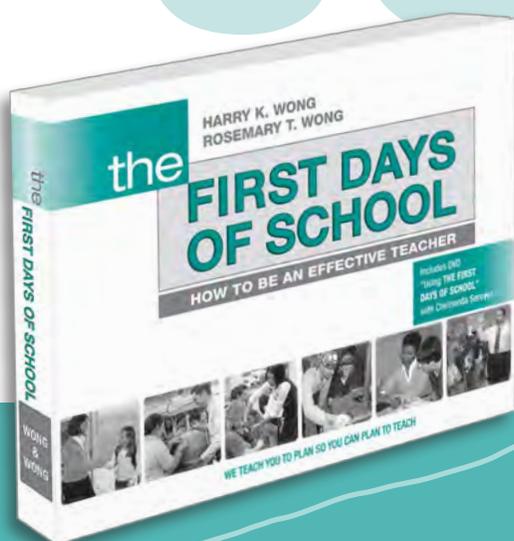




THE FIRST DAYS OF SCHOOL



Implementation Guide

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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 25 chapters in the book, along with the Epilogue, 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 or Internationalization**
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, "Using THE FIRST DAYS OF SCHOOL," located at the back of the book.

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

- **Key Idea** starts each chapter of the book and is a quick snapshot of the chapter.
- **Important Facts** cover the essential elements of each chapter.
- **Definitions** provide clear understandings of key terms used in the chapter.
- **Key Concepts** are the heart and soul of the chapter.
- **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 book’s key ideas.
 - 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/secure/uploads/file/GoBe%20Links/Unit%20A/5/gobe_032_she.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 one of the accountability charts 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 classes 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

Some chapters in *The First Days of School* do not lend themselves to action-oriented planning. In those chapters, instead of **Implementation**, the word **Internalization** is used. An appropriate action will be called out to encourage teachers to think deeply about the content as a way to prepare them to implement the ideas in the chapters to come.

Page 3: IN CASE YOU NEED MORE describes the content of the GoBe folder 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 4th 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.**

As a facilitator, please refer to the GoBe folders on pages 328 and 330 in *The First Days of School* to see how some administrators have implemented the concepts from the book in their schools.

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 – Why You Need to Succeed on the First Days of School

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

Important Facts:

- Successful teachers have a script or a plan ready for the first day of school.
- The most important thing to establish in the first week of school is CONSISTENCY.
- Effective teachers teach classroom management procedures that create consistency.
- Effective teachers have lesson plans and procedures that produce student learning.
- Effective teachers establish control over the classroom in the very first week of school.

Definitions:

- **Proficient** – The extent to which one possesses an acceptable level of knowledge and skills to be effective.
- **Effective** – The ability to produce results.

Terms:

- **Going Beyond or “GoBe”** – Folders in each chapter that offer extra information; they can be accessed at www.EffectiveTeaching.com.
- **Teachers.net** – A website the authors contribute to each month through a column that highlights teachers who have successfully implemented the ideas in this book.

Key Concepts:

- 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.
- Teachers go through four stages of teaching. Many teachers never make it beyond the first stage. Effective teachers reach the fourth stage.
 1. Fantasy
 2. Survival
 3. Mastery
 4. Impact

The Effective Teacher:

1. Uses a script to organize the class the first week of school.
2. Continually acquires knowledge and skills.
3. Produces results.
4. Impacts and touches 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. 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?
3. 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?
4. 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?
5. Look at the Four Stages of Teaching on page 7. Recall a past teacher who fits in one of the stages. Why did you assign the teacher to the stage you selected?
6. 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: 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 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.

MY NOTES:

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 clearer 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, school-wide, 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 4: Effective teachers adapt; they do not adopt.

Discussion Questions:

1. What is the difference between adapting and adopting?
2. How does learning to adapt help you to become a successful teacher?

GoBe Page 5: Two examples of Classroom Management Plans in PowerPoint are shared.

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 2 – What Is an Effective Teacher?**

Key Idea: The beginning teacher must become proficient in the three characteristics of an effective teacher.

Important Facts:

- 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:

- **Positive expectations** – The teacher’s confidence in his or her ability to inspire learning in students.
- **Classroom management** – The practices 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.

Key Concepts:

- There are three characteristics of an effective teacher:
 1. shows positive expectations for student success
 2. demonstrates extremely good classroom management skills
 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. Richard Crewse effectively put into practice the use of procedures in his classroom. (See page 12.) 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: Look at the three important characteristics of an effective teacher. To gain a better understanding of what a classroom with an effective teacher would look like, fill in the chart below.

	With positive expectations	Without positive expectations	With classroom management	Without classroom management	With lesson mastery	Without lesson mastery
Describe what you would expect to see in this type of class						

Step 2. CHOOSE: Select one of the three important characteristics of an effective teacher and describe how you might make improvements in this area in your own teaching.

MY NOTES:

INTERNALIZATION

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 11: See how one teacher turned an out-of-control classroom into a structured learning environment.

Discussion Questions:

1. What procedures did Stacy Hennessee implement in his classroom to prepare for unannounced observers when they entered his classroom?
2. In the information about Stacy (including his script and the interview), where do you see evidence that he has developed the three characteristics of an effective teacher?

MY NOTES:

INFORMATION**Chapter 3 - How You Can Be a Happy First-Year Teacher**

Key Idea: The beginning teacher must perform the full complement of skills while learning those skills.

Important Facts:

- The biggest secret to teaching success is to “beg,” “borrow” and “steal” good ideas.
- Most student-teachers enter the teaching profession with no training and no experience in what to do on the first day of school.
- Effective districts and schools have a comprehensive training or induction program for all newly hired teachers.
- The beginning teacher is expected to assume the same tasks and responsibilities as the most seasoned teacher on the staff.

Definitions:

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

Key Concepts:

- 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. Works cooperatively and learns from colleagues.
2. Seeks out a colleague who serves as a role model.
3. Goes to professional meetings to learn.
4. Has a goal of striving for excellence.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Why do you think first-year teachers are often given the worst teaching assignments?
2. 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?
3. Explain how education is a “never-ending process.”
4. “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?
5. How can you guard against becoming a stagnant teacher who feels threatened by colleagues who aspire to grow and succeed? How might a teachers’ resistance toward professional growth assert itself in the classroom and impact students who are eager to achieve success through learning?
6. Support or refute this statement: Although teachers are in the learning profession, some resist training to improve their competencies.

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.

IN CASE YOU NEED MORE

GoBe Page 16: There are 10 questions you need to ask when you go to a job interview.

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 18: Successful educational organizations create useful websites, publish informative journals and hold engaging meetings.

Discussion Questions:

1. Review the list of educational organizations. Are there any that look interesting to you? Choose one or two and visit their websites. Look at each one’s mission statement, membership dues and educational benefits. Consider becoming a member, recruiting colleagues and forming learning teams. Take responsibility for your own professional growth and development.

MY NOTES:

INFORMATION**Chapter 4 – How to Close the Student Achievement Gap**

Key Idea: The effectiveness of the teacher determines the level of student achievement.

Important Facts:

- A school's greatest assets are its people.
- Successful teachers are innovative planners, exceptional classroom managers, adept critical thinkers, and competent problem solvers.
- Research supports the contention that a teacher's knowledge and skills are the most important factors that positively influence children's learning.

Definitions:

- **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:

- The more effective the teacher, the more successful the students.
- A true professional and effective teacher learns along with the students.
- The professional quality of the teacher in any school setting is the most critical component for improving student achievement and closing achievement gaps.

The Effective Teacher:

1. Uses effective practices focused on student achievement.
2. Is an innovative planner and exceptional classroom manager.
3. Is an adept critical thinker and competent problem solver.
4. Represents 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 class than in an effective teacher’s class.
 - 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 27, 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.

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

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 24: There are many examples of teachers who are successful and effective in their classrooms.

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?

GoBe Page 26: Case studies show how teachers are responsible for elevating the progress and success of students through the years.

Discussion Questions:

1. In what ways has education improved for today’s students?
2. What do you think has led to these changes?
3. Effective teachers make a positive difference in education. How have you made a difference in your district and school, and with your individual students?

MY NOTES:

INFORMATION**Chapter 5 – Why You Should Use Proven, Research-Based Practices**

Key Idea: Effective teachers use proven, research-based practices that are employed by thousands of other teachers.

Important Facts:

- 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.

Definitions:

- **Research** – the process of critical thinking and problem solving that is repeated until facts have been discovered and answers have been reached.

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. Compare your school district with the example given on page 31. What similarities and differences do you see between your district and Western Heights? What are your district's keys to success?
5. Using the research-based practices on pages 32–33, which one would be the easiest to implement in your classroom?
6. What could you do to learn proven, research-based teaching practices?

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 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 32, 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 32: The “Aha” technique is used to encourage reflection.

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: Your expectations of your students will greatly influence their achievement in your class and in their lives.

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.

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.
- **Standards** – levels of achievement.

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.
- When school and home environments are mutually and positively reinforcing, learning is more likely to improve.
- Your expectations of your students will greatly influence their achievement in your classroom, in their lives and ultimately in the world-at-large.

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. Conveys positive expectations to all students.
4. Has a personal attitude of high expectations.

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. Discuss the differences between expectations and standards. How can practicing positive expectations help students reach high standards?
3. Refer to the box found on page 41. What is a “self-fulfilling prophecy?” What impact can it have on student achievement?
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 develop a positive home environment?
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?

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 39 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 school-wide.

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 38: Teaching is a journey of the heart.

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?

MY NOTES:

INFORMATION**Chapter 7 – How to Help All Students Succeed**

Key Idea: The more the school and the family are joined as partners in educating young people, the greater the children’s chances for success.

Important Facts:

- The First Day of School, *not* Graduation Day, is the most important day of a person’s education.
- Everyone needs to be welcomed on the First Day of School.

Definitions:

- **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.

Key Concepts:

- 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.

The Effective Teacher:

1. Helps organize a First Day of School celebration.
2. Plans a classroom welcome for the first day.
3. Ensures the mental and physical well-being of all students.
4. Creates an environment for all students to succeed.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What does your school community currently do to welcome students on the First Day of School? How can you incorporate parents, the business community and the neighborhood into the welcoming celebration?
2. What expectations do students bring with them to school?
3. What steps can you take to make school more of a concept than simply a place?

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

Step 1. AHA: Look at page 46 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.

Step 2. CHOOSE: As a group, choose three ways to welcome students on the first day of the coming year that can be implemented school-wide.

MY NOTES:

IMPLEMENTATION

Create a concrete 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.	

IN CASE YOU NEED MORE

GoBe Page 48: Celebrate the First Day of School.

Discussion Questions:

1. Which of the ideas from the “First Day of School Celebration Handbook” might work at our school?
2. How does celebrating the first day set the tone for the rest of the school year?

MY NOTES:

INFORMATION**Chapter 8 – How to Dress for Success**

Key Idea: The effective teacher dresses appropriately as a professional educator to model success.

Important Facts:

- You are treated in direct proportion to how you are dressed.
- You will not get a second chance to make a first impression.
- Every time you act, you validate how you appear to others.

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 appropriately dressed.
2. Comes to teach dressed for success.
3. Is a role model for students.
4. Thinks and acts globally.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What do you think your students will notice first about you on the First Day of School?
2. Why is something seemingly as mundane as what you wear *particularly* important in the teaching profession?
3. Looking professional is not about looking *good*. What does dressing appropriately mean to you?
4. One *can* overdress for the classroom. How can flamboyance and/or vanity have a negative effect on students’ perceptions of you?
5. 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.

IN CASE YOU NEED MORE

GoBe Page 55: Appropriate dress affects your profession positively.

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 Invite Students to Learn**

Key Idea: There must be people, places, policies, procedures and programs working together to invite people to realize their fullest potential.

Important Facts:

- The very nature of an invitation is to build relationships among participants.
- Invitational Education states that all individuals have significant people participating in their lives and learning experiences.
- Students can refuse words, but they cannot refuse a positive “invitational attitude.”
- When you apply the power of positive expectations and Invitational Education, you become a very powerful and effective teacher.

Definitions:

- **Invitational Education** – uses the concepts of being invited or disinvited.
- **Invited** – the person who is asked to participate or whose positive behavior is encouraged through compliments.
- **Disinvited** – the person who is temporarily disassociated from a group or not complimented for unacceptable actions within the group.

Key Concepts:

- The effective teacher is deliberately inviting.
- The goal of Invitational Education is to change students’ attitudes, not to your way of thinking, but toward your way of feeling.
- Four Levels of Invitational Education
 1. Intentionally Disinviting
 2. Unintentionally Disinviting
 3. Unintentionally Inviting
 4. Intentionally Inviting

The Effective Teacher:

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

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What does it mean to “invite” your students to learn?
2. Share a time when you were either intentionally or unintentionally disinvited. How did the experience make you feel?
3. Share a time when you were intentionally or unintentionally invited. How did the experience make you feel?
4. How does your body language invite or disinvite someone to participate? What are some common body language positions that are perceived as invitational?
5. Why is it a stronger message to be intentionally inviting, rather than unintentionally disinviting?

Activity: This activity will define “invitational education” more concretely and discuss ways to accomplish this method.

Step 1. AHA: Think about what it means to be inviting in the classroom, as well as uninviting. Use the chart to brainstorm what these terms actually mean.

	Uninviting	Inviting
Teacher comments		
Teacher behavior		
Classroom environment		

Step 2. CHOOSE: How invitational is your school? How invitational are you as an individual teacher?

Give your school and yourself a rating of 1 to 10 for how successful each is at implementing this technique, with 1 being “intentionally uninviting” and 10 “representing inviting.” Write the ratings on a piece of paper *without your name*. As a group, calculate the average of these ratings and discuss the results. Then choose some of the ways your school could be more inviting to both families and teachers.

Average for how inviting teachers are _____

Average for how inviting the school is _____

MY NOTES:

IMPLEMENTATION

Using your results, choose some of the ways your school could be more inviting to both families and teachers.

Using your results, choose two ways you can be more inviting to your students, their parents and your colleagues.

Create a chart for each technique chosen for implementation. Reach a consensus on a universal school technique to implement before completing the chart.

Create a chart for the personal technique you have chosen to implement.

What technique will I use to be more inviting?	
How will I implement or perform the technique?	
When will I implement or perform the technique?	
How often do I repeat the technique?	
How effective is the technique?	
What can I do to make the technique even more effective?	

IN CASE YOU NEED MORE

GoBe Page 65: Invitational education invites students to learn.

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. Why is “invitational education” such an important concept for effective teachers?

MY NOTES:

INFORMATION**Chapter 10 – How to Increase Positive Student Behavior**

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

Important Facts:

- Effective teaching is all about teacher/student relationships.
- 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.

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:

- Effective teachers
 1. offer services
 2. help students learn
 3. enhance the quality of lives

The Effective Teacher:

1. Addresses people by name.
2. Says “please” and “thank you.”
3. Has a controlled, disarming smile.
4. Is loving and caring, lovable 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 76 did this teacher display?
5. Review the Carnegie Foundation survey results found on page 70. 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"	1	2	3	4	5	6	7	8	9	10
3. Says "thank you"	1	2	3	4	5	6	7	8	9	10
4. Has a controlled, disarming smile	1	2	3	4	5	6	7	8	9	10
5. Is loving and caring, lovable and capable	1	2	3	4	5	6	7	8	9	10

Step 2. CHOOSE: Reflect on your results and think about why some characteristics are easier for you to adapt than others.

MY NOTES:

IMPLEMENTATION

To get feedback on how regularly you do these four 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	
Has a controlled, disarming smile	
Is loving, caring, capable, and lovable	

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 building a relationship by making connections.

IN CASE YOU NEED MORE

GoBe Page 75: Support from a class leads to success for a nervous student.

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 dress for success because I expect to be treated with respect. (Ch. 8)	1 2 3 4 5 6 7 8 9 10
I listen when my students talk to me. (Ch. 9)	1 2 3 4 5 6 7 8 9 10
I have asked my students to help me complete a task. (Ch. 9)	1 2 3 4 5 6 7 8 9 10
I know how to pronounce the names of all of my students. (Ch. 10)	1 2 3 4 5 6 7 8 9 10
I use “please” when I ask my students to do something. (Ch. 10)	1 2 3 4 5 6 7 8 9 10
I say “thank you” to students when I want to acknowledge them. (Ch. 10)	1 2 3 4 5 6 7 8 9 10
I smile when I speak to students. (Ch. 10)	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 11 – How to Have a Well-Managed Classroom**

Key Idea: The effective teacher is able to organize a well-managed classroom where students can learn in a task-oriented 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.

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.
 2. Students know what is expected of them.
 3. There is minimal wasted time, confusion or disruption.
 4. Climate is work-oriented but relaxed.
- 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. Works on having a well-managed classroom.
2. Establishes consistency in the classroom.
3. Has students working on task.
4. Has a classroom with little confusion or wasted time.

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 aim 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 85. Discuss in pairs or small groups and fill in the blank columns in the 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 ideas 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 in the left column.

What	
Who	
How	
When	
Feedback	
Revisions	

IN CASE YOU NEED MORE

GoBe Page 83: Education provides children with a sense of purpose.

Discussion Questions:

1. How does the Edible Schoolyard project make education relevant for children?
2. How can you provide the students in your school and district with a sense of purpose and a set of skills by which to live in the world?
3. Think back to how you completed the sentence. The aim of education is What skills can you teach within your curriculum to make that statement come to life for your students?

MY NOTES:

INFORMATION**Chapter 12 – How to Have Your Classroom Ready**

Key Idea: Teachers who are ready maximize student learning and minimize student misbehavior.

Important Facts:

- Preparation is the key for teacher success.
- 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.
- 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 most effective classes are those where students are self-disciplined, self-motivated and self-responsible learners.

The Effective Teacher:

1. Prepares, prepares, and prepares.
2. Prepares the classroom for effective work.
3. Maximizes proximity to the students.
4. Prepares a classroom environment that is organized and safe.

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 before they are fought.” (See page 91.) 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 eight areas to prepare for the students: 1) floor space, 2) work space, 3) student area, 4) wall space, 5) bookcases, 6) teacher area, 7) teaching materials, and 8) yourself.

Rank the areas 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 eight 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 93–99. 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 94: Seating arrangements impact student learning and student health.

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 13 – How to Introduce Yourself to Your Class**

Key Idea: Right or wrong, accurate or not, your reputation will precede you.

Important Facts:

- How you introduce yourself on the first day can determine how much respect you will command and the level of success you will achieve throughout the school year.
- Greet students at the door with a smile and handshake every day.
- 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:

- **Good reputation** – Maintaining a positive image in the school community so students will enter your classroom with goodwill and high expectations.

Key Concepts:

- You greatly increase the probability that school will start successfully for you and your students when these four points are true:
 1. You have your classroom ready for learning.
 2. You are at the door to greet students.
 3. You have assigned seats ready for students.
 4. You are well-prepared with the first assignment.

The Effective Teacher:

1. Cultivates a positive reputation.
2. Communicates with parents and students before school starts.
3. Greets the students with positive expectations.
4. Has the seating assignments and first class assignment ready.

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 the student's most pressing questions about your class?
2. On page 104 there are several examples of ways teachers welcome students—a welcome sign, students' names on their desks, a theater ticket, etc. What type of tone is set when the teacher welcomes students in this way?
3. On page 106 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. If you gave an assignment that was missing one of these characteristics, what do you imagine might happen in the classroom?
5. On page 103 there are numerous ideas for using technology (email, website, blog) to communicate quickly with parents. What other ideas do you have for ways to use technology to communicate quickly and easily with parents?
6. 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?

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 pages 109–110. 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 page 108.

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 110: Scripting the first day of school plans for success.

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?

MY NOTES:

INFORMATION**Chapter 14 – How to Arrange and Assign Seating**

Key Idea: Arrange seats for the students to accomplish what you want them to accomplish.

Important Facts:

- How the class reacts to your directions on the first day of school is a good barometer of how students will react to your directions the rest of the year.
- The purpose of arranging seats is to accomplish classroom tasks effectively.
- 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.

The Effective Teacher:

1. Arranges the seats to expedite the task at hand.
2. Assigns seating on the first day of school.
3. Has all the seats facing the teacher for the activities of 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 assignments on pages 117–118 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. In groups, and for each type of seating design, list as many learning activities or goals and match them with each appropriate arrangement.

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 (page 117)	
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 tomorrow’s lesson. 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 communicate the new seating assignments with the least amount of disruption. (For an idea, read on page 117 how Chris Bennett hands out “theater tickets” with each student’s name, a row assignment and a seat number printed on it when the students enter the room.) Record your action plan.

Goal of tomorrow’s lesson	
Seating arrangement I will you 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 for tomorrow’s seating arrangements and assignments	

IN CASE YOU NEED MORE

GoBe Page 120: Different activities require different 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 15 – How to Start a Class Effectively**

Key Idea: Have an assignment ready and posted when the students enter the classroom.

Important Facts:

- Your very first priority when the class starts is to get the students working.
- Research shows that 3 to 17 minutes are wasted at the beginning of each class period every school year.

Definitions:

- Bellwork – An assignment that gets students busy right away (sometimes called a “bell ringer,” “do now,” “energizer,” or “opening activity”).

Key Concepts:

- Effective teachers use some type of bellwork 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 assignment posted daily.
2. Posts the assignment in a consistent location.
3. Informs the class where to find the assignment.
4. Is a leader in promoting schoolwide procedures.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What are the essential elements of making bellwork effective?
2. Why is it so important to get students working on their assignments right away?
3. What are some benefits of having bellwork as a schoolwide procedure?
4. What is meant by, “The textbook is not the curriculum.” How do effective teachers use the textbook? How do ineffective teachers use their textbooks?
5. Why is a morning routine important in setting the tone for the school day?
6. 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 bellwork 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 schoolwide (or grade-wide or team-wide) approach. As a grade, a team, a department, or the entire school—choose how to implement bellwork assignments. Discuss the elements listed in Step 1 (Should the assignments be posted? Graded? Etc.) as well as other elements of bellwork assignments. Then choose **2 elements** of bellwork assignments that you all agree to implement consistently in school. 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 schoolwide consistency, bellwork should start in all classrooms on the same day.

Use the chart to plan for consistent implementation of bellwork assignments.

What are the two common elements of bellwork assignments we agreed on as a staff?	1. 2.
Where will I post my own bellwork assignments?	
How long will it last?	
What materials will I need (projector, interactive whiteboard, dry erase markers, etc.)?	
Will the assignments be reviewed/discussed/graded?	
What are the expectations for late students?	
Other considerations:	

IN CASE YOU NEED MORE

GoBe Page 129: Students begin the class, not the teacher.

Discussion Questions:

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

MY NOTES:

INFORMATION**Chapter 16 – When and How to Take Roll**

Key Idea: Simplify the roll-taking process so it does not take away from instructional time.

Important Facts:

- The effective teacher starts class immediately with an assignment; not roll taking.
- Research shows the more time students are on task, the better their learning and achievement.
- Regardless of which method you use to take roll, you should do so quickly, without disturbing the class.

Definitions:

- **Roll** – Recording and documenting students’ physical presence in the classroom.

Key Concepts:

- The first five minutes of class are critical.
- Whatever the opening activity, its primary purpose is to engage students the minute they walk through the door. This activity also allows the teacher to take roll, complete other “housekeeping” responsibilities, and provide a jumping-off point for the day’s lesson.
- After the bell rings, your first task should be to scan the room for students who are not working; do not take roll until all students are on-task. When you take roll it should be done quickly and quietly.

The Effective Teacher:

1. Has a posted assignment ready for the students.
2. Does not disturb the class during roll taking.
3. Takes roll quickly and quietly.
4. Prepares the attendance count after the students are on task.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. What are some of the potential problems that arise if you *do* take roll by calling out each name at the beginning of class?
2. Why do you think it is so important to take roll quickly and quietly?
3. What message are you sending your students when you do not start class on time?
4. How does a seating chart aid in the roll-taking process?

Activity: This will help teachers think about efficient roll-taking procedures, and then come up with their own twist on the necessary procedure.

Step 1. AHA: As a group, discuss the roll-taking method used by Becky Hughes on page 131. Then discuss the “Three Ways to Take Roll Efficiently and Effectively” on page 135. Finally, share the different ways that roll is taken at your school.

Step 2. CHOOSE: If you think your method for taking roll is not as fast, efficient or quiet as it could be, choose one of the methods outlined in Step 1 to adapt to your own classroom.

Visualize what you would like your students to be doing and what you will be doing each day so that roll taking can be more efficient.

Discuss the possibility of establishing a grade level, department level or schoolwide method for taking roll. Develop the most consistent technique possible, in as many classrooms as possible.

MY NOTES:

IMPLEMENTATION

Although taking roll may seem like a small part of teaching, if done well it can save hours of wasted time that can be applied to learning. Map out exactly how roll taking should be implemented in classrooms in your school.

Plans to Implement an Efficient Roll-Taking Method	
What will the students do each day when they first enter the classroom?	
What will I do each day when the students first enter the classroom?	
How will I know which students are absent?	
How will the Main Office know which students are absent?	
What materials will I need to take roll efficiently each day?	
How will others know to the procedure for taking roll in my absence?	

IN CASE YOU NEED MORE

GoBe Page 133: Organizing the roll taking process wastes little classroom time.

Discussion Questions:

1. Sarah Jondahl's roll-taking procedure accomplishes two things with one action. What does she accomplish with this procedure?
2. What makes this procedure so effective?
3. Can you steal this idea and apply it to your classroom?

MY NOTES:

INFORMATION**Chapter 17 – How to Maintain an Effective Grade Record System**

Key Idea: A grade record book must show the results and progress of each student at all times.

Important Facts:

- An organized grade record book allows teachers to assess the learning progress of every student at any given moment.
- A grade book should more correctly be called a student record book or a grade record book.
- Recording what students are learning and how well they are doing is essential in assessing and helping each student to reach maximum learning capacity.

Definitions:

- **Grade record book** – used to organize essential information about each student.

Key Concepts:

- A grade book is used to record student progress. Teachers may choose to use a traditional grade record book or an electronic one. Either way, the grade record book should be organized so that each student's results and progress can be immediately accessed.

The Effective Teacher:

1. Knows what results should be recorded.
2. Designs or modifies a grade record book to record these results.
3. Keeps a running progress of student work.
4. Has detailed records to allow for assessment and learning.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. How has the grading of students changed from a time when the focus was on textbook knowledge to now, when we teach for student learning?
2. What are some of the pros and cons of using a traditional grade record book?
3. What are some of the pros and cons of using an electronic grade record book?
4. How does an ineffective teacher view grades? What focus is missing?
5. What are some of the inherent problems of using a traditional single-line student record book?
6. How does your grade record book benefit you? How does it benefit the students, the parents and the district?

Activity: This activity will lead you to improving your system of recording student information.

Step 1. AHA: Discuss the various methods being used in your school to record student information. For instance:

- What information is being recorded?
- How is it being recorded? Are you using a traditional record book or an electronic record program?
- What information does the school and/or district require?

Step 2. CHOOSE: Decide how to record student information in the most efficient and unobtrusive manner possible.

MY NOTES:

IMPLEMENTATION

Select a method that best suits your organizational style to keep your grade record book. Review the items discussed in Step 1 to ensure they are included in your records.

As the school year progresses, reflect on the practicality of the method you selected and adapt it as needed to register clear student records.

IN CASE YOU NEED MORE

GoBe Page 137: Covering the textbook is not effective teaching.

Discussion Questions:

1. What is the difference between a textbook and a curriculum?
2. Why is it so important to follow a curriculum instead of a textbook?
3. Do you have a copy of your district's curriculum guide? What part should the curriculum guide play in planning and instruction versus the textbook?
4. Debate this statement: The choice of a textbook is the single most important decision in establishing the curriculum.

MY NOTES:

INFORMATION**Chapter 18 – How to Have an Effective Discipline Plan**

Key Idea: Have a discipline plan and then work the plan.

Important Facts:

- The number-one problem in the classroom is not discipline; it is a lack of procedures and routines.
- If you do not have a plan, then you are planning to fail.
- A well-managed classroom will minimize your discipline problems.
- To have a safe and effective learning environment, first establish firm rules that students are expected to follow.
- Do not stop instruction when carrying out consequences.
- The best reward is the satisfaction of a job well done.

Definitions:

- **Reactive teacher** – Reacts to problems with punishments and threats.
- **Proactive teacher** – Prevents problems from occurring by having a plan in place.
- **Rule** – Specific behavior expectation.
- **General rules** – Encompass a wide range of behaviors and are written broadly.
- **Specific rules** – Focus on particular behaviors and are written with precise language.
- **Consequences** – The effects of defying expectations or breaking rules.
- **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.
- The three basic types of discipline plans are
 1. The teacher is in charge.
 2. Both the student and the teacher are in charge.
 3. The students are in charge, either individually or collectively.

The Effective Teacher:

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

MY NOTES:

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 life lesson can be taught when a person’s chosen action results in negative consequences?
6. What are some ways to reward students without resorting to snacks like sweet treats?
7. In addition to a discipline plan, what else do teachers need to be successful classroom managers?
8. Teachers and students can have different levels of responsibility in a discipline plan. Which type of plan do you believe would be most successful with your teaching style? Which plan would be most successful when the teacher is in charge, when the teacher and students are in charge, when a particular student or group of students are completely in charge? What are some benefits of each model and what are the drawbacks?
9. An ineffective teacher creates rules without consequences. How do you think a classroom like this might operate?

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. They are also more powerful if they are implemented schoolwide. If your school, or grade level or team would like to implement the *same* five rules, then the group should select them at this point. If teachers will be implementing individual discipline plans, then the teachers should choose their own five rules at this stage.

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. A sample of a complete discipline plan appears on page 157. Create a comprehensive individual or schoolwide discipline plan by thinking through and answering the questions in the chart.

If you would like to have one consistent discipline plan for the school, replace “my” with “our,” and replace “I” with “we” before replicating the chart for group use.

	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 153.)	
How will I communicate the consequence <i>without</i> stopping the lesson? (See page 155.)	
What types of rewards (if any) will I provide if the rules are followed? (See pages 156–157.)	
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?	
How will I communicate the discipline plan to the administration?	
What words and tone will I use when students attempt to argue with me? (See page 154.)	

IN CASE YOU NEED MORE

GoBe Page 160: There are no perfect solutions to solving the discipline problem in classrooms.

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?

MY NOTES:

INFORMATION**Chapter 19 – How to Teach Students to Follow Classroom Procedures**

Key Idea: A smooth-running classroom is based on the teacher’s ability to teach procedures.

Important Facts:

- Effective teachers teach students how to responsibly follow procedures. Ineffective teachers use controlling tactics to coerce students into compliance.
- Effective teachers know the more time students spend on-task, the more the students learn.
- Student success or achievement at the end of the school year is directly proportional to the degree the teacher establishes good control of the classroom procedures in the very first week of the school year.
- The number-one problem in the classroom is not discipline; it is lack of procedures and routines.
- It is not what teachers do to stop misbehavior that characterizes effective group management, but how they prevent problems in the first place.
- Effective teachers manage with procedures.

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:

- Most behavior problems in the classroom result from students not following procedures.
- A smooth running classroom is the responsibility of the teacher and the result of the teacher’s ability to teach procedures.
- Teachers need to do more than simply explain procedures to students. They need to teach procedures using three steps:
 1. Explain
 2. Rehearse
 3. Reinforce

The Effective Teacher:

1. Has well-thought-out and structured procedures for every activity.
2. Teaches the procedures for each activity early in the year.
3. Rehearses the class so procedures become class routines.
4. Reinforces a procedure when appropriate and reteaches a procedure 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. What is the most effective way to praise a student?
9. 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?
10. Is taking the time at the start of the school year to teach procedures a waste of instructional time?

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 beginning of class; 2) How to quiet a class; 3) How students seek help; 4) How papers are moved; and 5) What students do at the end of class. Ask teachers to share the different ways they implement these procedures.

Brainstorm all of the other procedures that students would need to know for a classroom to run smoothly. You should have more than 30 procedures.

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

MY NOTES:

IMPLEMENTATION

Use the chart to plan the implementation of the five schoolwide procedures. Replicate the chart to plan for each of the five procedures.

What is the procedure?	
When will we implement the procedure?	
Step 1: Explain (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 178: It's never too late for starting again after the real first day of school.

Discussion Questions:

1. Of what value is it to teach procedures during the last week of school?

GoBe Page 191: Procedures apply even 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 192: Teaching is not easy. It is hard work, with rewards that are life altering.

Discussion Questions:

1. What motivates you to be a teacher?
2. Think about a child in your classroom who is a challenge. In what ways can you show that you care?

MY NOTES:

INFORMATION**Chapter 20 – How Procedures Improve the Opportunity to Learn**

Key Idea: Student learning improves in a well-managed classroom.

Important Facts:

- The most important factor that must be established on the first day and throughout the first week of school is consistency.
- Procedures result in permanent behavior changes. Merely *handling* behavioral problems results in temporary behavior changes, at best.
- All effective teachers have procedures in place to assist in managing a classroom and maximizing learning time.

Definitions:

- **Consistency** – Dependable, reliable and predictable

Key Concepts:

- Effective teachers manage their classrooms with procedures.
- Teachers go through three steps to teach these procedures – explain, rehearse and reinforce.
- When students know how the class is run, they will be more willing to accomplish what you want them to achieve.

The Effective Teacher:

1. Structures the class with procedures and routines.
2. Teaches classroom and instructional procedures.
3. Has a classroom that can run itself.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. When you walk into a room you do not pay attention to the floor; but if it were missing you would notice. How is the floor similar to classroom procedures?
2. “Effective teachers **MANAGE** their classrooms with procedures and routines. Ineffective teachers **DISCIPLINE** their classrooms with threats and punishments.” Explain and discuss this quotation from the book.
3. Transitions can be tricky. What are a few key elements that are important in implementing effective transitions?
4. The procedures involving groupwork are more complicated than many other procedures. What is wrong with a request like this: “OK, divide into groups of four!” What are some procedures you would need to have in place in order to make groupwork effective?
5. How does your attitude affect your ability to manage your classroom?
6. 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 think of a procedure each of your students takes 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 clearness, 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 MORE

GoBe Page 205: Lack of structure in the classroom often interferes with the learning process.

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?

GoBe Page 208: Distribute materials, and then have everything returned within a few minutes.

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 213: With schoolwide procedures in place students moving through the hallways becomes very efficient.

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 218: A classroom management plan leads to teacher and student success.

Discussion Questions:

1. To what does Sarah Jondahl attribute her first-year success?
2. Classroom management is the foundation for being an effective teacher. Why is so much emphasis placed on classroom management when our job is to teach?

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 21 – How to Create an Effective Assignment**

Key Idea: The greater the structure of a lesson and the more precise the direction on what is to be accomplished, the higher the achievement rate.

Important Facts:

- Learning is not about what the teacher covers. Learning has to do with what the student accomplishes.
- To help the students, give them a set of objectives at the beginning of their assignment telling them what they are responsible for accomplishing.
- Schools exist and teachers are hired for one reason only: to help students learn and achieve.
- Student learning must be at the heart of all decisions made in the school.

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 for measuring student mastery.
- **Curriculum** – A course of study that states what the students are to learn and/or a teacher’s guide of what to teach, along with suggested methods of instruction.
- **Objectives** – What a student must achieve based on what the teacher states is to be comprehended, or mastered.

Key Concepts:

- An effective assignment specifies what the students are to do and learn and includes a required finished product that demonstrates student comprehension.
- There are four steps to creating an effective assignment:
 1. Determine what you want the students to accomplish.
 2. Write each accomplishment as a single sentence.
 3. Give the students a copy of the same sentences.
 4. Post or send these sentences home with students.

The Effective Teacher:

1. Writes objectives that tell the student what is to be accomplished.
2. Is able to align objectives with state or district standards.
3. Knows how to write objectives at all six levels of Bloom’s Taxonomy.
4. Posts the objectives for students to accomplish.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. If schools exist to help students learn and achieve, why is the unit on lesson mastery the last unit of the book?
2. What are some reasons that 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?

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 total 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 227.) 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.

MY NOTES:

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 the home 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 228: The textbook plays a minor role in determining whether or not the students learn.

Discussion Questions:

1. Why is the textbook not the curriculum? What is the difference between the two?
2. How does the textbook hinder student learning?

GoBe Page 231: Christina taught for a year in an urban school with no curriculum, no textbooks, and no training.

Discussion Questions:

1. The stories of novice teachers being placed in the toughest classrooms are commonplace. How can this practice be turned into a positive experience for the students and the teachers?
2. If you were a colleague of Christina’s, what advice would you offer so she and her students can experience success in the classroom?

MY NOTES:

INFORMATION**Chapter 22 – How to Test for Student Learning**

Key Idea: The purpose of a test is to determine if a student has mastered the objectives.

Important Facts:

- Objectives and the test must be written concurrently before the unit or lesson begins.
- Objectives govern what and how many questions are to be written for a test.
- Every test question must correspond to an objective.
- The effective teacher tests and corrects, repeatedly, so all students can achieve their highest potential.

Definitions:

- **Objectives** – statements that inform students what they are to learn and tell the teacher what is to be taught.
- **Criterion-Referenced Test** – assessment of a pre-stated criterion or objective determining accomplishment only of the individual student.
- **Norm-Referenced Test** – determines placement on a normal distribution curve and is used for competitive ranking.
- **Formative Tests** – determines what remediation is needed for a student to master the content, skill or objective.
- **Summative Tests** – sums up what the student has learned at the end of the unit, and is then used to determine a grade.
- **Backward Design** – begins with the results the test writer wants to achieve with the lesson.

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 question.
 4. Repeat steps 1–3 for each of the remaining objectives.

The Effective Teacher:

1. Writes criterion-referenced tests.
2. Uses formative tests to determine the appropriate corrective help.
3. Grades and remediates for percentage mastery, not on a curve.
4. Creates learning plans using Backward Design.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Explain this statement: “Tests do not determine objectives; objectives determine tests.”
2. Discuss how to implement the following statement from page 247: “Schools must change from a testing culture to an assessment culture.”
3. What are some poorly conceived reasons for giving a test?
4. How important are grades to student learning and achievement?
5. Define “mastery.” How do you determine if a student has mastered the objectives?
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. What are the differences between “lesson plans” and “learning plans?”

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.

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:

Objective: Compare the various causes of the Civil War.

Misaligned questions:

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 254: “I’m still not sure” statement gives students a chance to receive further instruction.

Discussion Questions:

1. Brad Volkman instructs students to ask, “Can I do this?” or express, “I’m still not too sure about this.” What else could students do with the results of a quiz to help them see it as a type of formative assessment and to help them further their learning?
2. Brad has a section titled, “Assessment for Learning” that tells *how* he will know if his students have learned what he has taught. What are five more ways you can check for understanding or learning in your lesson?

GoBe Page 256: Teachers can have students who achieve 98 percent mastery of the lesson.

Discussion Questions:

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

GoBe Page 262: The Internet is a source for supplementing lesson plans.

Discussion Questions:

1. In addition to the websites listed in the GoBe, set yourself a goal of “begging, borrowing, and stealing” at least three other useful websites from veteran teachers to add to your bookmarks. Ask the group to share their favorite sites.

MY NOTES:

INFORMATION**Chapter 23 – How to Assess for Student Learning**

Key Idea: The purpose of a scoring guide is to assess for student learning.

Important Facts:

- A scoring guide defines achievement so students can work toward accomplishment.
- Scoring guides are given to students at the beginning of the assignment.
- *Lessons* are designed to ensure that students are *taught* the content; *scoring guides* are used to confirm that students have *learned* what is taught.

Definitions:

- **Scoring Guide** – a tool teachers use that specifies how students can earn points or a grade for accomplishing a lesson or assignment according to stated performance levels

Key Concepts:

- The effective teacher distributes a scoring guide that spells out, up front, how the assignment will be graded.
- A scoring guide includes three parts:
 1. Criteria: the category or trait that will be scored
 2. Point values: a simple scale, often from 0 to 4
 3. Performance expected: defined performance levels, often times with examples

The Effective Teacher:

1. Constructs scoring guides aligned to lesson objectives.
2. Uses scoring guides for formative assessments.
3. Teaches students how to use scoring guides for personal assessment.
4. Helps students make continued progress toward lesson mastery.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. How is a scoring guide like a road map?
2. What are the benefits of giving scoring guides up front?
3. How can a scoring guide improve student learning?
4. Why would you describe a *rubric* as a *scoring guide* in front of students?
5. How could you use scoring guides 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 scoring guides and then design their own scoring guide templates for use in their classrooms.

Step 1. AHA: On page 270, Karen Rogers uses basic scoring guides to assess the following:

- Laboratory Report
- Group Discussion
- Graphing
- Presentations to the Class

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 scoring guide (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 272, 274, and 275; refer to the samples in the GoBe section; or search online for ideas.

Start by choosing the *categories* your group wishes to grade. For example, in a scoring guide for Classroom Discussions your group may want to grade *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 grading across your school/department/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 scoring guide.

MY NOTES:

IMPLEMENTATION

Once a common scoring guide 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 scoring guide, 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 “norm” their grading and put everyone on the same page.

MY NOTES:

IN CASE YOU NEED MORE

GoBe Page 271: Adapt these Science-related scoring guides for use with your students.

Discussion Questions:

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

GoBe Page 272: Adapt these Literature-related scoring guides for use in your classroom.

Discussion Questions:

1. Why is it important that scoring guides align to state standards?

GoBe Page 274: Adapt this book discussion scoring guide for use with your students.

Discussion Questions:

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

GoBe Page 275: Adapt this scoring guide for use with multimedia projects.

Discussion Questions:

1. How can you incorporate technology in your classroom?

MY NOTES:

INFORMATION**Chapter 24 – How to Enhance Student Learning**

Key Idea: Teachers are more effective when they work together in teams.

Important Facts:

- Teachers who work together to achieve specific measurable goals increase the likelihood of improved student learning.
- 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.

Definitions:

- **Learning Team** – a productive team of teachers whose core role is to analyze student work, with the purpose of improving student learning.
- **Curriculum Map** – a comprehensive spreadsheet that lists what subjects are covered by which teachers and what they will be teaching; constantly changes to reflect what needs to be taught to improve student progress and learning.

Key Concepts:

- Successful schools have a culture that is always focused on student achievement.
- The importance of establishing procedures and routines to free up instructional time is paramount to effective teaching.

The Effective Teacher:

1. Implements and is part of a learning team.
2. Analyzes student work and instruction as part of a team.
3. Contributes to and helps maintain a shared vision.
4. Never gives up.

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. Some teams of teachers come together to plan field trips and graduation ceremonies. Are these learning teams? Why do effective schools have learning teams?
3. What are the benefits for students and teachers working together as a team, compared to working on their own?
4. 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?
5. Schools that beat the odds continually assess and reassess student work and use the results to teach and reteach. What does a class that has this kind of approach look like?
6. “Analyze the instruction, not the teacher or the student.” What does this mean and why is it an important principle to follow?
7. How can student achievement be analyzed without *criticizing* the teacher or the students?
8. What is your school’s shared vision?

Activity: This activity will help develop consistency in techniques taught to students and increase their chances for success in the classroom and in life.

Step 1. AHA: Review pages 289–293 and review the techniques suggested for helping students with the learning process. Compile those techniques on a master list, and then ask teachers to brainstorm and add to the list with techniques they currently are using.

Step 2. CHOOSE: Discuss the process involved with the techniques brainstormed during the “Aha” session.

Divide the techniques into grade or department levels and schoolwide techniques.

Begin at the grade or department level and reach a consensus on one technique to teach to the students so there is consistency across each grade or department level.

Break into grade-level or department-level Learning Teams to discuss how to teach the new instructional procedure.

Ask teams to share their chosen technique and how they are going to teach it.

MY NOTES:

IMPLEMENTATION

Ask each learning team to complete the chart for the technique they selected to implement.

What technique will we implement?	
Who will teach the technique to the students?	
How will the technique be implemented so there is grade-wide and department-level consistency?	
When will we teach the technique?	
How are we going to gather feedback about the value of the technique and its effect on student learning?	
How will we share our results with our learning teams?	
What revisions to the technique are needed to improve its usefulness to students?	

Share the results of the implementation at your next group meeting.

IN CASE YOU NEED MORE

GoBe Page 285: Teacher collegial teams support increased student achievement.

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?

GoBe Page 292: Students can keep track of their assignments with a simple, daily procedure.

Discussion Questions:

1. What makes Carol Brooks' notebook organization system so effective?

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 structure of a learning team on pages 283–285. In the example of the Pacific Elementary School there are two parts to the meeting. The first part focuses on the Schmoker Model. Look at the steps. What does this procedure involve? What is the purpose of this procedure? Do teachers at your school currently plan lessons and assessments, and then discuss their results?

The second part of the meeting involves discussing student work. 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 (below).

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):

	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 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 25 – How to Be a Teacher-Leader**

Key Idea: The more a teacher learns, the more the students will learn.

Important Facts:

- You make a statement of dignity to yourself and the teaching profession when you acknowledge and accept that you make a difference.
- The biggest secret to teaching success: *Beg, Borrow and Steal!*
- The more knowledgeable the teacher becomes, the more successful students will be.
- Professionals are defined not by the businesses they are in, but by the way they conduct their business.
- The most effective teachers become professional educators. Professional educators become teacher-leaders.
- Successful people “choose”; they don’t “decide.”

Definitions:

- **Professional educator** – Someone who, without prompting, supervision or regulation, has an ongoing development plan to achieve full competence and strives continuously to raise the learning level of each new group of students.
- **Teacher-leader** – Someone who motivates, mediates, and mentors students.

Key Concepts:

- The primary factor that consistently impacts student achievement is the significance of the teacher as leader.
- You ARE the difference in the lives of children.
- 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. Is a professional educator.
2. Is a teacher-leader.
3. Makes choices.
4. Strives to be the difference in the lives of students.

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. Why is it important for a teacher to be a “student of learning” throughout his or her career?
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. Why is it important to be a *proactive* teacher and not a *reactive* teacher?
5. What is the difference between “deciding” and “choosing?”
6. Explain what this statement means: “All successful teachers are leaders.”
7. On page 321 you will find the “10 Beliefs of Successful Teachers.” Which one of these beliefs is the most important?

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 personal professional development 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 302: Teacher-leaders seek professional networking beyond their campuses.

Discussion Questions:

1. The Teacher-Leaders Network provides numerous opportunities for teachers to continue their growth. Read one of the blogs listed under “Resources” and share with one another how the information can help you professionally.

GoBe Page 306: Workers let others make their decisions. Leaders make their own choices.

Discussion Questions:

1. This GoBe states: “Research shows that if you do not use an idea or an opportunity within three days, you will never use it.” Given this axiom, what are the ideas from *The First Days of School* that you want to start working on immediately? Map out a plan and set aside some time in the next 72 hours to implement it.

GoBe Page 316: The margin for success is thin indeed; but the solution to crossing the finish line is simple.

Discussion Questions:

1. To improve your teaching, consider trying just one or two new ideas a year. Review the list in this GoBe and choose one or two new ideas for the next school year.

MY NOTES:

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

Key Idea: The most effective schools have consistency.

Important Facts:

- Teachers, not programs, produce student achievement.
- The most effective schools promote a culture of proficiency through consistency.
- Effective schools consistently invest and reinvest in teacher capital.
- Anyone with the will to succeed and the discipline to improve can become an effective teacher.
- Effective teachers produce improved student learning.
- Unsuccessful schools stress programs and continually make untested structural changes. Successful schools stress best practices.
- The best way to attract and retain effective teachers is through comprehensive induction programs that begin before the first day of school.
- The pathway to success in education is through excellent academic performance based on consistency.

Definitions:

- **Consistent** – dependability, reliability, and predictability of a product or a service
- **Proficient** – demonstrating an acceptable level of knowledge and skills
- **Effective** – having a positive impact; producing a successful result
- **Human Capital** – refers to what staff members know and can do

Key Concepts:

- Teacher instructional quality is the most critical factor in improving student achievement; consequently, effective schools invest in *teacher capital*. Effective administrators create a culture that focuses on how teachers instruct and the way students learn.

The Effective Teacher:

This section is not included in the “Epilogue.”

MY NOTES:

INVOLVEMENT

Discussion Questions:

1. How do you know if a classroom has consistency? What does such a classroom look like?
2. What are some examples of schoolwide routines that help to establish an effective school culture?
3. What ideas do you have for setting up a comprehensive induction program?
4. Why is it that even the best-educated new employees need on-the-job training?

Activity: This activity will help school principals think through which ideas in the book they would most like to bring back to their classrooms and sketches out a plan for how to accomplish this goal.

Step 1. AHA: Read the two vignettes about principals Thomas Hatch and Lee Douglass on pages 324 and 330, respectively. What do these two stories have in common regarding the principals' approach to bringing ideas from *The First Days of School* to their own schools? What was effective about their approach? How did they get their teachers to take ownership of the ideas in the book?

Step 2. CHOOSE: Think about the ideas from the book that you would like to use in your classroom and those ideas you would like to see implemented schoolwide. Design a "buy-in plan" for how staff will take ownership of their own classrooms by adopting and adapting ideas from the book.

MY NOTES:

IMPLEMENTATION

Use the chart to plan the schoolwide implementation of ideas from *The First Days of School*.

What ideas from the book are going to be implemented <i>first</i> , and in what chapters can these ideas be found?	
What teachers will take ownership of leading the staff through the implementation of each idea?	
How will you ensure that all teachers take ownership of these ideas?	
What is the agreed-upon date for implementation of each idea?	
How will you encourage teachers to provide feedback on their successes and obstacles?	
How will you record teachers' feedback and document schoolwide progress?	
How will you monitor the implementation plans and give teachers feedback?	
Based on the two-way feedback, when will revisions be made to the implementation plan?	

MY NOTES:

IN CASE YOU NEED MORE

GoBe Page 325: Create a *happy* place where students love to come and learn.

Discussion Questions:

1. What makes Edward Aguiles's school a happy place?

GoBe Page 327: A critical component of a successful induction program is a coach.

Discussion Questions:

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

GoBe Page 328: Schools with a consistent learning environment are most effective.

Discussion Questions:

1. What procedures does Bridget Phillips' school have in place to create a consistent learning environment?
2. How does having a consistent school culture affect student learning?

GoBe Page 330: Procedures form the foundation for academic success.

Discussion Questions:

1. What type of preparation work was needed in order for Mike Gee to get more than 300 people in a gym to be quiet within seconds?
2. How do classroom routines affect the atmosphere of your classroom?

GoBe Page 333: Advanced training is much more than a certificate or degree that leads to bigger salaries for teachers.

Discussion Questions:

1. What is more valuable than money at the Hopewell City Schools that *consistently* attracts so many high-quality teachers and motivates them to improve year after year?

GoBe Page 335: Gen Ys have many positive attributes that correlate well with teaching.

Discussion Questions:

1. What particular contributions do you think Gen Ys are making to the profession of teaching? What are their strengths?

GoBe Page 336: Comprehensive induction is the key to teaching and keeping high-quality teachers.

Discussion Questions:

1. How is mentoring different than induction?
2. Look at the definition of *comprehensive induction*. How many of those criteria does your own school meet? If your induction program is in need of revamping, *beg*, *borrow* and *steal* ideas from the GoBe and create an implementation plan to put those ideas into action.

MY NOTES:

CHELONNDA SEROYER DVD**End of Book – “Using THE FIRST DAYS OF SCHOOL”**

Summary: Teacher-of-the-Year Chelonnda Seroyer was successful from the very first minute of the very first day of her teaching career. She spent two months before her first day of school creating a plan for her success and her students’ achievement. In this DVD, she shares her first-day-of-school script and the procedures she uses to establish an effective classroom.

Discussion Questions:

1. According to research by Douglas Brooks on page 102, there are seven questions all students want answered on the first day of school. Describe the ways Chelonnda answered these questions for her students on the very first day of school.
 - a. *Am I in the right room?*
 - b. *Where am I supposed to sit?*
 - c. *Who is the teacher?*
 - d. *What will I be doing?*
 - e. *How will I be graded?*
 - f. *What are the rules?*
 - g. *Will I be treated fairly?*
2. Why does Chelonnda use the word “guidelines” instead of “rules?” What are some other terms you could use in place of “rules”?
3. What are the guidelines for Chelonnda’s class?
4. What are the consequences associated with the guidelines?
5. What is a “guideline infraction notice”?
6. Of the 10 different procedures Chelonnda describes as essential for her classroom, which ones are you using in your classroom? What is your technique for implementing these procedures?
7. What’s the difference between a procedure and a “special procedure”?
8. Could your classroom run itself? If not, what procedures do you need to install to make this happen? If so, share what procedures you have in place to teach students to be responsible for their own learning.
9. Although it may appear that Chelonnda did not learn anything from her student-teaching experience, she actually learned much to prepare for her classroom. What are some of the key elements Chelonnda learned from student-teaching?
10. What are ways you can show your students you love them?
11. In her concluding story, Chelonnda shares a very personal experience that supports the importance of having high expectations. Share an example of a time when someone had high expectations for you.

MY NOTES:

UNIT E CULMINATING ACTIVITY**Unit E – Future Understandings _The Professional**

*The teacher who constantly learns and grows
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 near-term 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:

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:

IN CONCLUSION

We believe that every teacher and administrator has the POTENTIAL to be effective and successful.

Effective Teachers:

Amanda Brooks 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.**"

Today Amanda reports, "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."

Effective Administrators:

Ed Aguiles of New Jersey and **Judy Jones** of Texas are typical of the many principals who have benefited from Harry and Rosemary Wong's expertise.

"**The Wongs taught me how to run my classroom,**" is typical of the many positive statements from principals who have adopted and adapted their work. "I've taken those same procedures to teach my teachers how to run my school **with success.**"

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 (3.6 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 108 countries and is used in 2,026 colleges. It has also been translated into Chinese, Arabic, and Indonesian. Soon it will be published in French-Canadian and Korean. The book is available digitally in a variety of eReader formats. It has been formatted as a Recording for the Blind and Dyslexic.

Your Coaches:

Harry and Rosemary Wong thank **Stacey Allred** and **Jenn David-Lang** 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>.

