

Effective Teaching-Harry Wong

1. The three characteristics of an effective teacher are: good classroom management skills, teaches for mastery, positive expectations for student success.
2. Your expectations of your students will greatly influence their achievement in your class and in their lives.
3. Treat students as though they already are what they can be, and you help them to be capable of becoming what they will be.
5. What you do on the first day of school will determine your success for the rest of the year.
6. Have the room ready for instruction, and make it invitational.
7. Stand at the door and greet the students.
8. Give each student a seating assignment and a seating chart.
9. There must be an assignment posted, and in a consistent location, when the students enter the room.
10. Start each class with an assignment – immediately. Do not take roll when class begins.
11. Position yourself in the room near the students: problems are proportional to distance.
12. Credibility: Display your diploma and credentials with pride.
13. Dress in a professional manner to model success and expect achievement.
14. The three most important things that must be taught the first week of school are discipline, procedures and routines.
15. Discipline: Set rules, consequences, and rewards immediately.
16. State your procedures and rehearse them until they become routines.
18. Learning is most effective when it takes place in a supportive community of learners.
19. The greater the time students work together and the greater the responsibility students take for their work, the greater the learning.
20. Cooperate with each other, compete only against yourself.
21. Cooperative learning will prepare students for the competitive, global world economy.

22. Academic Learning time (ALT): The greater the time students spend working successfully on task, the greater the student's achievement.
23. The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate.
24. To increase assignment completion, state your assignments as a set of criteria or objectives.
25. Use criterion-referenced tests to evaluate the performance of the students.
26. The more frequent the tests, the higher the achievement.
27. Mastery learning plus tutorial instruction results in higher achievement than students taught in a conventional manner.
28. If a student masters a criterion, give the student enrichment work. If the student does not master a criterion, give the student remediation and corrective help.
29. The shorter the assignment, the higher the achievement rate.
30. Wait Time: Wait five or more seconds after asking a question.
31. Reading: Use short lines and paragraphs. Note how periodicals and junk mail are written.
32. Determine the learning style of your students. Student achievement is greater when the teaching style matches the learning style.
33. Students score higher on a test measuring attitude towards school and attitude towards a subject when they learn from an activity-question approach than from a textbook-lecture approach.
34. Most teachers teach as they were taught in college, a non-validated model of teaching (book, lecture, activity, test).
35. Learn to make CHOICES to enhance your life. Stop DECIDING what to do because others are doing it.