one is the most challenging for you? Or, if you are not yet a teacher, which characteristic do you imagine will be most challenging?
5. Why are all three characteristics of an effective teacher necessary? Could you imagine a successful teacher only displaying two of the three characteristics? Why, or why not?
6. Do you think a teacher can have one of the characteristics of an effective teacher, knows how to design lessons for mastery, but not the other two, positive expectations for students and good classroom management, and still be able to effectively deliver a lesson? Why or Why not?
7. Sarah Powley describes how one middle school effectively put into practice the use of procedures. (See page 11.) Share a success story you have experienced when implementing procedures.

Activity: This activity will help teachers develop an overview of the three important characteristics of an effective teacher.

Step 1. AHA: Think back to your most memorable teachers in elementary school, secondary school, or college. Some may be memorable because they were effective; some may be memorable because they were ineffective. Consider what characteristics of an effective teacher they exhibited or characteristics that were in direct contrast to these. Use the chart below to list examples of what you remember.

	With positive expectations	Without positive expectations	With classroom management	Without classroom management	With lesson mastery	Without lesson mastery
Describe what you experienced in this type of classroom.						

Step 2. CHOOSE: Consider the three important characteristics of an effective teacher and brainstorm how you might make improvements in each area in your own teaching.

IMPLEMENTATION

Make a list of a few small changes you could make to improve your teaching under the three important characteristics of effective teachers: Positive Expectations, Classroom Management, and Lesson Mastery. (Later in the book, you will learn to develop in-depth plans for strengthening these areas.)

IN CASE YOU NEED MORE

GoBe Page 10: **Close to a Miracle**

Discussion Questions:

1. What procedures did Stacy Hennessee implement in this classroom to prepare for unannounced observers when they entered his classroom?
2. In Stacy's PowerPoint presentation to his students, he states, "Human Nature is to have procedures." How would explain this statement to your class?

MY NOTES:

INFORMATION

Chapter 2 – How to Succeed on the First Days of School

Key Idea: Your success during the entire school year is determined by what you do on the first days of the year.

Important Facts:

- o Successful teachers have a script or a plan ready for the first day of school.
- o The most important thing to establish in the first week of school is CONSISTENCY.
- o Effective teachers teach classroom management procedures that create consistency.
- o Effective teachers have lesson plans and procedures that promote student learning.
- o Effective teachers establish control over the classroom in the very first week of school.
- o If you do not structure the classroom, the students will structure the classroom for you.

Definitions:

- o **Consistent** – An act that is predictable, reliable, dependable, and stable.

Terms:

- o **Teachers.net** – A website the authors contributed to each month that highlighted teachers who have successfully implemented the ideas in their book. Copies of the articles are found at www.iWong2Learn.com.

Key Concepts:

- o Student achievement at the end of the year correlates with the degree to which the teacher establishes good control of the classroom procedures the very first week of the school year.
- o Classroom management procedures create consistency in the classroom.
- o Teachers go through four stages of teaching:
 1. Fantasy
 2. Survival
 3. Mastery
 4. Impact
- o Many teachers never make it beyond the first stage. Effective teachers reach the fourth stage.

The Effective Teacher:

1. Scripts the first day and week of school.
2. Creates a classroom that is consistent.
3. Impacts and affects lives.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Many teachers start the first day of school by teaching the subject matter or doing a fun activity. Why is this ineffective as a way to start the school year?
2. Think back to your college courses. You may have had a professor who did not come in with a syllabus on the first day of class. This means, you did not know what was expected of you for the semester. You were left with questions about procedures, assessments, and what to expect. How is this the same as an elementary or secondary teacher not going over these things on the first day of class with students?
3. Establishing consistency is very important during the first week of school. What is an area in your daily life that is consistent and how does this consistency impact your life in positive ways?
4. Students want a classroom environment that is safe, predictable, and nurturing. Think back to your first day somewhere—at a school or a new job, while on vacation—anywhere. Describe this first-day experience. How safe, predictable, and nurturing was this experience? How did these three factors affect your overall experience?
5. Neophyte teachers incorrectly believe they should be friends with their students. Think back to your most beloved teachers. Were these teachers your “friends?” What did these teachers do to earn your respect and broaden your knowledge?
6. Look at the Four Stages of Teaching on page 17. Think back to teachers that you’ve had in the past. Think of a teacher who fell into each of the categories: Fantasy, Survival, Mastery, and Impact. Discuss why you think they were at the identified stage? What were characteristics or behaviors that you remember?
7. Of the Four Stages of Teaching which stage(s) have you been through and where are you now? (It’s OK to be at the Survival stage; just don’t stay there too long.) What is your plan for moving beyond this stage?

Activity: This will help teachers begin to think about the components of an effective first-day script or plan.

Step 1. AHA: Look at the GoBe on page 16. Read through the two PowerPoint presentations that Diana Greenhouse and Kazim Cicek created as their first-day scripts. Brainstorm everything you notice about these PowerPoint presentations. What content did they cover? What was the tone? What was the message to the students? What do you think the students got out of these presentations? What do you think the teachers got out of creating these presentations?

Step 2. CHOOSE: As a group, choose and then make a list of the **THREE** most important components of a first-day script that can be consistently implemented at the school, team, grade, and department levels. You will have an opportunity to create first-day scripts later in the book; this activity is just to help you identify the three elements everyone would like to include in their scripts. The list might include items like greeting the students at the door with a smile, using the same attention-getting signal, and other techniques.

IMPLEMENTATION

Create a chart to implement, like the one below, for each of the three components selected by the group.

Come to a group consensus and answer the questions in the chart. The last question in the chart will be asked at a follow-up meeting and will become part of the planning for years to come.

Later in the book teachers will be asked to create a first-day-of-school script. By going through this process now, teachers will have a clear vision of what is needed for a successful first-day plan.

What is the procedure to be implemented? (List the procedure here.)	
Who will do this procedure? (Selected classes, department-wide, schoolwide, etc.)	
How will the procedure be presented? (PowerPoint presentation, trifold brochure, classroom poster, etc.)	
When will the procedure be taught? (On the first day, before assembly, after the first week?)	
How will feedback be collected? (Peer observation, student survey, personal reflection, etc.)	
What revisions are needed to improve this procedure? (Teach it at a different time, review and critique it daily, etc.)	

IN CASE YOU NEED MORE

GoBe Page 15: **First Day of School Scripts**

Discussion Questions:

1. What did the introductory plans of Melissa Boone, Sacha Mike, and John Schmidt have in common?
2. Why do you think they were successful on their first day of school?
3. What elements of their scripts are likely not to be included by novice teachers?

GoBe Page 16: **Classroom Management Plans**

Discussion Questions:

1. Why do you think both Diana Greenhouse and Kazim Cicek are so excited about their teaching experiences after carefully organizing their first-day plans?
2. Before Kazim started implementing the ideas from the book, he felt like a “warrior.” Explain what this means? If you have ever been a teacher or a student in a classroom where it felt like a battle zone, share this experience and explain how you responded.

MY NOTES:

INFORMATION

Chapter 3 – How the First Year Can Be Successful

Key Idea: Effective teachers continue to learn and make choices based upon that knowledge.

Important Facts:

- o Planning is critical for a successful start to anything undertaken—in the classroom or in life.
- o Successful teachers have a script or a plan ready for the first day of school.
- o The beginning teacher is expected to assume the same tasks and responsibilities as the most seasoned teacher on the staff.
- o Many student–teachers enter the teaching profession with no training and no experience in what to do on the first day of school.
- o Effective districts and schools have a comprehensive training or induction program for all newly-hired teachers.
- o Your colleagues can be a major resource for you; the biggest secret to teaching success is to “beg,” “borrow,” and “steal” good ideas.
- o Inside every great teacher there is an even better one waiting to come out.

Definitions:

- o **Induction** – A structured multi-year program that trains and supports new teachers.

Key Concepts:

- o The best teachers are also the best students. The most effective teachers recognize that learning is a never-ending process. They continue to learn in a variety of ways, such as:
 1. They **work** in a collegial manner with colleagues.
 2. They **associate** with positive mentors and coaches, and they learn from them.
 3. They **join** professional organizations.
 4. They continue to **learn** through classes, workshops, conferences, professional meetings, books, journals, CDs, DVDs, streaming video, and the Internet; and they pursue advanced degrees when appropriate.

The Effective Teacher:

1. Has a goal of teaching for effectiveness.
2. Participates and contributes in an induction program.
3. Goes to professional meetings to learn.
4. Works cooperatively and learns from colleagues.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Many teachers start the first day of school by teaching the subject matter or doing a fun activity. Why is this ineffective as a way to start the school year?
2. Why do you think first-year teachers are often given the worst teaching assignments?
3. How might a teachers' resistance toward professional growth assert itself in the classroom and impact students who are eager to achieve success through learning?
4. How can you guard against becoming a stagnant teacher who feels threatened by colleagues who aspire to grow and succeed?
5. Have you ever been asked to share an idea? What were you asked to share? How is it detrimental to you and your students to keep good ideas to yourself?
6. Explain how education is a "never-ending process."
7. Although teachers are in the learning profession, some resist training to improve their competencies. Comment on this statement.
8. "Inside every great teacher there is an even better one waiting to come out." Change the words "great teacher" to "student." What can you do to ensure this transformation from cocoon to butterfly will happen with each of your students?

Activity: These activities will show teachers the value of relying on colleagues to help them continue to learn.

Step 1. AHA: Canvass the room and ask each teacher to share one of the best ideas they adapted because they "begged," "borrowed," or "stole" the idea from a colleague.

Step 2. CHOOSE: Have each participant "borrow" one idea from the brainstorming list above and commit to putting it into practice within the next two weeks.

MY NOTES:

IMPLEMENTATION

Form learning groups centered on the same “borrowed” idea or a group of “stolen” ideas. Ask group members to check in with one another on the success of implementing the “new” ideas.

Create an electronic resource vault for colleagues to share activities with other. Ask teachers to upload at least one activity a month. Include all of the resources needed to fully implement the activity. Ensure that all faculty members have access to the online platform.

IN CASE YOU NEED MORE

GoBe Page 25: **Ten Questions to Ask**

Discussion Questions:

1. Discuss the differences between a mentor and a coach. Why is a coach more beneficial than a mentor?
2. What constitutes a successful induction program?

GoBe Page 27: **The Moberly Induction Program**

Discussion Questions:

1. What element of the induction program is most beneficial to a beginning teacher?
2. What could Moberly add to its induction program to make it even more beneficial to developing teachers?

MY NOTES:

INFORMATION

Chapter 4 – How to Close the Student Achievement Gap

Key Idea: The single greatest effect on student achievement is the effectiveness of the teacher.

Important Facts:

- o The greatest asset of a school is its people.
- o Successful teachers are innovative planners, exceptional classroom managers, adept critical thinkers, and competent problem solvers.
- o An effective teacher increases student achievement.
- o Students learn from lessons; they do not learn from programs, technology, and fads.
- o A teacher's knowledge and skills are the most important school-based factors influencing student performance.

Definitions:

- o **Achievement Gap** – A measurement of groups or subgroups of students with relatively equal ability who do not achieve similar levels of academic success in school as comparable groups or subgroups.

Key Concepts:

- o The more effective the teacher, the more successful the students.
- o The secret to the success of a school is consistency.
- o Learning must be the preeminent focus of a school and every practice in a school must be focused on its impact on student learning.

The Effective Teacher:

1. Focuses on effective practices that improve student achievement.
2. Is an innovative planner who knows how to research and create effective lessons.
3. Works collaboratively as an adept critical thinker and competent problem-solver.
4. Is the epitome of the greatest asset of a school.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Which of the following statements do you think are true and which ones are false?
 - A. Students will not achieve any more academic success in an ineffective teacher’s classroom than in an effective teacher’s classroom.
 - B. Teacher knowledge and skills are more important to improving student achievement than reducing class size or adding more dollars to a school’s budget.
 - C. A student with an effective teacher working in an effective school will rise from the 50th percentile to the 96th percentile after two years.
 - D. Although teacher effectiveness is important in raising student achievement, ethnicity is a more important factor in determining how well students will perform.
2. What are the most critical implications of the answers to the above True/False questions for the field of teaching?
3. Why is the teacher the most significant factor in improving student achievement?
4. What do schools need to do in order to close the achievement gap?
5. In “That Noble Title Teacher” on page 38, which one of the definitions of Teacher best characterizes you in your current stage of professional development?

Activity: This activity will help teachers think through some concrete skills they will need to develop in order to become successful teachers.

Step 1. AHA: A successful Teacher is an innovative planner, an exceptional classroom manager, an adept critical thinker, and a competent problem solver. In the chart below, briefly describe what you think each of these important skills entails.

A teacher who strives to be a/an	...will do the following in order to succeed:
...innovative planner	
...exceptional classroom manager	
...adept critical thinker	
...competent problem solver	

Step 2. CHOOSE: Choose one skill area for your own personal development.

MY NOTES:

IMPLEMENTATION

Complete the chart for your personal area of development.

What area have I chosen to develop? (Planner, Manager, Thinker, Problem Solver)	
How will I implement growth in this skill area? (Develop a plan of action to make this goal happen.)	
When will I implement this plan? (During a future lesson, at the start of next semester, etc.)	
How will feedback be collected? (Peer observation, student survey, personal reflection, etc.)	

Spearhead support groups for teachers to pair up and assist each other through personal-growth plans. Follow through on the pairing of similar ideas to measure teacher and student success.

IN CASE YOU NEED MORE

GoBe Page 35: **Stories of Successful Teachers**

Discussion Questions:

1. Describe three ways these effective teachers are helping to close the achievement gap.
2. Successful teachers often “beg,” “borrow,” and “steal” good ideas. What is a technique of these successful teachers that you would like to implement in your own classroom? How will implementing the technique make a difference in your classroom?

MY NOTES:

INFORMATION

Chapter 5 – How Proven, Research-Based Practices Help

Key Idea: Effective teachers use proven, research-based practices to become more effective.

Important Facts:

- Many teachers know what to do and how to do it, but effective teachers know WHY it is being done.
- Effective teachers use valid research to improve their effectiveness in the classroom.
- Improving student achievement is no great mystery; nor is it an impossible task.
- Many teachers succumb to teaching according to the latest program, fad, or political agenda.
- Programs and ideologies do not produce student achievement.
- Effective teachers use proven, research-based practices.

Definitions:

- **Research** – The process of critical thinking and problem solving that is repeated until facts have been discovered and answers have been reached.
- **Student achievement** – A measure of academic success in a given period of time.

Key Concepts:

- Many teachers practice what they were taught by mentors regardless of whether the methods are supported by research.
- Four Beliefs of an Effective Teacher:
 1. The teacher makes the difference in the classroom.
 2. The most important factor in student learning is the ability of the teacher.
 3. There is an extensive body of research and knowledge about teaching that must be known by the teacher in order to be effective.
 4. The teacher must be able to translate the body of knowledge about teaching (pedagogy) into successful student learning.

The Effective Teacher:

1. Understands the research process.
2. Uses proven, research-based teaching practices.
3. Uses research data to improve teaching and learning.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What teaching methods do you remember from your past school experiences as a student? Were any of these methods proven, research-based practices? Do you find yourself teaching in the same way as these teachers?
2. Why do you think many teachers simply teach the way they were taught?
3. Where and how can teachers continually learn new knowledge and skills?
4. Using the research-based practices on pages 42 and 45, which one would be the easiest to implement in your classroom?
5. What could you do to learn proven, research-based teaching practices?
6. Consider the four items under “Research on Improving Student Achievement” on page 45. Give one example for each that demonstrates how you will address each in your own classroom to improve student achievement.

Activity: The activity below will help teachers think about the importance of research-based teaching practices.

Step 1. AHA: This is a list of teaching methods from page 41 that have NO research to support them.

This Model of Teaching Has NO Research to Support It

- Assign chapters to read.
- Answer the questions at the back of the chapter or on the worksheet.
- Deliver a lecture and have students take notes.
- Show a video or do an activity.
- Construct a test based on a number of points.
- Control the assignment of grades.

Which of the six methods did your teachers use with you when you were a student? (Be honest—which of these six methods do you use regularly now?)

For each method listed above, why do you think this might NOT be the most effective way to teach?

Brainstorm other models of teaching that are used regularly but which might not be supported by valid research.

Step 2. CHOOSE: Choose one of the models of teaching listed above and write down several hypotheses about how the method could be improved to increase student achievement.

MY NOTES:

IMPLEMENTATION

On page 42, review the research Bob Wallace completed to improve the unsuccessful method of simply showing students a video.

It's time to do your own research! Take the hypotheses the group brainstormed in the **CHOOSE** section and test each hypothesis in a different teacher's classroom. Use the chart below to plan your research.

	Bob Wallace's Example	Plan Your Own Research
The hypothesis I will test:	I think students will learn more from a video if I brief them and periodically pause the video for questions and discussion.	
How many groups will you divide your students into?	Three groups.	
How will the teaching method differ slightly for each group?	Group 1 – just watches the video Group 2 – has a briefing before the video, and then watches it Group 3 – has a briefing, and then answers engaging questions to stimulate discussion throughout the video	
How will you determine which group has learned the most?	I will give a test on the content of the video.	
What have you learned is the most effective way to implement this teaching method?	It is MOST effective to both brief students before a video and to stop the video regularly to ask questions and engage students in a constructive discussion.	

IN CASE YOU NEED MORE

GoBe Page 41: **Chasing After the Silver Bullet**

Discussion Questions:

1. Look through the list of programs that have come and gone over the past decades. Why do you think these programs did not stick around?
2. Were you in the classroom as a student when any of these programs were introduced? If so, do you recall the impact the program had on your learning?
3. Is there a current program in use now that you predict will not be around in the next five years?

GoBe Page 42: **She Stopped the Video Frequently**

Discussion Questions:

1. How and when can you use the “Aha” technique in your teaching?
2. Have you had any “Aha” moments while working through the book thus far?
Share these “Aha” techniques with a colleague and discuss how you might incorporate them into your teaching.

MY NOTES:

UNIT A CULMINATING ACTIVITY

Unit A Basic Understandings—The Teacher

The successful teacher must know and practice the three characteristics of an effective teacher.

Activity: The three characteristics of an effective teacher are known. Working through *THE First Days of School* will help you grow and become the successful, effective teacher you are meant to be. Use this table to chart your progress on your journey to making an impact on students.

My Journey to Effectiveness	
Rank each statement by circling a number between 1 (low) and 10 (high).	
I know how to organize my classroom so learning can take place.	1 2 3 4 5 6 7 8 9 10
I know how to maximize classroom time so every minute is spent on learning.	1 2 3 4 5 6 7 8 9 10
I know how to teach a procedure.	1 2 3 4 5 6 7 8 9 10
I know how to start class effectively.	1 2 3 4 5 6 7 8 9 10
I know the difference between discipline and classroom management.	1 2 3 4 5 6 7 8 9 10
I know that all children are capable of lesson achievement.	1 2 3 4 5 6 7 8 9 10
I know how to design a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to construct a test.	1 2 3 4 5 6 7 8 9 10
I know how to create a scoring guide.	1 2 3 4 5 6 7 8 9 10
I know how to make each child feel valued in my classroom.	1 2 3 4 5 6 7 8 9 10
I greet my students each day and welcome them to class.	1 2 3 4 5 6 7 8 9 10
I have positive expectations that all of my students can succeed in my classroom.	1 2 3 4 5 6 7 8 9 10
I know what to do so I can be the difference in the life of a child.	1 2 3 4 5 6 7 8 9 10

Keep your table. At the conclusion of your training you will be asked to reflect on your journey and compare the results with the table you complete today.

MY NOTES:

INFORMATION

Chapter 6 – Why Positive Expectations Are Important

Key Idea: Student success is limited only by the expectations teachers have of them.

Important Facts:

- Attitude is the only trait that correlates to success.
- There are two kinds of expectations: positive or high, and negative or low.
- Teachers who set and communicate high expectations to all their students obtain greater academic performance from these students than teachers who set low expectations.
- Teacher expectations play a significant role in determining how well and how much students learn.
- Students are extremely sensitive to the way teachers behave toward them.

Definitions:

- **Expectation** – Knowing what you can or cannot achieve; and what you believe will or will not happen.
- **Positive Expectations** – An optimistic belief that whomever you teach or whatever you do will result in success or achievement.
- **Negative Expectations** – A pessimistic belief that whomever you teach or whatever you do will not work out well or will fail.

Key Concepts:

- How much you accomplish with your students depends on the type of expectations you set for your students' behavior and performance.
- It takes just as much energy to achieve negative results as it does to achieve positive results.
- Your expectations of your students will greatly influence their achievement in your classroom, in their lives and ultimately in the world-at-large.
- From the moment students enter your classroom, let them know that you believe in them and you expect them to succeed in your classroom and in life.

The Effective Teacher:

1. Has a statement of positive expectations ready for the first day of school.
2. Creates a classroom climate that communicates positive expectations.
3. Models positive behavior and attitudes to all students and colleagues.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Think of a time when someone (a teacher, a coach, a parent, or a colleague) had either high or low expectations of you. How did you perform as a result of these expectations?
2. How can practicing positive expectations help students reach high levels of achievement?
3. Review the examples of positive expectations and negative expectations on page 50. Write at least two more examples related to your teaching for both categories.
4. What expectations do you have for your students? How do you convey those expectations to your students?
5. How can you encourage parents to display a disposition of positive expectations to their children?
6. Oftentimes new teachers are told, “This class is so bad, you’ll be lucky to survive one week.” What can be done to turn low expectations into a positive situation for everyone—the students, the teacher, the school and the parents? List the steps to take toward an attitude of change from negative expectations to positive expectations.

Activity: This activity will help teachers think of concrete ways they can convey positive expectations to their students.

Step 1. AHA: Make a list of all of the ways you can convey positive, high expectations to your students. Add to the items already provided in the table.

Areas where we can convey high expectations for students	Ways to convey high expectations in this area
Introductory script for Day One	
Homework assignments	
Classroom environment	1. Display inspirational quotes around the classroom. See page 54 to get started. 2.
Answering student questions	

Step 2. CHOOSE: From all of the ideas for ways to convey high expectations, as a group select **THREE** that your faculty will commit to schoolwide.

MY NOTES:

IMPLEMENTATION

Record the three ways your group chose to convey high expectations to students. Then fill out the rest of the plan to hold yourselves accountable.

1st way to convey high expectations	
2nd way to convey high expectations	
3rd way to convey high expectations	
When will we do this?	
How will we know we are conveying positive expectations?	
After a few weeks, assess: What revisions do we need to implement in these three areas?	

IN CASE YOU NEED MORE

GoBe Page 49: **Teacher Expectations and Student Achievement**

Discussion Questions:

1. The premise of the program is to change teacher behavior and interactions in the classroom. Do you think it is easier to change teacher behavior or student behavior?
2. How can changing teacher behavior impact student behavior?
3. Which of the fifteen behavior areas are you willing to commit to work on?

GoBe Page 52: **She Was the Turning Point in My Life**

Discussion Questions:

1. How did teacher Mildred Grote make a difference in Dr. Judith Liu’s life?
2. What do you want your students to remember you for?

GoBe Page 53: **Dedicated to My Parents and Teachers**

Discussion Questions:

1. What positive words would you convey to children in the hopes that they grow to fulfill their potential?

MY NOTES:

INFORMATION

Chapter 7 – How to Invite Students to Learning

Key Idea: An intentionally inviting teacher in an inviting classroom gives students a sense of purpose and importance.

Important Facts:

- o Everyone needs to be welcomed on the first day and every day of the school year.
- o The very nature of an invitation is to build relationships among participants.
- o Invitational Education states that all individuals have significant people participating in their lives and learning experiences.
- o Students can refuse words, but they cannot refuse a positive “invitational attitude.”
- o School is not a place; school is a concept.
- o Coming to school every day can seem like a hopeless task for some students unless they can succeed at what they do.
- o When you apply the power of positive expectations and Invitational Education, you become a very powerful and effective teacher.

Definitions:

- o **School** – A *concept* wherein students have the opportunity to enhance the quality of their lives guided by hospitable and caring people in a supportive environment.
- o **Inviting** – A demonstrated feeling of welcome disseminated through verbal comments, personal behaviors, physical environment, and shared thoughts.
- o **Invitational Education** – Uses the concepts of being invited or disinvited.
- o **Invited** – The person who is asked to participate or whose positive behavior is encouraged through compliments.
- o **Disinvited** – The person who is temporarily disassociated from a group or not complimented for unacceptable actions within the group.

Key Concepts:

- o There is no greater gift one human being can give to another than the opportunity to learn and grow in a loving and nurturing educational environment.
- o The effective teacher is deliberately inviting.
- o The goal of Invitational Education is to change students’ attitudes, not to your way of thinking, but toward your way of feeling.
- o Four Levels of Invitational Education

1. Intentionally Disinviting	2. Unintentionally Disinviting
3. Unintentionally Inviting	4. Intentionally Inviting

The Effective Teacher:

1. Has an intentionally inviting personality.
2. Creates an inviting classroom environment.
3. Works at being intentionally inviting.
4. Maintains an inviting attitude.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What does it mean to “invite” your students to learn?
2. What do you currently do in your own classroom to welcome your students?
3. What expectations do students bring with them to school?
4. What steps can you take to make school more of a concept than simply a place?
5. Read the descriptions of the four levels of invitations on pages 66–67. Be honest with yourself and decide which level most describes you. If you listed either intentionally disinviting or unintentionally disinviting, what can you do to become more inviting?
6. How does your body language invite or disinvite someone to participate? What are some common body language positions that are perceived as invitational?
7. Why is it a stronger message to be intentionally inviting, rather than unintentionally disinviting?

Activity: This activity will help teachers develop a wide range of activities to welcome students on the First Day of School.

Step 1. AHA—School-Wide: Look at page 64 and review the suggestions for ways to welcome students. Brainstorm a list of *other* possible ways to welcome students on the First Day of School.

AHA—Individual Classroom: As a group, brainstorm what can be done in your individual classrooms to welcome your students.

Step 2. CHOOSE—Schoolwide: As a group, choose three ways to welcome students on the first day of the school year that can be implemented schoolwide. Form committees to plan and implement each of the activities. Each committee should meet and draft an outline of the steps needed for the activity to be a success. Make a commitment to insure the activity will be implemented on the first day.

CHOOSE—Individual Classroom: Select one of the three ways to welcome students on the first day in your individual classroom. Clearly define the steps necessary to implement the activity in your classroom each time you welcome a new set of students to your classroom.

MY NOTES:

IMPLEMENTATION

Create a concrete, schoolwide plan to welcome students on the First Day of School.

WHAT are the three ways we all agree to welcome students next year?	
WHAT will we need to do to prepare for these welcome activities?	
WHO will be involved with the planning of the First Day of School celebration?	
WHEN will each step take place? Create a timeline to plan the first day.	
FEEDBACK: How will we get feedback from students about how welcome they felt on the First Day of School?	
REVISIONS: Choose a date during the second week of school to review the first-day activities. Gather your feedback and make notes for how the <i>next</i> first-day celebrations can be even better.	

Create a concrete, individual classroom plan to welcome students on the First Day of School.

WHAT is the way I will welcome students into my classrooms?	
WHAT do I need to do to prepare for these welcome activities?	
WHAT will be involved with the planning of the welcome activity?	
WHAT materials will be needed?	
FEEDBACK: How will we get feedback from students about how welcome they felt the first time they entered the classroom?	
REVISIONS: From your feedback how can you make the <i>next</i> time can be even better?	

IN CASE YOU NEED MORE

GoBe Page 67: **YOU'RE INVITED**

Discussion Questions:

1. Invitational thoughts and actions take time to learn and implement. How can you intentionally include these as part of your daily routine?
2. What is “invitational education” such an important concept for effective teachers?

MY NOTES:

INFORMATION

Chapter 8 – How to Dress for Success

Key Idea: The effective teacher dresses professionally to model success.

Important Facts:

- You are treated in direct proportion to how you are dressed.
- You do not get a second chance to make a first impression.
- Every time you act, you validate how you appear to others.
- If you want to succeed in the world, you must think globally.

Definitions:

- **Professional Dress** – Dressing appropriately to model success.

Key Concepts:

- Dress for four main effects:
 1. Respect
 2. Credibility
 3. Acceptance
 4. Authority
- The wardrobe statements you make influence how your students will behave and achieve in your classroom. Conversely, how students behave and what they achieve in class will determine your success as a teacher. When in doubt, dress more conservatively; it makes you appear confident about your professional future.

The Effective Teacher:

1. Comes to work dressed like a professional.
2. Demonstrates appropriate attitudes and behavior.
3. Is a successful role model for students.
4. Is informed by global perspectives.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What do you think your students will notice first about you on the First Day of School?
2. When dressing for school, always look in a full-length mirror before leaving home. Make sure you are appropriately dressed for all activities you engage in during your typical day. Consider your daily activities. What things should you avoid in your school wardrobe?
3. Why is something seemingly as mundane as what you wear *particularly* important in the teaching profession?
4. Looking professional is not about looking *good*. What does dressing appropriately mean to you?
5. One *can* overdress for the classroom. How can flamboyance and/or vanity have a negative effect on students’ perceptions of you?
6. Some schools require students to wear uniforms. Should a teacher be expected to wear a professional “uniform”?

Activity: This activity will help teachers understand the power of appropriate dress.

Step 1. AHA: Think of a time when you were dressed purposely for a particular occasion (e.g., a wedding, a job interview, a visit to a courtroom). Close your eyes and imagine how that occasion would have played out if you had dressed in a style completely inappropriate for that day. How would you have felt? How would the organizers of the occasion or event have felt? Would you have been more, or less likely to accomplish what you wanted to achieve?

Step 2. CHOOSE: Plan and select your attire for the next full week of school. Share with colleagues your clothing choices and confirm whether they are appropriate professional selections.

	Dress	Shoes	Accessories
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

MY NOTES:

IMPLEMENTATION

After a week of dressing professionally, return to the group and ask everyone to respond to these questions:

1. Did the students comment on your change in professional attire?
2. How were the one-on-one and group interactions with your students? (Were the students more pleasant, respectful, indifferent, intimidated, etc.)
3. What was your level of confidence as leader of the classroom?

Look at the week's clothing plan and make changes as needed. Complete another clothing table for the next week of school based on your colleagues' feedback, classroom experiences and personal instincts. TIP: Consider keeping a calendar of outfits worn to work. This will help you to not wear the same clothes repeatedly.

IN CASE YOU NEED MORE

GoBe Page 76: **Dressing for Success**

Discussion Questions:

1. "People do not learn simply because they *like* you. They learn because they respect you." As a teacher, how does this statement relate specifically to what you wear to work?
2. Have you ever judged a person based solely on his or her attire? Under what circumstances or setting did you judge another person's clothing choices? Do you think parents and students might make the same judgments based on a teachers' attire?

MY NOTES:

INFORMATION

Chapter 9 – How to Create a Culture of Courtesy and Cooperation

Key Idea: **The heart of education is the education of the heart.**

Important Facts:

- Effective teaching is all about teacher-student connections.
- Students need role models and people they can look up to.
- Courtesy and respect convey messages that say, “I am paying attention to you; I value you as a person.”
- Address students by name.
- Say “please” and “thank you.”
- A smile is the universal language of understanding, peace and harmony.

Definitions:

- **Connection** – A link; a tie-in.

Quote:

- “Ours is the business of producing smiles on young faces, happiness in young hearts and dreams in young minds. The rest will take care of itself.”

Key Concepts:

- The five significant concepts that create courtesy and cooperation:
 1. Name
 2. Please
 3. Thank You
 4. Smile
 5. Love
- Truly effective teachers are kind, caring, loving people.

The Effective Teacher:

1. Addresses students by name.
2. Is courteous and says “please” and “thank you.”
3. Makes a connection with every student every day, starting with a simple smile.
4. Is kind, caring, loving, and capable.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Think of a time someone didn't get your name right (the person repeatedly pronounced it wrong or kept forgetting it). How did that make you feel?
2. Why do you think seemingly small gestures, such as saying "please" and "thank you" to your students, makes such a big difference?
3. How do you think these gestures affect student performance?
4. Think back to one of your favorite teachers. Was this teacher a warm, caring and lovable person? How many of the four attributes of an effective teacher listed on page 90 did this teacher display?
5. Review the Carnegie Foundation survey results found on page 80. What can you do in the classroom to help reverse some of the findings?
6. What practical ways can an effective teacher convey love and warmth?
7. Explain this statement: "The best teachers teach from both the head and the heart."
8. If you want to spend one-on-one time getting to know individual students, what structures would you need to have in place to ensure the rest of the class is well-managed?
9. Reflect about someone in your own life's journey that has influenced you. Discuss the things this person did or modeled that helped you. In what ways can you positively influence another person?

Activity: This activity will help guide further reflection of how to increase positive student behaviors.

Step 1. AHA: Think about the characteristics of an effective teacher introduced in this chapter. On a scale of 1 to 10 rate yourself for how well you do with each trait, with 1 reflecting that you need to work on in this area, and 10 representing positive consistency.

The Effective Teacher	How Well I Think I Do This									
1. Addresses students by name	1	2	3	4	5	6	7	8	9	10
2. Says "please" to students	1	2	3	4	5	6	7	8	9	10
3. Says "thank you" to students	1	2	3	4	5	6	7	8	9	10
4. Makes a connection with a smile	1	2	3	4	5	6	7	8	9	10
5. Is kind, caring, loving, and capable	1	2	3	4	5	6	7	8	9	10

Step 2. CHOOSE: Reflect on your self-assessment results and think about why some characteristics are easier for you to adapt than others. If you were to ask a colleague to assess you in the five areas, would the assessment be the same?

MY NOTES:

IMPLEMENTATION

To get feedback on how regularly you do these five things, ask a staff member to observe you for 10–20 minutes.

Use the chart below and ask the visitor to use tally marks to record how frequently you employ the first three strategies; write comments about your use of the last two strategies.

Strategies	Tally Marks and Observations
Addresses students by name	
Says “please” to students	
Says “thank you” to students	
Makes a connection with a smile	
Is kind, caring, loving, and capable	

Generate a list of ideas to increase the frequency of your use of the strategies. For instance:

1. Make conscious efforts to smile and say “please” and “thank you.” Practice in the mirror at home, at your next faculty meeting, during lunch, or while on the job.
2. Think about items you write on the board. Incorporate the five significant concepts (Name, Please, Thank You, Smile, and Love) where appropriate.
3. Build time into your schedule to meet with each student one-on-one. Spend time making a connection.
4. When appropriate, express to them that you genuinely care about them and are there to help them succeed.

IN CASE YOU NEED MORE

GoBe Page 81: **We’ll Stand Behind You**

Discussion Questions:

1. What exactly was the lesson Amanda McKnight’s class learned that day?
2. Amanda modestly says this is something her students accomplished; she emphasizes that *she* did not do it. However, what type of classroom environment do you think Amanda created all year long in order for this wonderful accomplishment to occur on the last day of school?
3. Why is this lesson, which did not come from the textbook, as important as the academic learning that went on in this classroom?

MY NOTES:

UNIT B CULMINATING ACTIVITY

Unit B First Characteristic—Positive Expectations

The effective teacher has positive expectations for student success.

Activity: Research supports the self-fulfillment theory that one’s expectations eventually happen. For teachers, as with all professionals, expectations can either be positive or negative. The table below lists personal positive actions exhibited by effective teachers. Use the traits to have a positive effect on yourself and others.

Rate each statement as it relates to your effectiveness.

How Effective Are My Actions?	
Rate each statement by circling a number between 1 (low) and 10 (high).	
I have verbalized to my students my belief in their ability to achieve a goal. (Ch. 6)	1 2 3 4 5 6 7 8 9 10
I have never heard muttered in my classroom, “This class is boring.” (Ch. 6)	1 2 3 4 5 6 7 8 9 10
I greet my students each day as they enter the classroom. (Ch. 7)	1 2 3 4 5 6 7 8 9 10
I have created a classroom environment that is clean and organized. (Ch. 7)	1 2 3 4 5 6 7 8 9 10
I listen when my students talk to me. (Ch. 7)	1 2 3 4 5 6 7 8 9 10
I have asked my students to help me complete a task. (Ch. 7)	1 2 3 4 5 6 7 8 9 10
I dress for success because I expect to be treated with respect. (Ch. 8)	1 2 3 4 5 6 7 8 9 10
I know how to pronounce the names of all of my students. (Ch. 9)	1 2 3 4 5 6 7 8 9 10
I use “please” when I ask my students to do something. (Ch. 9)	1 2 3 4 5 6 7 8 9 10
I say “thank you” to students when I want to acknowledge them. (Ch. 9)	1 2 3 4 5 6 7 8 9 10
I smile when I speak to students. (Ch. 9)	1 2 3 4 5 6 7 8 9 10

Review your results.

The Effective Teacher will have circled 8, 9, or 10 for each statement. If you circled anything lower than an 8, please review the chapter found at the end of the statement. Look for techniques you can incorporate into your actions so you can rate yourself in the 8, 9, or 10 range and become the effective teacher you are meant to be.

MY NOTES:

INFORMATION

Chapter 10 – Why You Want a Well-Managed Classroom

Key Idea: The effective teacher has a well-managed classroom where students learn in a task-based environment.

Important Facts:

- Of the factors that affect student learning, *classroom management* is the MOST important.
- Students want classroom management even more than the teachers because they want to feel *secure*. Student learning must be at the heart of all decisions made in the school.
- Students feel secure when teachers are CONSISTENT with predictable procedures and routines.
- Effective classroom management practices must begin on the first day of school.
- The least important factor influencing student success is the demographics of the student body.
- Classroom management is NOT discipline.

Definitions:

- **Classroom Management** – A practice whereby a teacher organizes students, space, time and materials so effective learning can take place.
- **Consistent** – Predictably reliable and dependable.

Key Concepts:

- Characteristics of a Well-Managed Classroom
 1. Students are deeply involved with their work, especially with academic, teacher-led work.
 2. Students know what is expected of them and are generally successful.
 3. There is relatively little wasted time, confusion or disruption.
 4. The atmosphere of the classroom is work-oriented, but relaxed and pleasant.
- Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.
- Classroom management skill involves fostering student involvement and cooperation in all classroom activities and establishing a productive work environment in the classroom.

The Effective Teacher:

1. Has a plan to create, establish, and maintain a well-managed classroom.
2. Can explain the difference between classroom management and discipline.
3. Has students working responsibly on task.
4. Maximizes instructional time with little confusion, wasted time, or disruption.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Why do you think research shows that classroom management is the most important factor governing student learning?
2. Effective teachers manage their classrooms. Ineffective teachers discipline their classrooms. How different would it look if you stepped into the classroom of a teacher who knows how to **MANAGE** the learning process versus a teacher who only knows how to **DISCIPLINE** students?
3. Why is little accomplished in a classroom that is not organized?
4. Describe a time when you were in a business that was not well-managed. How did it make you feel? Did the experience influence the rest of your day? Have you made a return visit to the business?
5. Is it too late to begin classroom management practices after the first day of school?
6. What are some things that are consistent in your daily life? Do you depend on that consistency to be productive in your day?
7. How does a predictable environment look in the classroom?
8. Complete the sentence: The goal of education is

Activity: This activity will define the characteristics of a well-managed classroom.

Step 1. AHA: Refer to the four characteristics of a well-managed classroom on page 97. Discuss in pairs or small groups and fill in the blank columns in the following table.

The Ineffective Teacher . . .	Which characteristic of a well-managed classroom does this violate?	What would an effective teacher’s classroom look like, or how might you do this differently?
. . . takes roll and dallies.		
. . .is the one doing the work.		
. . . tells but does not rehearse procedures.		
. . .says, “Read Chapter 3 and know the material.”		
. . . yells and flicks lights.		
. . . is asked repeatedly, “What are we doing today?”		

Step 2. CHOOSE: As a group, look back at the column-three responses and choose one or more idea(s) to implement in your classroom, within your grade level, or schoolwide.

MY NOTES:

IMPLEMENTATION

Discuss how to apply the idea so there is consistency schoolwide. Complete the chart for each idea you discussed.

What	
Who	
How	
When	
Feedback	
Revisions	

IN CASE YOU NEED MORE

GoBe Page 96: **Teacher Behaviors**

Discussion Questions:

1. Which of the six behaviors do you exhibit as a teacher?
2. How can having a well-managed classroom increase your “with-it-ness” skill?

MY NOTES:

INFORMATION

Chapter 11 – How to Have Your Classroom Ready

Key Idea: Plan and prepare your classroom to maximize learning and minimize misbehavior.

Important Facts:

- Preparation is the key for teacher success.
- There is no such thing as too much planning.
- Teachers who are well-prepared maximize student learning and minimize student misbehavior.
- Research proves the school's and classroom's cleanliness, orderliness and character influences students' behavior and the ability of teachers to teach to their fullest potential.
- The most effective classes are those where students are self-disciplined, self-motivated, and take responsibility for learning.
- A teacher's discipline problems are directly proportional to the teacher's physical distance from the students.

Definitions:

- **Teacher Preparation** – Having the work, the room, and yourself ready for student learning.

Key Concepts:

- Effective teachers are ready.
 1. The work is ready.
 2. The room is ready.
 3. The teacher is ready.
- The effective teacher creates an environment that facilitates teacher instruction and student learning.
- Readiness determines teacher effectiveness.

The Effective Teacher:

1. Is ready with a Classroom Management Plan.
2. Prepares the classroom so it is clean, safe, organized, and consistent.
3. Plans and prepares the classroom to be a work-oriented environment.
4. Maximizes proximity to students to minimize behavior problems.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Half of your effectiveness for the day will be determined before you leave home. How do you prepare yourself academically and adjust your attitude for the day that awaits you?
2. “All battles are won or lost before they are fought.” Sun Tzu (See page 103.) How can you apply that time-honored quote to the classroom?
3. What is the value of preparation toward creating a positive classroom environment?
4. How does a teacher’s preparation affect student achievement?
5. How does preparation affect your performance during the school day?
6. Think of a retail experience, where the shelves were not organized, and you had trouble finding merchandize. How can you benefit from this experience and apply it to the classroom?

Activity: This activity will help teachers understand the principles of preparation; specifically, it will assist them in preparing for their students while helping them prepare the classroom and themselves.

Step 1. AHA: There are at least seven areas to prepare for the students: 1) floor spaces, 2) work areas, 3) wall spaces, 4) bookcases, 5) teacher areas, 6) teaching materials, and 7) yourself.

Rank the areas, on a scale of 1–7, with 1 being the most effective in terms on your effectiveness in accomplishing them. Add any areas that apply to your particular teaching situation, such as audiovisual equipment, computer workstations, etc.

Step 2. CHOOSE: Not all of the seven areas may apply to your classroom. These areas are provided as examples and meant to be adapted to your particular teaching situation.

Select one of the lower-ranking areas from your list to implement or improve upon in your classroom.

MY NOTES:

IMPLEMENTATION

Once you have selected your area of focus, develop a concrete plan to get it all done.

Review the tasks for your area on pages 104–109. Turn these tasks into a checklist by entering them on a grid and then assigning due dates for each item.

As you complete each task, check off your progress.

My Area of Focus: _____		
Check here when complete	Task to do for preparation	Due date

IN CASE YOU NEED MORE

GoBe Page 105: **Students Who Face the Board Learn More**

Discussion Questions:

1. Think about a lesson you have planned for the upcoming week. What do you want students to accomplish in this lesson? What seating arrangements will increase work time and the ability of the students to “get the job done?”
2. What are the benefits to having a well-thought-out seating arrangement that matches the purpose of a lesson?
3. Why is it important to have students face forward?

MY NOTES:

INFORMATION

Chapter 12 – How to Introduce Yourself to Students

Key Idea: Students learn best when they are welcomed into a safe, organized, and consistent classroom.

Important Facts:

- How you introduce yourself and greet students on the first day of school can determine how much you will achieve together for the rest of the school year.
- Finding the correct classroom on the first day of school can be one of the most frightening experiences for a student.
- Greet each student individually and warmly each day and each class period.
- There are two major things you want to state at the outset on the first day of school: your name and your expectations of students.
- Effective teachers have a first-day script ready for the first day of school.
- If you do not structure your classroom, the students will structure the classroom for you.

Definitions:

- **Greeting** – A gesture that shows hospitality.

Key Concepts:

- There are seven things students worry about on the first day of school. Answer these questions to alleviate any anxiety and uncertainty.
- Student engagement is increases when students are greeted each day.

The Effective Teacher:

1. Communicates with parents, guardians, and students before school starts.
2. Greets students warmly as they enter the classroom.
3. Addresses the seven things every student worries about on the first day of school.
4. Organizes the classroom so students know they can be heard and supported.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Put yourself in the mind of a student on the first day of school. What do you think would be your most pressing questions about your classroom? Your teacher? Your school?
2. This chapter presents several examples of ways teachers can welcome students—a warm greeting at the door, a letter home, a theater ticket, etc. What type of tone is set when the teacher welcomes students in this way?
3. On page 116 there is a list of how NOT to start the first day. Have you ever experienced a first day of school (or work, camp, or other experience) that contained any of these elements? If so, recall how they made you feel.
4. A successful first assignment should be short, interesting, easy to complete, and lead to success for all students. Write down at least three examples of assignments that you can use on the first day of school that meet the four essential components above.
5. Are first impressions lasting impressions? Share an experience outside of the classroom where your first impression was unfavorable. What had to happen to turn your judgment around?
6. This chapter talks about the benefit of writing letters to your students. What benefits do you hope to realize from doing this task?

Activity: This will help teachers plan their welcome speech for the first day of school.

Step 1. AHA: Re-read Harry Wong’s introductory welcome to his students on page 117. What message does this welcome convey? What does the welcome accomplish?

Step 2. CHOOSE: Remember that successful teachers beg, borrow and steal the best concepts and ideas. Choose the key elements of Harry Wong’s welcoming address and think about how you want to adapt them for your own welcome speech. Jot down notes for what you will include in your own speech. Next, write the speech, and then practice it in front of a mirror using the tips for how to speak to the class on pages 117–118.

MY NOTES:

IMPLEMENTATION

A welcome speech is just one of the methods effective teachers put in place for a successful start of school.

Chart the remainder of the ways you would like to welcome your own students.

	How will you do this for your class?
A preschool invitation or visit	
Communicating the room number	
Greeting students on Day 1	
Communicating the seating chart	
Preparing the first assignment	
Explaining how students are to enter the classroom	
Other:	
Other:	

IN CASE YOU NEED MORE

GoBe Page 111: **Communication with Parents or Guardians**

Discussion Questions:

1. What type of modern technology could you use to keep the home informed of the learning and activities happening in your classroom?

GoBe Page 112: **Home Visitations**

Discussion Questions:

1. Outside of a home visit, brainstorm other ways you can meet parents and guardians prior to the beginning of the school year.

GoBe Page 119: **Sharing**

Discussion Questions:

1. What are some items you could display that would let the students know who you are outside of the classroom?
2. Why is it just as important for the students to share their interests with you and with each other?

MY NOTES:

INFORMATION

Chapter 13 – How to Arrange and Assign Seating

Key Idea: The main objective of classroom seating arrangements is communication.

Important Facts:

- How you and your students communicate will determine the success of what you want to accomplish in the classroom.
- The purpose of seating arrangements is to accomplish classroom tasks efficiently and effectively.
- Classroom seating arrangements affect communication, concentration, and cooperation.
- The effective teacher assigns students to their seats on the first day of school.

Definitions:

- **Seating arrangements** – How the teacher sets up the seats in the classroom.
- **Seating assignments** – Which students the teacher assigns to which seats.

Key Concepts:

- Seating arrangements and seating assignments are done with a purpose in mind.
- Seating arrangements are designed to accomplish classroom tasks more effectively.
- Seating assignments are set up to maximize learning and classroom management while minimizing behavior problems.
- Four things to consider when planning seating arrangements:
 - What will students be doing?
 - Who is communicating with whom?
 - What kinds of seating arrangements are possible?
 - Which seating arrangements will I use?
- Reasons for seating arrangements:
 - Facilitates roll taking
 - Aids with name memorization
 - Separates potential problem students

The Effective Teacher:

1. Considers what seating arrangements are effective for different kinds of activities.
2. Creates seating arrangements that facilitate communication.
3. Assigns seating on the first day of school.
4. Has all seats facing the teacher on the crucial first day of school.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What can you do to ensure your first request to the class is successful?
2. Why should you design your seating arrangements before you decide on your seating assignments?
3. How do the seating arrangements on pages 121–122 reflect the goals of the teachers?
4. Although there are various options for seating, why is it imperative that no students have their backs turned to you?
5. Describe your ideal classroom furniture. How does this furniture help you with designing seating arrangements that are well-suited for instructional needs?

Activity: This will help teachers think about the purposes of different seating arrangements.

Step 1. AHA: Seating arrangements reflect the purpose of your classroom activity.

Considering each of the seating arrangements listed in the chart below, list at least three classroom activities or goal that would be best accomplished with each.

Seating Arrangement	Possible Learning Activities or Goals
Rows	
Small groups at tables	
Pairs of students in rows	
Semicircle	
Sitting on the rug	
Double circle of chairs	
Rows facing each other	
Other:	
Other:	

Share the ideas from each of the groups to compile a master list.

Step 2. CHOOSE: Sometimes teachers use the same seating arrangements all year. Choose one of the seating arrangements from the chart, which you have never implemented or rarely use, to try with your class. Look at the master list of possible learning activities that would be appropriate for this seating arrangement and plan to use the new seating design when it is appropriate.

MY NOTES:

IMPLEMENTATION

Think about your learning goals for a lesson you will be teaching soon in your classroom. Which seating arrangement would best help you accomplish these goals? Think about students who should be separated in your seating assignments to maximize their learning. Then, think about how you will implement the new seating assignments in order to lose the least amount of instructional time. (For some ideas, read pages 122–124 that describe how some effective teachers use seating arrangements to maximize student learning.) Record your action plan.

Lesson goals	
Seating arrangement I will use (you may want to sketch this)	
Where should students be placed to maximize their learning?	
How I will communicate to students where they are to sit?	
Other considerations	

IN CASE YOU NEED MORE

GoBe Page 123: **Assorted Seating Arrangements**

Discussion Questions:

1. Read all of the factors you should consider when designing your seating arrangements. How many of these did you take into account when designing your current seating arrangement?
2. Discuss the pros and cons of the seating arrangements described in this section: the Row-and-Column model, the Island model, the Horseshoe or Double Horseshoe model.
3. What seating arrangement did you experience the most while going through school? Would a different seating arrangement have had a more or less positive impact on your learning?

MY NOTES:

INFORMATION

Chapter 14 – How to Start a Class Effectively Each Day

Key Idea: Prepare an agenda and an opening assignment for students each and every day.

Important Facts:

- o Your very first priority when the class starts is to get the students working.
- o Research shows that three to seventeen minutes are wasted at the beginning of each class period every school year.
- o The purpose of the agenda is to give students an outline of what to expect during their time with the teacher.
- o Effective teachers ensure that their students sit down and get to work right away, every day.
- o The purpose of an opening assignment is to get the students to work immediately upon entering the classroom.
- o Effective teachers know instructional time is their most precious resource. They make every minute meaningful.

Definitions:

- o **Bellwork** – An assignment that gets students busy right away (sometimes called a “bell ringer,” “do now,” “energizer,” or “opening activity”).
- o **Agenda** – A plan for the day or class period that provides a framework for class activities.

Key Concepts:

- o Effective teachers use some type of opening assignment as soon as students enter the classroom to get the students working immediately. In order to be effective, these assignments must be posted before students enter the classroom, and they must be posted in the same location every day.

The Effective Teacher:

1. Has the agenda and opening assignment posted daily.
2. Posts the daily agenda and opening assignment in a consistent location.
3. Establishes procedures and routines that maximize instructional time.
4. Is a leader in promoting schoolwide procedures.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What is the purpose of an agenda?
2. Plan to use an agenda in your classroom. What essential components will your agenda contain?
3. What are the essential elements of making bellwork effective?
4. Why is it so important to get students working on their assignments right away?
5. What are some benefits of having bellwork as a school-wide procedure?
6. Why is a morning routine important in setting the tone for the school day?
7. Given the well-accepted fact that time is lost in a poorly managed classroom, could this lost time be regained if the school day were extended, or more days were added to the school year?

Activity: This will help teachers think about the different ways to improve bellwork assignments procedures. Next, they will choose how they want to implement the improvements at their own school.

Step 1. AHA: Discuss your school's current approach to bellwork. Approximately how many teachers use some type of opening assignment? What types of work do teachers currently assign? What criteria do these assignments meet? (Are they posted, graded, timed, connected to the homework, etc.?)

Step 2. CHOOSE: Bellwork assignments are more effective if there is a school-wide (or grade-wide or team-wide) approach. As a grade, a team, a department, or the entire school—choose how to implement opening assignments. Discuss the elements listed in Step 1 (Should the assignments be posted? Graded? Collected? etc.) as well as other elements of opening assignments. Then, choose **two elements** of bellwork assignments that you all agree to implement consistently school-wide. Individual teachers can then add their own personal twists (using PowerPoint, a timer, etc.).

MY NOTES:

IMPLEMENTATION

Bellwork assignments can begin the next time the students walk into the classroom. For school-wide consistency, bellwork should start in all classrooms on the same day. Use the chart to plan for consistent implementation of opening assignments.

<p>What are the two common elements of opening assignments we agreed on as a staff?</p>	<p>1. 2.</p>
<p>Where will I post my own opening assignments?</p>	
<p>How long will I allow the students to complete the assignment?</p>	
<p>What materials will I need (document camera, interactive whiteboard, dry erase markers, flipchart, etc.)?</p>	
<p>Will the assignments be reviewed/discussed/graded?</p>	
<p>What are the expectations for late students?</p>	
<p>Other considerations:</p>	
<p>Accommodations/Modifications for any student with exceptionalities:</p>	

IN CASE YOU NEED MORE

GoBe Page 137: **The Workers Start the Day**

Discussion Questions:

1. What is so effective about the changes Ed Lucero implemented in his classroom?
2. How did Shirley Bert Lee turn her bellwork assignments into exercises that empower her students?
3. Could your class run smoothly without you?

MY NOTES:

INFORMATION

Chapter 15 – How to Teach Classroom Procedures

Key Idea: An effective classroom is based on the teacher’s ability to establish procedures.

Important Facts:

- Effective teachers teach students how to follow procedures responsibly. Ineffective teachers use controlling tactics to coerce students into compliance.
- Student success or achievement at the end of the school year is related to the degree to which the teacher establishes classroom procedures the very first week of the school year.
- It is not what teachers do to stop misbehavior that characterizes effective group management, but how they prevent problems in the first place.
- The number one problem in the classroom is not discipline; it is the lack of procedures and routines.
- All procedures must be rehearsed.
- Effective teachers manage and instruct with PROCEDURES and ROUTINES.

Definitions:

- **Classroom Management** – The practices and procedures a teacher uses to maintain an optimum environment in which instruction and learning can occur.
- **Procedures** – A method or process for getting things done in the classroom.
- **Routine** – An action or process done automatically, without prompting or supervision.
- **Discipline** – How students behave, often predicated on rewards and penalties.

Key Concepts:

- The classrooms of effective teachers exemplify The Three Cs—Coherency, Continuity, and Consistency.
- RULES dictate how students BEHAVE. PROCEDURES determine how things ARE DONE.
- RULES HAVE penalties and rewards. PROCEDURES HAVE NO penalties or rewards.
- A smooth running classroom is the responsibility of the teacher and the result of the teacher’s ability to teach procedures.
- Procedures allow the class to operate smoothly.
- Most behavior problems in the classroom are caused by the teacher’s inability to teach students how to follow procedures.
- Teach procedures using three steps:
 1. Teach
 2. Rehearse
 3. Reinforce

The Effective Teacher:

1. Has planned and structured procedures for every activity.
2. Teaches the procedures for each activity early in the year.
3. Rehearses the class so that procedures become class routines.
4. Reinforces procedures when appropriate and reteaches procedures when necessary.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What are some of the reasons students do not follow procedures? What causes most behavior problems in the classroom?
2. Even though the focus of this chapter is not explicitly about learning, why are the ideas in this chapter essential for student learning?
3. Adults regularly follow procedures in everyday life. Give some examples of procedures with which most adults are familiar.
4. A major focus of this book is on prevention and being proactive. Explain why prevention is key to the success of implementing procedures.
5. What are some of the benefits of having well-implemented classroom procedures?
6. Inexperienced teachers often stop after they explain each step of a procedure. How does this inadvertently lead to problems in the classroom?
7. What expectations should you have for a new student in class who is not aware of classroom procedures? How do you quickly get this student up to speed?
8. Compare the terms “at-risk” and “at-promise” students. Does the label affect your impression of their potential? Are there procedures to help them succeed?
9. Is taking the time at the start of the school year to teach procedures a waste of instructional time?
10. What impact can consistency have on the students in your classroom?
11. Look at the box on page 151. What does “Affirm the Deed” mean? Give one concrete example of what this would look like in your classroom.

Activity: These activities will help teachers think about the procedures currently used in their classrooms and which procedures could be done schoolwide for maximum impact.

Step 1. AHA: There are five procedures every teacher should have in place:

1) What students do at the start of the period or day; 2) How to quiet a class; 3) How students seek help; 4) How papers are moved; and 5) How students are dismissed at the end of the period or day. Briefly describe how you accomplish each of these. If you do not have procedures in place for any of these procedures, describe how you could implement them. Share your responses with your group.

Brainstorm all of the other procedures that students would need to know for a classroom to run smoothly. You should have more than thirty procedures.

Step 2. CHOOSE: Give everyone five sticky notes and ask them to vote on which procedures are best suited for school-wide implementation. The five procedures that receive the most votes should be selected and used to plan for consistency across all grade levels school wide.

MY NOTES:

IMPLEMENTATION

Use the chart to plan the implementation of the five school-wide procedures. Replicate the chart to plan for each of the five procedures.

What is the procedure?	
When will we implement the procedure?	
Step 1: Teach (What exactly will you say? Break the procedure into small steps.)	
Step 2: Rehearse (What will you have the students <i>do</i> ?)	
Step 3: Reinforce (How will you remind the class of the procedure and ensure that the students experience the procedure again?)	
Feedback: (Have a visitor watch the procedure or reflect on it yourself—How are you doing?)	
Revisions: (Now that you’ve done the three steps, do you need to make any revisions?)	

IN CASE YOU NEED MORE

GoBe Page 147: **Procedures at Home**

Discussion Questions:

1. How can procedures help parents provide a more structured environment at home?
2. In your home, what environmental factors or household tasks would become simpler if you implemented procedures?

GoBe Page 153: **I Missed the First Day of School**

Discussion Questions:

1. Why is it never too late in the school year to start teaching procedures?
2. What is a procedure it is never too late to teach?

GoBe Page 163: **It’s a Happy Place**

Discussion Questions:

1. To quote Ed Aguiles, “Expectations are set, and procedures to meet those expectations have been established, practiced, and made routine.” Name two procedures, if practiced schoolwide, would make your school a happy place.

MY NOTES:

INFORMATION

Chapter 16 – How to Create Consistency in the Classroom

Key Idea: Classroom and instructional procedures improve teaching and learning.

Important Facts:

- Classroom management procedures lay the foundation for structuring the classroom. They create coherency, continuity, and consistency.
- Instructional procedures lay the foundation for acquiring information and learning.
- When students are taught procedures, they are taught responsibility for their learning.
- Procedures produce permanent change. There are fewer behavioral problems and increased academic learning time.
- All effective teachers procedures to assist in managing a classroom and maximizing learning time.
- Teacher success can be traced to the ability of the teacher to manage the classroom.
- In a school with a culture of consistency, students know who to do, when to do it, and how to do it.

Definitions:

- **Behavior Management** – Managing the behavior so the student will act in a proper, civil, and responsible manner.
- **Classroom Management** – Organizing the classroom so that student learning and achievement can be accomplished.
- **Consistency** – Dependable, reliable, and predictable.
- **Reactive teacher** – Responds to problems with punishments and threats.
- **Proactive teacher** – Prevents problems from occurring by having a plan in place.

Key Concepts:

- Effective teachers manage their classrooms with procedures.
- When students know how the class is run, they will be more willing to accomplish what you want them to achieve.
- The key to a good transition is clarity and simplicity of instruction. Keep it short, simple, and easy to do.
- Effective grouping is dependent on two major factors: 1) The class culture and 2) The explanation
- It is never too late to start teaching procedures.

The Effective Teacher:

1. Is proactive, rather than reactive.
2. Has a management plan with comprehensive classroom and instructional procedures.
3. Creates a classroom culture that is consistent, coherent, and continuous.
4. Gives students every opportunity to take responsibility for their own learning.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. “The INEFFECTIVE TEACHER begins the first day of school attempting to teach a subject and spends the rest of the year being reactive, trying to control students. The EFFECTIVE TEACHER is proactive and establishes classroom and instructional procedures so that students can take responsibility for their learning.” If you start your year as an ineffective teacher as described above, what steps would you take to wipe the slate clean and begin the journey to effectiveness?
2. Transitions can be tricky. What are a few key elements that are important in implementing effective transitions?
3. The procedures involving group work are more complicated than many other procedures. What are some potential problems with a request like this: “OK, divide into groups of four.” What are some procedures to have in place to make group work effective?
4. How does your attitude affect your ability to manage your classroom?
5. What are the benefits of a classroom that runs itself?

Activity: This activity will help teachers improve their effectiveness at teaching procedures.

Step 1. AHA: Divide into pairs and each of you think of a procedure your students take too long to accomplish. Think about how your procedure can be broken into steps that can be more easily taught. Write the steps for the procedure you would like your students to accomplish more efficiently.

Swap procedures with your partner and write steps for that procedure. Compare the results. Did you and your partner list the same steps for your procedures? Clarity is oftentimes elusive to those closest to the process. Seeing the steps from another person’s point of view will help in teaching your procedures with clarity, leaving little room for misinterpretation.

Step 2. CHOOSE: Before teaching a procedure you need to know what makes it effective. Outline what makes each procedure effective *before* you plan how to explain, rehearse and reinforce each one. Select two or three procedures from those presented in the chapter to add to the list.

Procedure	Key Elements to Make It Effective
Starting a class	Explanation: Activity should be posted and should require no assistance from the teacher.
Transitions	

MY NOTES:

IMPLEMENTATION

Select one of the procedures from your list to implement in your classroom. Recalling all that you know, put together a plan for teaching the procedure.

What procedure will I teach?	
When will I teach it?	
What steps will I use to teach it?	
How will I rehearse it?	
How will I reinforce it?	
How will I assess its effectiveness?	

IN CASE YOU NEED MOREGoBe Page 170: **Entering the Classroom**

Discussion Questions:

1. Why are the first five minutes in a classroom the most important minutes of the period or school day?
2. What procedures are you willing to commit to so the start of the period or day is consistent for students?

GoBe Page 170: **Hallway Procedure**

Discussion Questions:

1. How would you define a culture of success?
2. Why are procedures necessary for times when students are outside the classroom?

GoBe Page 177: **Distributing and Collecting Materials**

Discussion Questions:

1. What can happen when you have no procedures in place to distribute materials?
2. Besides saving instructional time, what are other benefits of having a system in place for distributing materials?

GoBe Page 182: **How to Motivate Your Students**

Discussion Questions:

1. What is the real problem behind student motivation?
2. How do students become intrinsically motivated? What role can you take to foster and support this type of motivation?

MY NOTES:

INFORMATION

Chapter 17 – How to Have an Effective Discipline Plan

Key Idea: The ultimate aim of any discipline plan is to teach students self-discipline.

Important Facts:

- Discipline is behavior management, not classroom management.
- A well-managed classroom will minimize your discipline problems.
- School must be a safe, protected, and controlled environment where students come to learn and interact with each other without fear.
- Behavior is caused. Discipline is learned.
- Prevention is much more effective than intervention.
- The function of a rule is to prevent or encourage behavior by clearly stating the expectations you have of students.
- Rules must have consequences.
- Little or no learning takes place when a teacher has to take time away from teaching to enforce rules.
- The best reward is the satisfaction of a job well done.

Definitions:

- **Rule** – Specific behavior expectation.
- **General rules** – Encompass a wide range of behaviors.
- **Specific rules** – Focus on particular behaviors.
- **Consequence** – The result of a person’s chosen action.
- **Negative Consequences** – What happens to students if rules are broken.
- **Positive Consequences** – What students receive for appropriate behavior.
- **Rewards** – Positive consequences that result when people abide by the rules.
- **Penalties** – Negative consequences that result when people break the rules.

Key Concepts:

- A discipline plan is part of a larger classroom management plan.
- There are two types of rules: General and Specific.
- A reward results in momentary, extrinsic motivation. Specific praise results in intrinsic motivation.
- The book discusses two distinct approaches to behavior management:
 1. Teacher monitors the classroom and enforces rules with penalties and rewards.
 2. Teacher and students work out a cooperative discipline plan to solve problems together.

The Effective Teacher:

1. Thinks through a discipline plan before school begins and conveys the plan to students when school begins.
2. Discusses the plan so that students understand its logic and accept it as reasonable.
3. Involves the home to help guarantee and enforce the plan.
4. Uses discipline to help teach students self-discipline and responsible behavior.

INVOLVEMENT

Discussion Questions:

1. “Discipline plans are like diet plans.” Can you explain this comparison?
2. What is the difference between a rule and a procedure? Give examples of each.
3. What are the advantages and disadvantages of using general rules versus specific rules? Which is better for veteran teachers? Which is better for new teachers? Why?
4. What are some ways to issue a consequence without interrupting the lesson?
5. What are some ways to reward students without resorting to snacks like sweet treats?
6. What life lesson can be taught when a person’s chosen action results in negative consequences?
7. Refer to the two distinct approaches to behavior management, the teacher monitoring the classroom and enforcing rules, and the teacher and students sharing the responsibility and working out a cooperative discipline. What are some benefits to each model and what are the drawbacks?
8. A reward results in monetary extrinsic motivation. Specific praise results in intrinsic motivation. Which do you think is better? Why?
9. Using My Action Plan gives students the opportunity to learn: 1) Problem-solving, 2) Responsibility, and 3) Self-Discipline. Explain why this statement is true.
10. Refer to page 213 where The Power Center is discussed. Do you have a space in your classroom for students to cool off and think about behavior? If so, explain the physical space you use and the procedure for sending students to it. If you don’t have a space such as this, how can you create one? What procedures would be used for sending students to it?
11. Does your school have a schoolwide behavior plan? If so, is it working? Discuss ways that it could be improved.

Activity: This activity will help teachers develop their own individual discipline plans or a schoolwide discipline plan.

Step 1. AHA: Ask each teacher to share all of the various rules he or she has used with students. Then, as a group, brainstorm other possible classroom rules. Finally, put the rules into two different categories: *general rules* and *specific rules*. Discuss the benefits and drawbacks of each type of rule.

Step 2. CHOOSE: Rules are generally more effective if you limit them to no more than five.

Select:

1. five that can be implemented schoolwide, and
2. five that can be implemented by individual teachers. Consider using the same five rules for grade level teams.

MY NOTES:

IMPLEMENTATION

A discipline plan involves much more than creating rules. To be effective, it must also include positive and negative consequences and a plan to communicate the rules. Create a comprehensive individual discipline plan by thinking through and answering the questions in the chart.

	My Discipline Plan Will Include . . .
What are my five rules?	1. 2. 3. 4. 5.
What will be the consequence when a rule is broken? (See page 203.)	
How will I communicate the consequence <i>without</i> stopping the lesson?	
What types of rewards (if any) will I provide if the rules are followed? (See pages 205–208.)	
How will I introduce the discipline plan to my students?	
What type of visual reminder of the discipline plan will I post in the classroom?	
How will I communicate the discipline plan to the parents and guardians?	
How will I communicate the discipline plan to the administration?	
What words and tone will I use when students attempt to argue with me?	

IN CASE YOU NEED MORE

GoBe Page 206: **More Help with Preventing Misbehavior**

Discussion Questions:

1. Why would a schoolwide discipline plan be more effective than individual teacher discipline plans?
2. How can you foster a predictable school environment? What role does your administrator need to take?

GoBe Page 210: **My Action Plan Template**

Discussion Questions:

1. What are the benefits of having the student complete the plan before conferencing with the teacher:

GoBe Page 212: **Self-Manager Application Template**

Discussion Questions:

1. This is the template for use in an elementary classroom. How could you adapt it for the secondary classroom? Would there be much change?

GoBe Page 213: **Power Center® Details**

Discussion Questions:

1. Margot Parsons calls her area of reflection the “Power Center.” What attributes does this name give to students who are asked to go there?

GoBe Page 216: **Sole Behavior Matrix**

Discussion Questions:

1. Plan for everything. Leave nothing to chance. As a teacher, would you like to work in this type of environment? Please state your reasons. As a student, would you like to attend a school with this type of environment? Please state your reasons.

MY NOTES:

UNIT C CULMINATING ACTIVITY

Unit C Second Characteristic—Classroom Management

The effective teacher is an extremely good classroom manager.

Activity: Read the classroom scenario. Afterward, brainstorm suggestions to improve the teacher’s classroom management skills.

Typical Classroom Scenario

Class begins at 10 A.M. and ends at 10:50. Students arrive; some are on time, others are late. They are strolling in from a previous class. The desks are set up in groups, and students take their time deciding where they want to sit. There is nothing written on the board, except a few leftover terms from the day before. The teacher’s desk sits in front of the room and is covered with papers.

A teacher, named Pat, talks to individual students as they enter, while she simultaneously tries to organize paperwork. One student asks for a handout he missed the day before. Pat sorts through some papers on her desk to find it. Another student, who was absent the previous day, asks about the homework assignment. Pat sorts through another pile and retrieves a copy of the homework. The other students are chatting while Pat caters to the students who are asking for help.

At 10:10 Pat calls the class to attention and reminds students they had homework to complete. She asks them to get their assignments out while she takes roll. Pat announces to the students that they are to start on the warm-up activity, which she passes out while collecting their homework. After she gathers the assignments, Pat interrupts the class with a series of announcements about upcoming due-dates, and then reiterates the need for students to do their homework as instructed.

At 10:20 Pat moves on to the main activity. Although the students are sitting in groups of four, the activity specifies that they are to work in pairs. The instructions make clear that they are to pair off at their tables and begin working. Pat spends a few minutes explaining the assignment and handing out a variety of support papers they will need. Students continue talking as the teacher explains the assignment. Pat tries a couple of strategies to quiet the class, but to no avail. Frustrated, she asks for quiet again—and again.

The activity is meant to take 25 minutes. Some students get right to work; others continue chatting. Two students fight over a pencil, but Pat doesn’t notice. She circulates around the classroom, answering questions and trying to get students on task. Pat notices some of the groups are still working as foursomes. She breaks the larger group into two groups of pairs. One group persists in talking. At 10:45 a few students have completed the activity. Others, who did not get started until 10:30, are still working.

At 10:45 Pat stops the class and asks for pairs to share some of their responses to the assignment. They are then told to put their papers in their notebooks. Pat tells them (verbally) what their homework will be, and reminds them to write it in their books.

While the students are getting ready to leave, she announces a homework check and asks students to show that they have written the assignment in their notebooks. Some students leave through the other door to avoid the teacher; others get impatient as Pat holds brief conversations, clarifying the assignment with students. Still others have not followed the instructions and must return to their seats to write down the assignment before being allowed to exit the classroom.

Brainstorm a list of suggestions to improve Pat’s classroom management skills. Organize your ideas into lists based on the different topics in the chart. Suggest other areas of improvement, as appropriate.

Areas of Classroom Management	Suggestions for Pat
Preparing the classroom for learning	
Opening routine	
Absence procedures	
Arranging and assigning seating	
Roll-taking procedures	
Starting the class	
Having an effective discipline plan	
Giving directions for assignments	
Movement of students and papers	
If you finish early	
When you need help	
End-of-class dismissal	
Other:	
Other:	
Other:	
Other:	

MY NOTES:

INFORMATION

Chapter 18 – How to Create an Effective Lesson

Key Idea: When lesson objectives are clear, and instruction and assessment are aligned to objectives, the greater the chances are that students will succeed.

Important Facts:

- Learning has nothing to do with what the TEACHER COVERS. Learning has to do with what the STUDENT ACCOMPLISHES.
- Schools exist and teachers are hired for one reason only—to help students learn and achieve.
- Student learning and achievement must be the focus of all decisions made in the school.
- Standards state what students are to accomplish, not what to teach or how to teach it.
- Objectives drive all decision points in a lesson.
- Students who are given objectives at the beginning of assignments make it their responsibility to accomplish them.
- When both student and teacher are moving toward the same objective, learning will occur.

Definitions:

- **Instruction** – What the teacher does to teach for learning.
- **Standard** – A statement that forms the base point from which to design a lesson and an indication of what the student is to master.
- **Curriculum** – The course of study that determines what knowledge and skills students are to learn.
- **Objectives** – What a student is to learn, accomplish, and master. Sometimes called learning targets.
- **Bloom’s Taxonomy** – A framework for categorizing types of responses to instruction.
- **The Learning Triangle** – A tool used to ensure articulation of objectives, adherence to the objectives during instruction, and assessing for learning against the objectives.

Key Concepts:

- Lessons must have three parts for optimum student learning to take place: 1) Objectives, 2) Instruction, and 3) Assessment. These three parts form The Learning Triangle.
- Effective assignments clearly specify what students are to do or learn and what the teacher wants produced as evidence of having completed the assignment.
- There are four steps to creating an effective assignment:
 1. Determine what the students are to accomplish.
 2. Write the objectives of the lesson as single sentences.
 3. Ensure students know the objectives.
 4. Post or send these objectives and instructions home with students.

The Effective Teacher:

1. Uses state or district standards and curriculum guides to formulate lesson objectives.
2. Uses The Learning Triangle to ensure lesson objectives, instruction, and assessment are aligned.
3. Knows how to write lesson objectives that are succinct, clear, and state precisely what students are to accomplish.
4. Ensures that students, parents, and guardians are always aware of lesson objectives.

INVOLVEMENT

Discussion Questions:

1. If schools exist to help students learn and achieve, why is the unit on lesson mastery not in Unit A?
2. What are some reasons why all students do not complete their assignments?
3. What's wrong with an assignment that is phrased like this: "The assignment is Chapter 7, and there will be a test on Friday covering everything in Chapter 7."
4. What is the difference between asking yourself, "What am I going to cover?" and, "What do I want my students to learn?"
5. What's the difference between "covering" a concept and "teaching" a concept?
6. Where does the textbook fit in with student learning?
7. How can you implement the following statement: "Effective assignments occur when teachers teach with end results in mind."
8. Why is "doing" such an important word in student learning?
9. Who benefits more from using objectives, the student or the teacher?
10. Give two examples of using Bloom's Taxonomy in your lesson planning.

Activity: These activities will help teachers think about effective learning objectives and decide which criteria the school will use to create effective learning objectives.

Step 1. AHA: Create learning objectives that begin with a verb and that address various levels of Bloom's Taxonomy. Work in small groups to practice writing objectives at the different levels of Bloom's Taxonomy. Give the groups a topic to "teach." Ask the group to generate two objectives for each level. Share the objectives in the whole group setting and encourage discussion of the suitability of each objective for every taxonomy level.

Bloom's Level	Sample Verbs for Each Level	Learning Objectives
Knowledge	Define, recall, label, list, tell, name	1. 2.
Comprehension	Describe, explain, interpret, summarize	1. 2.
Application	Apply, conclude, construct, solve	1. 2.
Analysis	Analyze, categorize, compare, diagram	1. 2.
Synthesis	Compose, create, formulate, invent	1. 2.
Evaluation	Choose, compare, evaluate, justify	1. 2.

Step 2. CHOOSE: There are four important steps to creating an effective assignment. (See page 235.) Writing a clear objective is just one of the four steps. Look at items three and four and discuss ways to implement these objectives schoolwide. Agree on some shared methods so students and their parents or guardians learn to expect common practices.

IMPLEMENTATION

Use this action plan to help your school/team/grade implement effective learning assignments. Ask teachers to bring copies of the learning assignments.

What learning objectives will my students accomplish?	
What levels of Bloom’s Taxonomy are used in my objectives?	
How will I let my students know what learning objectives they are responsible for knowing?	
How will I let parents/guardians know what learning is taking place in the classroom?	
How will I assess the level of learning taking place when all four criteria are used for creating effective learning assignments?	
Revisions: What can I do to make assignments more effective for my students?	

IN CASE YOU NEED MORE

GoBe Page 225: **The Instructional Coach**

Discussion Questions:

1. Sarah Powley says, “A coach’s job is to make a teacher’s job easier. Whether that is doing research, co-teaching a lesson, refining a strategy, figuring out technology, solving a problem, or working with kids, coaches are there to help.” How can a coach help you in the classroom?

GoBe Page 230: **Commentary on Bloom’s Taxonomy**

Discussion Questions:

1. What advantages are there to renaming the levels in Bloom’s original taxonomy? What are the disadvantages?
2. “Creativity without a sense of evaluating, analyzing, applying, understanding, and remembering is not creativity.” Does Bloom’s Taxonomy stifle creativity?

GoBe Page 237: **You Teach the Students, Not the Textbook**

Discussion Questions:

1. The textbook is not the course of study; the textbook is not the curriculum. The purpose of the textbook is to enhance the effectiveness of the teacher. What is your reaction to these statements?
2. What other resources are there to teach students besides the textbook?

MY NOTES:

INFORMATION

Chapter 19 – How to Assess for Student Learning

Key Idea: Assessment is not what teachers do TO students. Assessment is what teachers do FOR students.

Important Facts:

- Giving students timely and constructive feedback information and can significantly increase student mastery and achievement.
- Giving students the lesson objectives prior to instruction can raise achievement as much as 27 percent.
- Giving students specific feedback about their progress can raise achievement as much as 37 percent.
- A rubric defines achievement so students can work toward accomplishment.
- Assessments give feedback to teachers to improve their instruction.
- Give students a scoring guide or a rubric that spells out the criteria for performing a lesson to its exemplary best and students will do their best.
- Assessments are aligned to lesson objectives.

Definitions:

- **Rubric or Scoring Guide** – A feedback tool teachers use that outlines the steps needed to be taken to achieve mastery of lesson objectives.
- **Formative Assessments** – Determines what remediation is needed for a student to master the content, skill or objective.
- **Summative Assessments** – Sums up what the student has learned at the end of the unit, and is then used to determine a grade.

Key Concepts:

- Effective feedback specifically assesses how well a student’s work is aligned to lesson objectives.
- The effective teacher distributes a rubric that spells out, up front, how the assignment will be graded.
- A rubric includes three parts:
 1. **Criteria:** the category or trait that will be assessed.
 2. **Point Values:** The most common numerical range of performance level of 1 to 4, with No Score (NS) instead of zero.
 3. **Performance Expected:** Definitions and examples of performance levels with point values so students can see what they need to do to revise their own work and make progress.

The Effective Teacher:

1. Constructs rubrics or scoring guides aligned to lesson objectives.
2. Uses rubrics for formative assessments and feedback, not for evaluation.
3. Teaches students how to use rubrics for self-assessment.
4. Uses information from rubrics to give students feedback so that they make continual progress toward lesson mastery.

INVOLVEMENT

Discussion Questions:

1. How is a scoring guide like a road map?
2. What are the benefits of giving a rubric to students before an assignment?
3. How can a rubric improve student learning?
4. Why would you describe a *rubric* as a *scoring guide* in front of students?
5. How could you use rubrics as tools for students to self-assess their learning?
6. If you were a student, why would you want a scoring guide?

Activity: The activities below will help teachers think through the use of rubrics and then design their own rubric templates for use in their classrooms.

Step 1. AHA: On page 253, Karen Rogers uses basic scoring guides to assess the following:

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

Brainstorm other regularly occurring activities or assignments for which you might create a scoring guide template.

Step 2. CHOOSE: Select from among the different types of assignments brainstormed above one kind of assignment for which your whole group, grade team, or department would like to create a common rubric (it could be anything from writing a five-paragraph essay to solving a word problem).

It is far easier to adapt existing rubrics to your needs. To do this, take a look at some ready-made rubrics. Look at the three sample rubrics on pages 255–258; refer to the samples in the GoBe section; or search online for ideas.

Start by choosing the *categories* your group wishes to assess. For example, in a rubric for Classroom Discussions your group may want to assess *participation*, *comprehension*, *respect for others*, and *level of thinking*.

Reach an agreement about Performance Levels—what does a ‘4’ for *comprehension* look like? How would you describe what a ‘1’ for Level of Thinking means? An excellent way to reach an agreement about these performance levels is to look at actual student work. Ask everyone to bring student samples of this type of assignment (essays, videos of class discussions, solutions to math problems, etc.). Divide these samples into piles based on what you think represents work that is above the standard (4), meets the standard (3), is approaching the standard (2), or is below the standard (1). It will take time to reach a group consensus because teachers have different ideas about the quality of student work. This practice will increase the likelihood of consistent assessing across your school, department, or grade team. Once you have agreed on the four piles, describe the quality of the work in each. Then use this language to fill in the *performance levels* on the rubric.

IMPLEMENTATION

Once a common rubric for your team is in place, it's time to implement it! Decide how you want to introduce it. Perhaps your group of teachers could use it for a common grade-wide assignment.

Complete the implementation chart below to make sure you implement it effectively.

Have the final decisions been made about <i>what</i> to include in the rubric? (criteria, point values, and performance expected)	
Is the rubric aligned to the objectives of the assignment?	
Who will create the template for the final version?	
How will you introduce the rubric and explain its benefits to students?	
When will you introduce the rubric to students (before the lesson)?	
Should you introduce the rubric to parents, and if so, when?	
Do you have sample student work at the 4, 3, 2, and 1 levels that you can show students as models?	
After you have used the rubric, get some <i>feedback</i> from students and colleagues. <ol style="list-style-type: none"> 1. Is the rubric written in language that is accessible to students? 2. Is it clear and easy to understand? 3. Does it provide an accurate road map for students? 4. Is it used to help students improve their learning? 	
Was the rubric helpful in improving your instruction abilities? How will you make these changes?	
Meet as a team to discuss any <i>revisions</i> you would like to make based on the feedback you received.	

If this is the group's first time implementing the common rubric, have the group bring their ungraded student work to a meeting. Bring the group together to reach a consensus on a few pieces of student work. This will help the group establish reliability and validity in their grading.

MY NOTES:

[IN CASE YOU NEED MORE](#)GoBe Page 252: **Rubric Resources**

Discussion Questions:

1. As a group, select one of the rubrics from the link given. Discuss ways it can be improved upon and personalized.

GoBe Page 254: **Karen Rogers' Scoring Guides**

Discussion Questions:

1. Why do you think it is helpful for students to use scoring guides to assess their own work?

GoBe Page 256: **Baseball Fever Scoring Guide**

Discussion Questions:

1. How might you adapt this scoring guide for a discussion in your classroom?

GoBe Page 257: **Writing Rubric**

Discussion Questions:

1. The numbers 4—3—2—1 are typically used in rubrics to assess levels of proficiency. In one of the writing rubric examples shared in this folder Distinguished—Proficient—Apprentice—Novice are assigned to the levels of proficiency. Think of two more sets of four terms each that could be used to describe the levels of proficiency on a scoring guide.

MY NOTES:

INFORMATION

Chapter 20 – How to Evaluate for Student Learning

Key Idea: Write lesson objectives and tests at the same time to ensure that every test question is aligned to an objective.

Important Facts:

- Lesson objectives tell students what they will learn, what will be taught, and how they will be tested.
- Objectives and the test must be written concurrently before the unit or lesson begins.
- Objectives govern what questions and how many questions are to be written for a test.
- Every test question must correspond to a lesson objective.
- The effective teacher tests and corrects, as often as necessary, so all students are given the opportunity to succeed.
- Teachers do not *give* grades; students *earn* grades.

Definitions:

- **Criterion-Referenced Test** – Assessment that requires each question be written to a pre-stated criterion or objective and determines comprehension and accomplishment of subject matter.
- **Norm-Referenced Test** – Assessment used to determine placement on a normal distribution or bell-shaped curve and is used for competitive ranking.
- **Formative Tests** – Are ongoing, informal assessments used to determine what remediation is needed for a student to master the content, skill, or objective.
- **Summative Tests** – Measures what the student has learned at the end of the unit and is then used to determine a grade.
- **Backward Design** – Begins with identifying desired results, then how students will be evaluated, and finally what strategies will be used for instruction.

Key Concepts:

- The goal of a test is *not* simply to put a grade in the teacher's gradebook.
- The major reason for giving a test is to find out if the students have accomplished the objectives of the assignment.
- Four Steps to Writing a Test
 1. Use objectives as the basis of the test.
 2. Look at the first objective. Write a set of questions for the objective.
 3. Use any type of testing method.
 4. Repeat steps 1–3 for each of the remaining objectives.

The Effective Teacher:

1. Begins with the end result in mind.
2. Writes criterion-referenced tests aligned to objectives before instruction begins.
3. Uses formative tests to determine the appropriate corrective help.
4. Grades and remediates for percentage mastery, not on a curve.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Discuss how to implement the following statement from page 260: “Teaching and testing are inseparable. Teachers shouldn’t test what they didn’t teach, and teachers shouldn’t teach what they won’t test.”
2. What are some flawed reasons for giving a test?
3. How important are grades to student learning and achievement?
4. Define “mastery.” How do you determine if a student has mastered the objectives?
5. Why should you NOT write only one test question for an objective?
6. One of the most frightening times for students occurs when the first assignment is due or the first test is to be taken. What can you do to alleviate that fear?
7. What does an ineffective teacher do when a student misses a question on a test? What does the effective teacher do?
8. When assigning a corrective activity, what should you do to help the student meet mastery?
9. How does the statement on page 267, “Grading and reporting should always be done in reference to learning objectives, never on a curve,” sway your beliefs on grading?
10. Have you ever assigned more work to a student who has already mastered an objective? What are some other ways to keep the student engaged in learning?

Activity: These activities will help teachers better understand the connection between objectives and test questions.

Step 1. AHA: One way to understand the importance of aligning objectives and test questions is to look at examples of misalignment. As a group, brainstorm examples of objectives that have *not* been written clearly or are *not* measurable enough for a test to assess them. For example,

Objective: Practice times tables.

Objective: Write Haiku poetry.

Objective: Discuss World War II.

Before moving on to Step 2, correct the poorly written objective above and the ones that you brainstormed to make them clear and measurable.

For the given objectives below, create questions that address the *topic* but do *not* address the specific objective. For example,

Objective: List the steps of the scientific method.

Misaligned questions: 1) What is an example of a hypothesis?

2) Why is the scientific method important?

Objective: Name, in order, the parts of the digestive system.

Misaligned questions: 1)

2)

Objective: Compare the various causes of the Civil War.

Misaligned questions: 1)
2)

Step 2. CHOOSE: To practice writing *aligned* test questions based on the learning objective look at each learning objective above and come up with three questions that align with the objectives.

MY NOTES:

IMPLEMENTATION

Break into groups and share a future lesson and the objectives for the lesson. Ask members of the group to help create questions that align to the objectives. Complete the chart for each objective.

Review the chart after delivering the lesson and complete the Reflection question.

Objective	Questions
1.	
Reflect: How could the objective or questions be stronger to effectively measure student achievement?	
2.	
Reflect: How could the objective or questions be stronger to effectively measure student achievement?	
3.	
Reflect: How could the objective or questions be stronger to effectively measure student achievement?	

IN CASE YOU NEED MORE

GoBe Page 273: **No Zeros Allowed**

Discussion Questions:

1. Have you ever given a zero on a test or assignment? Using Guskey’s premise, what impact did that zero have on the student’s overall performance levels?
2. What are some alternatives to giving a zero on a test or assignment?

GoBe Page 274: **Your Students Can Outperform 98 Percent of Other Students**

Discussion Questions:

1. Benjamin Bloom believes that by supplementing mastery learning with individual tutoring teachers can raise student achievement. How can you use individual tutoring and individualized instruction in your class to raise achievement?

MY NOTES:

INFORMATION

Chapter 21 – How to Enhance Student Learning

Key Idea: Teachers who collaborate create a culture of consistency that enhances learning.

Important Facts:

- Teachers who work together to achieve specific measurable goals increase the likelihood of improved student learning.
- The teacher’s responsibility is to organize an instructional process to help students learn and succeed.
- The less time teachers must spend managing classroom conflict, the more time they can spend on instruction.
- The trademark of effective schools is a sense of community, continuity, and coherence.
- Trust plus Collaboration equals Improved Outcomes for All.
- The core work of a learning team is to analyze student work with the purpose of improving student learning.
- The most effective schools have a culture of consistency.
- There is only one way to establish consistency. Everyone must collaborate work together as a team.

Definitions:

- **Learning Team** – A productive team of teachers whose core role is to analyze student work, with the purpose of improving student learning.
- **Curriculum** – A course of study that determines what knowledge and skills students are to learn.
- **Shared Vision** – A common goal and a plan to ensure making progress toward reaching it.

Key Concepts:

- Effective schools that demonstrate steady progress and high achievement results in student learning do it with teacher learning teams organized by grade level or subject matter.
- Effective classrooms and effective schools are consistent.

The Effective Teacher:

1. Collaborates with colleagues to improve student learning.
2. Analyzes student work and instruction as part of a learning team.
3. Contributes to and actively maintains a shared vision throughout the school.
4. Establishes agreed upon procedures so that teaching and learning are consistent, continuous, and coherent.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Why do you think teachers working in a team, setting clear and measurable goals, and analyzing ongoing data leads to continuous improvement?
2. What are the benefits for students and teachers working together as a team, compared to working on their own?
3. Think of a time when you were part of a team or a group (not necessarily in school). What were some of the benefits and challenges?
4. Schools that beat the odds continually assess and reassess student work and use the results to teach and reteach. How does a classroom with this kind of approach look?
5. The focus of team meetings is always the work on the table and not on the particular student or teacher who produced it. How can student learning be enhanced without criticizing the teacher or the students?
6. What is your school's shared vision?

Activity: This activity will help develop consistency in lesson planning.

Step 1. AHA: Review pages 283–284 outlining the Schmoker's Lesson Plan Protocol. As a grade level team, discuss the model that you are currently using to plan lessons. Are there any steps that you take as a team that you would want to add to the Schmoker Protocol?

Step 2. CHOOSE: As a team, create a template that incorporates the Schmoker Protocol and any additional steps you added from your current protocol.

MY NOTES:

IMPLEMENTATION

Complete the chart for the lesson plan protocol you agreed to implement.

1. Focus (3–5 minutes)	
Identify the special learning objective.	
Write one learning objective/standard that clearly states the purpose of the lesson.	
Display objectives/standards for all team members to see.	Check when complete. ____
Ensure team has a common understanding of the assessment.	Check when complete. ____
2. Assessment	
Create the assessment aligned with the learning objective/standard. Give brief description.	
3. Quiet Write (1 minute)	
Quietly and privately brainstorm the elements, steps, or strategies that might go into an effective lesson (a lesson that would help the greatest number of students succeed on the assessment).	
4. Brainstorm (4–7 minutes)	
As a team, use good brainstorming protocol (no negative comments, any and all ideas are acceptable, piggy back on other’s thoughts) to capture twelve to fourteen ideas for all to share.	
5. Selection (3–6 minutes)	
As a team, select the best strategies, steps, and elements that combine most effectively to promote student success on the assessment.	
6. Outline Lesson (4–10 minutes)	
As a team, use the best ideas selected in the previous step to build an outline of the lesson.	
Collect related ideas, sequence them, and add or rearrange ideas as necessary.	
Outline the lesson for all to see.	
7. Implementation (In the classroom)	
Teach the lesson.	
Assess the results.	
8. Next Meeting	
Discuss the results of teaching (how many student succeeded), along with the strengths and weaknesses of the lesson or assessment.	
Discuss adjustments to instruction relative to each area of strength or weakness.	
9. Additional Steps	
For example: Modifications to the lesson for students with Individual Education Plans (IEP).	

IN CASE YOU NEED MOREGoBe Page 281: **Sample Lesson Plan**

Discussion Questions:

1. What are the benefits of having a well-thought-out lesson plan before instruction begins?
2. Would a lesson plan like this stifle your creativity?

GoBe Page 284: **District-Wide Collaboration**

Discussion Questions:

1. Why do you think collaboration is particularly important for new teachers?
2. What is the purpose of a teacher induction program? How is this different from being assigned a mentor or coach?
3. Were you part of any district's induction program? If so, please share your thoughts as to the success or failure of the program.

MY NOTES:

UNIT D CULMINATING ACTIVITY

Unit D Third Characteristic—Lesson Mastery

The effective teacher knows how to design lessons to help students achieve.

Activity: This activity will use learning teams to come up with their own procedures for how to structure their meetings effectively so the focus is entirely on student achievement.

Step 1. AHA: Review the actions of a learning team on pages 283–284. Look at the steps. Do teachers at your school currently plan lessons and assessments, and then discuss their results?

The last step of the learning team is to review the results of the teaching of the lesson. Do teachers at your school currently meet to discuss student work? If so, how is this conversation structured?

Step 2. CHOOSE: It is helpful for teams of teachers to have a protocol or procedure to ensure their meetings are productive and focused on student learning. With your team of teachers, take a look at the sample protocol outlined in the Schmoker Model and adapt it to meet your team’s needs. Make sure you include the time you will spend on each item, as shown in the model.

Work together to create an efficient procedure to discuss student work. For example,

1. **Examine student results in a grid.**
2. **Ask a set of questions about the results.**
3. **Brainstorm ways to address problems in student learning (by adjusting curriculum, instruction, time, student groupings, etc.).**

To help your group design this protocol, here are some suggestions.

It is helpful to create a grid to display student results as a springboard for your group discussions. Consider creating something simple (e.g., with X marks to indicate which questions students got wrong, or the letter of the incorrect choice as shown).

	Question 1 Correct Answer D	Question 2 Correct Answer B	Question 3 Correct Answer A	Question 4 Correct Answer C
Student 1	D	C	A	D
Student 2	A	C	A	D
Student 3	D	B	A	C

Develop a set of questions that your team regularly uses to analyze the data. Look at the questions that you can adapt from the chapter:

- How can we improve or change our instruction to help the student who is doing poor work?
- How do we help the student who is doing average work to produce excellent work?
- What tools for learning can we prescribe to inspire each student to move up the achievement ladder?

Consider brainstorming other questions that will help your team zero-in on the specific data you have collected in a grid, such as:

- What were the three questions that most students got wrong?
- What were the most common errors students made?
- What types of misunderstandings in thinking did the mistakes reveal?
- Which students had the most and least trouble with this assignment?

Finally, develop a protocol for how to brainstorm solutions to address the problems in student learning revealed in the team’s conversation about student results. The solutions can address changes in the curriculum, instruction, time for learning objectives, grouping of students, additional tutoring or support time, or other solutions.

IMPLEMENTATION

Use this chart to record all aspects of the learning team’s plan.

What are the steps the team has agreed to include in the protocol for the meeting?	
Who will draft the written protocol/structure for the meeting?	
What materials should everyone bring to the meeting (e.g., student papers, a grid summarizing student results, etc.)?	
Who will hold team members accountable to the times listed in the protocol at the meeting?	
What norms will guide the meeting (e.g., no negative comments; analyze the instruction, not the teacher or the student; arrive on time; etc.)	
Who will record the changes in instruction, curriculum, student groupings, etc., the team has decided to implement?	
When will the next meeting be held to discuss how well the students’ learning improved as a result of the changes?	
In what manner will the team gather feedback on how well they are working as a team?	
At the next meeting ask, What revisions need to be made to the protocol/structure of team meetings?	

MY NOTES:

INFORMATION

Chapter 22 – How to Be an Effective Teacher

Key Idea: Effective teachers choose to be professionals who strive to make a difference.

Important Facts:

- o Mastery is an attitude, a lifelong attitude about aspirations and honing the art and craft of teaching.
- o Professionals are defined not by the businesses they are in, but by the way they conduct their business.
- o The most effective teachers become professional educators. Professional educators become teacher-leaders.
- o Teacher-leaders do not decide. They CHOOSE!
- o The effective, professional educator chooses to always learn and grow.
- o Self-assessment is how effective teachers become even more effective.

Definitions:

- o **Teacher-leader** – Someone who responsible and accountable for choices made.
- o **Professional educator** – Someone who, without prompting, supervision, or regulation, chooses to have an ongoing development plan to achieve full competence and strives continuously to raise the learning level of each new group of students.

Key Concepts:

- o The primary factor that consistently impacts student achievement is the effectiveness of the teacher. Upon your teaching effectiveness hangs the success of each of your students.
- o A professional educator is someone who is always learning and growing. He or she is on an endless journey to succeed with students by searching for innovative ideas, new information and improved skills. Professional educators are more than simply “workers;” they are teacher-leaders with thoughtful plans that guide their careers.

The Effective Teacher:

1. Strives to attain Mastery and Impact with continuous self-assessment and improvement.
2. Knows how to make beneficial choices.
3. Becomes a teacher-leader.
4. Is the difference in the lives of students.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Why is it important for a teacher to always learn and grow?
2. Describe the differences in the classroom of a teacher who is simply there to earn money and a classroom where the teacher wants to make a difference.
3. What does a “teacher-leader” do that sets him or her apart from “just” being a teacher? Give some examples of what they do.
4. What is the difference between “deciding” and “choosing?”
5. Successful teachers are leaders. Explain that statement.
6. Look at The Effective Teacher Rubric on page 301. Select one of the three topics and lay out steps for how your grade level, department, or school can move to Mastery and Highly Effective.

Activity: This activity will assist in the reflection of how to become a teacher-leader.

Step 1. AHA: Brainstorm everything the group has learned and knows about teacher-leaders and the impact they have on student achievement. For instance:

- Teacher-leaders are always learning and growing.
- Teacher-leaders are professionals.
- Teacher-leaders are proactive.
- Teacher-leaders *choose*.

Step 2. CHOOSE: Reflect on the brainstormed ideas from Step 1. Ask each teacher to select one of the ideas to implement in their professional lives.

MY NOTES:

IMPLEMENTATION

The professional educator creates a concrete plan to improve his or her skills. Ask teachers to complete the chart for their selected, teacher-leaders characteristic on Step 2 and then share it with others at the meeting.

What idea will I implement?	
What steps do I need to take?	
When will I implement my idea?	
How will I assess its effectiveness?	
How will I share my success with my colleagues?	

Encourage teachers to select other attributes of teacher-leaders to incorporate in their personal professional growth plans.

IN CASE YOU NEED MORE

GoBe Page 294: **Taking a Step Towards Success**

Discussion Questions:

1. Which one of the eight items listed can you commit to that will help to move you up the ladder of success?

GoBe Page 295: **Are You a Worker or a Leader?**

Discussion Questions:

1. Research shows that if you do not use an idea or an opportunity within three days, you will never use it. What can you plan so that the information you have learned while studying *THE First Days of School* becomes a reality in your classroom and school?
2. The Internet of Things suggests that the doubling of knowledge could soon be every twelve hours. What are some ways you can keep learning about the research and trends in education?

GoBe Page 302: **The Effective Teacher Rubric**

Discussion Questions:

1. Do a self-assessment using the rubric. Where are you? What steps can you commit to move to Mastery and being the Highly Effective Teacher you were meant to be? Find a colleague to support you and help each other grow and learn.

MY NOTES:

INFORMATION

Chapter 23 – How to Maximize Your Potential

Key Idea: Teachers are a school's greatest assets. Training can maximize teachers' effectiveness so they can realize their potential and that of their students.

Important Facts:

- All teachers have the potential to be very effective.
- Teacher instructional quality is the most critical factor by which to improve student achievement and close the achievement gap.
- Planning is the foundation for all beginnings.
- Professionals are defined not by the businesses they are in, but by the way they conduct their business.
- You make a statement of dignity to yourself and the teaching profession when you acknowledge and accept that you make a difference.
- Success is not an entitlement; you have to work at it.
- Teachers stay when they are given the opportunity to succeed.
- Teachers are a school's most valuable asset.

Definitions:

- **Human capital** – The value of people to an organization.
- **Planning** – The foundation for all beginnings.
- **Execution** – The act of carrying out; of doing; of producing; of following through.
- **Grit** – The dedication of passion and perseverance to pursue long-term goals.

Key Concepts:

- People who persevere do so because they are determined to achieve success.
- Those who perform best have GRIT.
- When it comes to winning, succeeding, and fulfilling a dream, there is no substitute for hard work, willpower, determination, and perseverance.
- The trademark of effective schools is a sense of community, continuity, consistency, and coherence.
- It is the teacher and how the teacher is trained that produces student achievement gains.
- You ARE the difference in the lives of students.

The Effective Teacher:

1. Is a school's greatest asset.
2. Executes the three traits of effective teachers.
3. Believes every student has potential.
4. Is a member of the noblest of all professions.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. On page 323 you will find the “Beliefs of Effective Teachers.” Which one of these beliefs has the greatest impact on student learning? Defend your choice.
2. Peter Drucker coined the term, “human capital” to describe the value of people to an organization. Are teachers typically thought of this way by the district? By the community? What can be done to increase the value perception of teachers?
3. Look at page 308, “She Was the First to Tell Me.” Share a time when you were told something by a teacher that had a profound impact on you and your thinking.
4. On page 311 is the statement, “Success is not an entitlement; you have to work at it.” How do you internalize this and bring forth some action?
5. What does “Collaboration, Not Isolation” mean in education?
6. Were you part of an induction program? If so, what benefit did it have on your growth as a professional? If you were not part of an induction program, how might you have benefitted from one?
7. Why is it that even the best-educated new employees need to go through an induction program?

Activity: These activities will help teachers think about the process used by the Flowing Wells Unified School District of moving through the five stages of pedagogical expertise as listed on page 318—Novice, Advanced beginner, Competent teacher, Proficient teacher, Expert teacher.

Step 1. AHA: Read through the information on pages 317–319 on the Flowing Wells Unified School District. The book mentions that they only need one day to cover classroom management, because, “. . . there is a culture of consistency that has been in existence for decades.” Brainstorm everything about Flowing Wells that you would like to see implemented in your district. How many days would you like to see blocked off for professional development at the beginning of each school year? What topics do you feel should be included for all teachers regardless of their experience level? Are there some areas that only new teachers to the district should attend? Are there areas that teachers who are NOT new to the district should attend that new teachers should not attend?

Step 2. CHOOSE: As a group, choose and then make a list of the most important components of the beginning of the year, professional development training that can be consistently implemented in your district.

MY NOTES:

IMPLEMENTATION

As a team, complete the chart for district-wide, professional development training and then share it with others at the meeting. Use the eight-day model created by Flowing Wells as a model. What topics will you cover on which days? What steps will you need to follow in order to plan the events of the day?

DAY	TOPIC	STEPS
1		
2		
3		
4		
5		
6		
7		
8		

Share your ideas with other groups and make a plan to implement this training in the upcoming school year.

Reserve a time to come together and review the plan after it has been implemented to continually improve it for the ongoing implementation of the plan in the future.

IN CASE YOU NEED MOREGoBe Page 310: **Amanda's Go-To Guide**

Discussion Questions:

1. Amanda's list of sixty-three items can appear overwhelming to a new teacher entering the profession or it can be a great source of relief. Which camp are you in, the more the better or a little at a time, please? Give your reasons why.

GoBe Page 315: **Use Coaches, Not Mentors**

Discussion Questions:

1. What is the problem with giving new teachers a mentor?
2. What makes coaching more effective than mentoring?

GoBe Page 318: **Replicate the Five Stages**

Discussion Questions:

1. What is the benefit of have administrators new to a district go through the same training program as teachers new to a district?
2. Why would teachers want to stay in the Flowing Wells school system? Why would they want to leave?

GoBe Page 321: **Collaboration in an Urban School District**

Discussion Questions:

1. What are the ways the Islip School District creates a Safe, Caring, and Focused environment for new teachers?

GoBe Page 322: **Learning from the Best or Chasing Silver Bullets**

Discussion Questions:

1. Do you remember your teachers or the programs that taught you?
2. How can we shift the focus of learning from buying programs to investing in teacher training?

MY NOTES:

UNIT E CULMINATING ACTIVITY

Unit E Future Understandings—The Professional

The teacher who constantly learns, grows, and shares becomes a professional educator.

Activity: Where are you on the path to becoming a teacher-leader? Rate yourself on a scale of 1 (*I have a lot of work to do*) to 5 (*I'm a teacher-leader in this area*).

Self-Rating (1–5)	Characteristics of a Teacher-Leader
	I manage by leadership.
	I have plans, goals, and a vision.
	I dress for success.
	I sit where I can learn from colleagues.
	I enjoy being part of a meeting.
	I compliment people, places, and things.
	I collaborate with people and improve places and things.
	I am prompt.
	I have materials ready.
	I pay attention to colleagues and students.
	I am able to make decisions and help solve problems.
	I subscribe to and read the professional literature.
	I belong to professional organizations.
	I attend conferences and contribute at professional events.
	I speak enthusiastically about career goals and professional choices.
	I achieve success that earns respect.
	I choose to do what is ethically best.
	I have a career and options from which to choose.
	I have a positive influence on others and a constructive impact on outcomes.
	I am knowledgeable; and I know where to turn for help.
	I strive to be a peak performer; and I pursue life, love, and happiness.

Look at the areas with the lowest self-ratings. Choose two areas to work on in your journey to becoming an effective teacher-leader. Create a plan for self-improvement.

What are two professional goals you have established for yourself for the coming year?	
What do you need to do to accomplish your goals? (Break your goals into steps and create a timeline for when you need to complete each step.)	
Who can help you achieve your goals?	
How will you know whether you have reached your goals?	
When, during the course of the year, will you personally assess your progress toward your goals?	
How will you get feedback on your personal growth toward specific goals?	

MY NOTES:

WILLIAM MARTINEZ DVDBack of Book – *You Have Changed My Life*

Summary: William Martinez attended close to twenty elementary schools. It wasn't until his eighth-grade music teacher that he felt as if he belonged to something—anything. In *You Have Changed My Life*, he validates the crucial role teachers play in students' lives. Through story, song, and American Sign Language, William shares the impact of how one teacher released his potential. It's a story that will make every teacher stand tall and be proud of their chosen profession.

Discussion Questions:

1. What are ways you can show your students you respect them as individuals?
2. Select one student you've had in a previous class. What is one sentence you wish now you would have said to that student that might have changed the student's trajectory in life?
3. What are some simple ASL signs you can teach your students and use as part of your classroom management plan?
4. Discuss the value of positive expectations and what impact it has on students' lives?
5. In the final song, "Standing Strong," William sings, "You're a guiding light and you can empower the life of every child." What are you going to do this school year to be that guiding light for every student in your classroom?

MY NOTES:

CLOSING CULMINATING ACTIVITY

Activity: At the end of Unit A, teachers were asked to reflect on the statements in the chart below and keep the chart until the conclusion of their training.

We believe that after working through the *Implementation Guide* for *THE First Days of School* their rankings will improve and teachers will become the effective teachers they were meant to be.

Share the chart once more and ask teachers to rank their journey to effectiveness.

My Journey to Effectiveness	
Rank each statement by circling a number between 1 (low) and 10 (high).	
I know how to organize my classroom so learning can take place.	1 2 3 4 5 6 7 8 9 10
I know how to maximize classroom time so every minute is spent on learning.	1 2 3 4 5 6 7 8 9 10
I know how to teach a procedure.	1 2 3 4 5 6 7 8 9 10
I know how to start class effectively.	1 2 3 4 5 6 7 8 9 10
I know the difference between discipline and classroom management.	1 2 3 4 5 6 7 8 9 10
I know that all children are capable of lesson achievement.	1 2 3 4 5 6 7 8 9 10
I know how to design a lesson.	1 2 3 4 5 6 7 8 9 10
I know how to construct a test.	1 2 3 4 5 6 7 8 9 10
I know how to create a scoring guide.	1 2 3 4 5 6 7 8 9 10
I know how to make each child feel valued in my classroom.	1 2 3 4 5 6 7 8 9 10
I greet my students each day and welcome them to class.	1 2 3 4 5 6 7 8 9 10
I have positive expectations that all of my students can succeed in my classroom.	1 2 3 4 5 6 7 8 9 10
I know what to do so I can be the difference in the life of a child.	1 2 3 4 5 6 7 8 9 10

MY NOTES:

FINAL THOUGHTS

We believe that all teachers and administrators have the POTENTIAL to be effective and successful.

Effective Teachers:

Amanda Bivens of Dyersburg, Tennessee, heard us speak at a preschool meeting. During the event she began to map-out her first day of school plan while listening attentively and taking notes. Amanda was multitasking. That's efficiency! She went home and finished her plan in PowerPoint. Later she wrote, "**The first day [of school] went like clockwork, and the day was absolutely flawless.**"

The next year Amanda reported, "I am having a fantastic second year of teaching and have started my masters in curriculum instruction so that I can someday help new teachers explore strategies that work."

Today she is an elementary instructional coach working with all of her district's new teachers and coaching them to be the best they can be. It is her dream job!

Effective Administrators:

The Wongs taught me how to run my classroom, my school, my district is typical of the many positive statements from administrators who have adopted and adapted their work. Leaders from New Jersey, Arizona, Texas, and New York are just some of the people who share examples in the book.

With the help of this *Implementation Guide*, you can help your teachers with strategies that work. The *Implementation Guide* will help you become the instructional leader you have the potential to be.

Effective Internationally:

THE First Days of School has helped produce tens of thousands of effective and successful teachers each school year.

In short, the book works. More copies of **THE First Days of School** have been sold than any other similar educational book (4 million copies . . . and counting).

The book's sales numbers over the past two decades attest to its success and validate the authors' commitment to educating teachers. **THE First Days of School** is found in 120 countries and is used in 2,100 colleges. It has also been translated into nine foreign languages: Arabic, Chinese, Indonesian, French-Canadian, Korean, Japanese, Spanish, Malay, and Turkish. The book is available digitally in a variety of eReader formats. It been formatted as a Recording for the Blind and Dyslexic.

Your Coaches:

Harry and Rosemary Wong thank **Stacey Allred, Jenn David-Lang, and Lena Nuccio** for their help and expertise in producing this *Implementation Guide*.

Stacey Allred is an experienced elementary and special-education teacher. She is now at Ball State University where she instructs preservice teachers on how to develop the skills necessary to become effective teachers.

Jenn David-Lang has been in education for 20 years. She has a wide range of experiences in teaching and administration spanning all grade levels and a variety of subject areas. She founded **The Main Idea**, a service to provide professional development to over 2000 school leaders across the country. Her monthly summary of major education books can be seen at <http://www.themainidea.net>.

Lena Nuccio has vast experience in education, teaching in the classroom and now as a professor at University of New Orleans for the past eighteen years training elementary and secondary teachers. She is certified in grades PreK–8, has a master degree in Elementary School Counseling, and a doctorate in Curriculum and Instruction, with an emphasis in Early Childhood and Reading. As a mother of two teenagers, she practices procedures all the time at home!

