

**Harry K. Wong, Ed.D.**  
**Rosemary T. Wong, Ed.D.**

*Passionate teachers of teachers*

**Nominated by**  
**Mark Wilson, Ed.D.**  
**2009 National High School Principal of the Year**

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#1

The person will have made a specific discovery or development that has had a significant impact on the practice or understanding of education.

#2

The idea or concept will have been proven successful by actual practice or at least will have been accepted as valid within the education community.

#3

The award is to recognize an individual for exceptional national or international work in the field of education.



## MORGAN COUNTY HIGH SCHOOL

1231 College Drive  
Madison, Georgia 30650  
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Brock International Prize in Education  
Dear Dr. Gabert,

Anyone in the world. What a task! Select anyone in the world who has made a contribution that has made a significant impact on the practice of the field of education. So many people from whom to choose, but yet the criteria for this award leads directly to the work of two individuals who have met the requirements of the Brock International Prize with every step they have made in their work.

Harry and Rosemary Wong have together made a contribution so significant, and so impactful to the field of education that they have defined the elements of being an **effective teacher**. Their work, *The First Days of School*, is the most recognized book in the field of education. It has been in print for over 18 years; it is used in 106 countries around the world; it is literally the field guide for teachers to be successful in the classroom.

Together, Harry and Rosemary defined 'Classroom Management' versus Discipline and armed teachers from Abilene to Vancouver, from kindergarten to high school, with the tools necessary to manage a classroom successfully and lead children to learning. Harry has spoken to over a million people worldwide, and was named in *Instructor* magazine as one of the twenty most admired people in education (along with Bill Cosby, Laura Bush, Maya Angelou, et al).

In my travels across the United States, I have found a unifying device in speaking with teachers, administrators, and anyone in schools: *The First Days of School* by Harry and Rosemary Wong. Everywhere I go, discussions of the Wong's three characteristics of effective teaching are a common language in the education world. In the process of support and advocacy for teachers, they have also united teachers and administrators, elementary and secondary educators, college professors and young students with a gleam in their eye about teaching.

Early in my career as an educator, I was moved by *The First Days of School*, and what I gained from this work had a dramatic effect on my ability to help students learn. Now, every faculty member in my school and system use this same gift to help students learn today. Whenever a principal or teacher asks me what to do first to be a successful teacher or administrator, I always hand them a copy of *The First Days of School*. I have no greater advice to someone in education than to read it and follow its guidance. It has worked for *millions* before. It has worked for me. It will continue to work.

Anyone in the world? After I thought about it for a time, and after I spoke with dozens and dozens of teachers and administrators, the answer was simple. Harry and Rosemary Wong have made a contribution of significance that has **forever** changed for the good the world of teaching, learning, and education.

Most Sincerely,

Mark Wilson, EdD  
Principal  
Morgan County High School  
Harry and Rosemary Wong

HARRY K. WONG, Ed.D.  
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[www.EffectiveTeaching.com](http://www.EffectiveTeaching.com); [www.ClassroomManagement.com](http://www.ClassroomManagement.com)

Harry K. Wong has authored over 30 publications including the leading book in education on how to start *The First Days of School*, a monthly column on [www.teachers.net](http://www.teachers.net), a CD set, and a book on *New Teacher Induction*. He has an eLearning course on classroom management and has appeared in an award-winning video series, *The Effective Teacher*.

His many journal articles can be found in *Educational Leadership*, *KAPPAN*, *Principal Leadership*, *NASSP Bulletin*, *American School Board Journal*, *Kappa Delta Pi Record*, *School Business Affairs*, and *Education Week*. Most all of them can be accessed on [www.NewTeacher.com](http://www.NewTeacher.com).

He has been credited with transforming schools and turning the lives around of tens of thousands of teachers. Their stories can be found on [www.teachers.net](http://www.teachers.net).

His techniques have been adapted by thousands of educators for success in their schools and classrooms. He has been called "Mr. Practicality" for his common-sense, research-based, no-cost approach to managing a classroom for high-level student success.

Because of his achievements, Dr. Wong has been awarded the *Horace Mann Outstanding Educator Award*, *Upton Sinclair Award*, *Outstanding Secondary Teacher Award*, the *Science Teacher Achievement Recognition Award*, the *Outstanding Biology Teacher Award*, and the *Valley Forge Teacher's Medal*. He was also the subject of a story in *Reader's Digest*.

*Instructor* magazine (March 2006) announced their reader's poll for the most admired in the world of education. Harry Wong was on the final list of 20 along with Maya Angelou, Laura Bush, Bill Cosby, Hillary Clinton, Ron Clark, Marva Collins, Howard Gardner, and Oprah Winfrey.

Harry K. Wong is the most sought after speaker in education today, booked from two to four years into the future. He has given some 3500 presentations to over a million people. He has been the general session speaker at every major educational meeting and at Toastmasters International. His lectures have taken him to every American state and Canadian province and to Europe, Asia, South America, Africa, and Antarctica.

He is a former secondary science teacher and as a classroom teacher, he developed methods which resulted in his having no discipline problems, a zero dropout rate, a 95% homework turn-in factor, and the ability to demonstrate mastery learning for each of his students.

He, and his wife, Rosemary, are new teacher advocates. He is the father of three children, four grandchildren, and is madly in love with his Sicilian, mentor-teacher wife. They have built a school in Cambodia.



ROSEMARY T. WONG, Ed.D.

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A native of Louisiana, the former Rosemary Tripi matriculated through the Jefferson Parish Public Schools, earning high marks the entire way. The same drive and perspicacity that she demonstrated as a young student has never wavered, enabling the now Dr. Rosemary Tripi Wong to achieve a list of accomplishments that would leave most people breathless.

As a young, elementary teacher working in the East Baton Rouge Parish Schools, Rosemary experienced the difficulty of managing a classroom while trying to engender student learning and academic success. In 1976, she met Dr. Harry Wong, a fellow educator. They fell in love, married, and began what has become their lifetime focus: improving the academic success-rates of students by improving the classroom management skills and effectiveness of teachers. Her teaching experience in California included teaching in self-contained classrooms and serving as the media director and student activities director at a middle school. She was the first teacher selected as a mentor teacher in her school district.

As CEO of Harry K. Wong Publications, Rosemary is the driving force behind the development of the company's educational books and tools aimed at improving the effectiveness of teachers. She is co-author of *The First Days of School*, currently in its fourth edition, having sold more than 3.5 million copies—more than any other book of its type in the history of American education.

She has contributed over ninety articles to [www.teachers.net](http://www.teachers.net). These articles showcase effective teachers and are archived for free retrieval. Her talents as a producer and director are showcased in a multi-award winning video series. She has conceived and delivered a cutting edge online course and has presented at conferences around the world.

Rosemary is the silent dynamo of the Wong team, always focused on the next goal. Yet for all her accomplishments—and there are many—Rosemary remains a true Southern Lady, filled with a gracious warmth and quiet generosity. Her list of accomplishments reveals both a professional and philanthropic career that has focused on making an impact without drawing attention to herself.

She is extremely active in numerous charities, sitting on the boards of Meals On Wheels of San Francisco and Self-Help for the Elderly organizations. Giving back to communities and improving the educational opportunities for all children is the mission of "The First Days of School Foundation," founded in 2002 by the Wongs. She serves as president of their charity. In 2008, the organization built and has been sustaining the Wong Mean Reth Learning Campus in Cambodia. The school is the first ever in the remote jungle area and currently provides 325 local schoolchildren with educational opportunities they would not otherwise have had.

Rosemary's professional honors include the *Upton Sinclair Award* for her writing skill; the *Distinguished Alumnus Award, Southern Louisiana University* for her achievements in the world of education; the *Silicon Valley Distinguished Woman's Award* for her business acumen; the *Silicon Valley Woman of Influence Award* for her leadership in education; and a special commendation from the Jefferson Parish School Board in recognition of her exemplary career as a professional educator and as a philanthropist.

Her work in education along with her many non-profit activities have earned her recognition and respect from around the world. She currently resides in the Bay Area of California where she tends to a fruit, flower, and vegetable garden, searches for new birds for her life list, plays grandmother to her four beautiful grandchildren, and savors each day spent sharing life and love with her husband.

## **Criteria #1**

*The person will have made a specific discovery or development that has had a significant impact on the practice or understanding of education.*

**Dr. Harry Wong and Dr. Rosemary Wong** are the major developers of the concept of *The Effective Teacher*. They have done more than any other pair of educators to develop and promote the practice of effecting teaching. Although many studies concur that the teacher is the most important factor in student learning and achievement, none define the effective teacher and then address practical applications of how to create effective teachers. This is where Harry and Rosemary Wong excel.

Borrowing from the 1970s research of Good and Brophy, the Wongs have pinpointed the three characteristics of effective teachers. They have also identified two subsumed topics that are germane to the development of Effective Teaching: *Classroom Management* and *New Teacher Induction*.

### **EFFECTIVE TEACHING:**

#### **1. CLASSROOM MANAGEMENT**

#### **2. NEW TEACHER INDUCTION**

*Classroom Management* is the process by which effective teachers manage classroom environments for learning. *New Teacher Induction* is the process schools and school districts use to train and develop effective teachers.

**Studies show that the most significant factor in improving student learning is a knowledgeable and skillful teacher.** It's the teacher! We've known this for decades, yet schools still refuse to acknowledge the importance of an effective teacher. Effective teachers make a difference.

- The top one-sixth of teachers improve student achievement and can add nine months or more—nearly a full year—to student learning.
- Students who have several effective teachers in a row make dramatic achievement gains, while those who have even two ineffective teachers in a row lose significant ground.
- The difference in teacher effectiveness is the single largest factor affecting academic growth of student populations.

The achievement gap facing poor and minority students is due not to poverty or family conditions, but to systematic differences in teacher effectiveness. A student who is taught by an ineffective teacher for two years in a row can never recover the learning lost during those years. As a teacher's effectiveness increases, the first students to benefit from this improvement are those from lower-achieving groups. Thus, the priority in a school should be to create a culture of effective teachers.

**The Wongs have brought effective classroom teaching to the center of the education stage. They continually underscore a single point—effective teaching is identifiable, teachable, and implementable, and it is accomplished at little or no cost.**

For more than two decades, the Wongs have persistently helped teachers learn how to become effective. Hundreds of thousands of teachers and administrators have benefitted from their teaching programs. The Wongs' methods are significant because the prevailing practice in education is to adopt expensive programs and spend money on reform movements, while ignoring the need for effective practices among classroom teachers.

Instead of teaching teachers how to improve student learning and achievement, the history of education has shown that we have spent at least 75 years jumping from one fad or ideology to another, while recycling the same programs year after year, decade after decade.

In 1991, Ron Ferguson of Harvard University reported, "A large scale study found that every additional dollar spent on raising teacher quality netted greater student achievement gains than did any other use of school resources."

As a demonstration of how we ignored the research, in 1993 Walter Annenberg gave the schools \$500 million to improve student achievement. Called The Annenberg Challenge, this is what the districts did with the money:

- Boston tried "whole-school change."
- Chicago tried "small learning communities."
- Houston tried "class size reduction."
- Los Angeles tried "improving literacy."
- New York tried creating small "schools of choice."
- Philadelphia tried "citywide learning standards."

The Annenberg Foundation reported in 1998 that the work that delivered the best return on student learning was the money invested in giving teachers SUSTAINED opportunities to improve their classroom skills. **It's the teacher!** It's not programs, fads, or ideologies.

Richard Elmore of Harvard says, "To improve student learning, you do not change the structure (i.e., block scheduling, smaller class size, small school size, etc.), you change the instructional practices of the teachers. The schools that seem to do best are those that have a clear idea of what kind of **instructional practice** they want to produce, and then design a structure to go with it."

Theodore Hershberg of the University of Pennsylvania says that good instruction is 15 to 20 times more powerful than family background and income, race, gender, and similar variables.

**Programs do not produce student achievement; teachers produce student achievement.**  
This is the major difference between successful and unsuccessful schools.

- **Unsuccessful schools stress programs.** They spend millions of dollars adopting programs and fads-of-the-year in constant pursuit of the “silver bullet.”
- **Successful schools stress practices.** They wisely invest in their teachers and the effectiveness of their teachers. They don’t teach programs; they teach basic, traditional academic content. They prioritize the instructional practices of their teachers because that is the most important major factor in improving student achievement.

Wade A. Carpenter, an education professor at Berry College in Silver Creek, Georgia, reported that he counted at least 361 “silver bullets” in the pages of the *KAPPAN* from May 1987 to May 1997, programs people said would enhance reform and even save American education. He listed such “flavor-of-the-months” as block scheduling, essential schools, outcomes-based instruction, looping, constructivism, full inclusion, and interdisciplinary instruction.

Since 1997 we have added dozens of additional flavors to the menu board, including whole child, peer coaching, No Child Left Behind, professional learning teams, small school size, brain compatible learning, and the various forms of technology-based learning. These are all good ideas, but they are isolated theories and do not speak to the overall task of effective teaching.

Early in 2009 *The New Teacher Project* made the same finding when associates declared that administrators and policy makers treat teachers as widgets, people who are interchangeable without regard to their effectiveness. Just as Lake Wobegon found that all children were above average, teachers are almost always given “superior” evaluations without any assessment for effective teaching, and then treated as movable and removable widgets. The New Teacher Project found that “our nation’s failure to acknowledge and act on differences in teacher effectiveness” is why our students are not learning and achieving.

In contrast to expensive flavors of the month, the Wongs’ specific strategies and techniques require little or no cost to implement in the classroom. Even the process of *New Teacher Induction*, whereby teachers are trained in effective teaching practices, cost far less than the enormous money spent every year recruiting new teachers, only to dump them into a classroom as another widget.

## **EFFECTIVE TEACHING**

The Wongs have identified methods and created strategies and materials that teach teachers the three characteristics of effective teaching.

1. **Classroom Management**. Classroom management consists of the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.
2. **Lesson Mastery**. Lesson mastery refers to how well a teacher provides instruction so that students will comprehend and master a concept or skill to a level of proficiency as determined by the teacher.



3. **Positive Expectations.** The expectation of students, whether positive or negative, high or low, is what the teacher believes will or will not happen and will greatly influence the achievement and success of students.

These three characteristics were first stated by the Wongs in 1991 in their book, *The First Days of School: How to Be an Effective Teacher*. Robert Pianta, Director of the University of Virginia Center for Advanced Study of Teaching and Learning, validated the Wongs' findings and work when he reported in 2007 that his survey of 1,000 schools determined the same three vital characteristics.

In 2008, a group at UCLA studied the barriers that prevent at-risk students from learning and came up with the same three characteristics. They deemed these the "Three Barriers to Learning and School Improvement."

## **CLASSROOM MANAGEMENT**

**The Wongs have clarified one of the most misused concepts in education. Classroom Management is not discipline.** The mistake that is so often made in education is that people equate classroom management with discipline or behavior. They regard classroom management as disciplining students to achieve compliance. The Wongs have clarified and taught countless of teachers and administrators how to manage a classroom and school with PROCEDURES.

Classroom management consists of the practices and procedures that a teacher uses to maintain an environment conducive to instruction and learning. A well-managed classroom has a set of procedures and routines that organizes and structures the classroom for teaching and learning. The effective teacher is proactive and plans a well-managed classroom with procedures and routines, whereas the ineffective teacher is reactive and disciplines a classroom with threats and punishments.

Effective teachers manage with procedures. Procedures organize the classroom so that the myriad of activities that take place can function smoothly and stress free. These activities may include reading; taking notes; participating in group work, class discussions and activities; exchanging papers; and producing materials. An effective teacher uses procedures to get every student involved and cooperating in all of these activities. Procedures promote the smooth operation of the classroom. If there are no procedures, time that should be spent on learning will be wasted getting tasks done.

Having procedures is reassuring to a student—it gives the student something to fall back on. Students accept and want procedures. Procedures don't have to be elaborate, but they need to have a certain regularity—consistency. They can be as simple as knowing where to line up, for an elementary student, and knowing where to go quickly in the face of danger, for a secondary student.

Students fail because they have not been taught many of the academic procedures, such as how to take lecture notes, how to read a book, how to check out and return a book, how to do homework, how to work in groups, how to complete assignments, and a plethora of other things students are expected to DO in the classroom. (Note the word DO, rather than behave.)

The only way to produce responsible students is to have procedures and routines that make them accountable. The Wongs are masters at teaching teachers and administrators the skills of Classroom Management and they have been doing this successfully for more than 20 years.

## **NEW TEACHER INDUCTION**

**The Wongs have clarified another major misconception in education, that mentoring is not induction.** Imagine an airline, store, or hospital that has no training program, but simply gives its new pilots and flight attendants, managers and employees, doctors and nurses a mentor?

Mentors are important, but they are just one component of a more comprehensive induction process.

The mentor may not have been trained and may not teach the same academic subject or at the same grade level. The mentor *mentors*, one on one, in isolation, with no coherence or collaboration to any district/school curriculum, plan, goals, standards, or student outcomes. Also, the mentor relationship often lacks structure; it is not monitored and has no adequate follow-up procedure. **There is no research to support the fact that giving a new teacher a mentor—and a mentor only—will result in producing an effective teacher.**

Induction is a structured professional development program that consists of many people and many activities, all coherently organized and sustained with the goal of helping staff developers produce effective teachers from neophyte teachers. The process is designed to train and acculturate new teachers and teachers new to the district. The process emphasizes the academic standards, vision, and culture of the district.

Since the early 1980s the Wongs have shown that effective professional development for new teachers requires a comprehensive induction program. This consists of an organized collection of integrated activities and strategies and various people, one of which could be a mentor.

Induction is a total process that is comprehensive, coherent, and sustained.

1. **Comprehensive.** There is an organized program consisting of many activities/components and involving many people, including the school-site principal.
2. **Coherent.** The various components, activities, and people are logically connected to each other—including the school-site principal.
3. **Sustained.** The comprehensive and coherent program continues for many years.

The outcome of an induction program is to produce teachers who can

1. teach to established standards;
2. evaluate the effects of their instruction on student performance;

3. use student achievement data for planning and curriculum;
4. tailor instruction to address specific learning needs; and
5. learn how to thrive in the culture of the school.

This kind of learning can only happen when a school implements a comprehensive, multi-year induction process.

- There must be an organization or structure to an induction program consisting of many activities and many involved people.
- There must be a set of clearly articulated goals based on a set of skills teachers are to master.
- There must be a structured and nurturing system of professional development and support.
- There must be a group that oversees the program and rigorously monitors it to ensure it stays the course toward student learning.

The Wongs have published a book, ***New Teacher Induction: How to Train, Support, and Retain New Teachers***, and written many articles to provide guidance on how to structure an effective new teacher induction program.

## Summary

In the book, *The Little Prince*, the fox utters a line to the prince and says,

“It is only with the heart that one can see rightly;  
what is essential is invisible to the eye.”

That statement is quintessential to Classroom Management—what is essential is invisible to the eye. **Classroom Management is where learning begins.** Ideally, the casual classroom observer would spot the learning and completely miss the Classroom Management.

**Barbara De Santis**, a teacher in the Sayreville Public Schools, New Jersey, works for weeks with her students on classroom management. In her classroom, one finds students working and learning—the classroom is humming with excitement and curriculum. **The classroom procedures that have been taught and woven into the fabric of the classroom environment are invisible to the eye, yet vital for the smooth operation of the classroom.**

Good *classroom management* (characteristic #1 of an Effective Teacher) makes time for teaching and learning—the goal of every school. It creates time for *instruction and learning* (characteristic #2 of an Effective Teacher) and builds a *positive atmosphere in the classroom* (characteristic #3 of an Effective Teacher).

The fox from *The Little Prince* also says, "You become responsible, forever, for what you have tamed." The opportunity to make a difference in the life of a child begins with organizing the classroom.

De Santis learned how to manage her classroom when she was exposed to the Wongs' work in her Alternative Certification Program. States, programs, universities, districts, schools, and individuals know that the Wongs develop effective teachers—teachers who are good classroom managers. States, districts, and schools rely on the Wongs' structure for an effective new teacher induction program to develop their teachers to their maximum capacity.

- Superintendents of the Year credit their success to the Wongs' work.
- Local, state, and national Principals of the Year credit their success to the Wongs' work.
- Local, state, and national Teachers of the Year credit their success to the Wongs' work.
- National Board Certified Teachers credit their success to the Wongs' work.
- Milken Award winners credit their success to the Wongs' work.
- First-year teachers credit their success to the Wongs' work.
- Veteran teachers credit their renewal to the Wongs' work.
- College professors credit their students' success to the Wongs' work.
- Peace Corp volunteers working with teachers in undeveloped countries credit their success to the Wongs' work.
- Administrators and staff developers in international schools credit the success of their teachers to the Wongs' work.
- Even educators who have appeared on the ABC television show "Survivor" credit their "survival" in their schools and classrooms to the Wongs' work!

Harry and Rosemary Wong are dedicated to creating schools around the world full of effective teachers so that teachers and children can reach their full potential.

## LEXINGTON MIDDLE SCHOOL

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PHONE: 242-1567

Jurors of the Brock International Prize in Education:

After only three weeks of realizing my lifelong dream of becoming a teacher, I was ready to "throw in the towel" and resign. It was painfully clear to me that I really had little or no classroom management skills and I was totally ineffective as a teacher.

My entry into education was anything but typical. I grew up in a furniture town in rural North Carolina where the only professionals that I was exposed to were my teachers. They had a profound effect on my life and it was my dream from an early age to teach. As fate will often do, my career took a different course and I founded and managed a successful furniture import business. However, I could never abandon my dream of becoming a teacher. In a huge leap of faith, I retired at the age of 47 to pursue my dream. Imagine how crushed I was to realize that I did not have the skills necessary to be effective in the classroom.

It was at this juncture of my brief career that, what I jokingly refer to as "divine intervention" came in the persons of Harry and Rosemary Wong. My principal sent me to a symposium for new teachers presented by the Wongs. To say that it saved my teaching career is an understatement.

I must admit that I approached the symposium somewhat cynically. In my business career, I had attended many motivational seminars with talented presenters that gave their audience a pep talk but little else to impact their lives. I soon realized that Harry and Rosemary Wong were totally different. They were the "real deal."

I learned how to use procedures and expectations to achieve classroom management skills and to become an effective teacher. I received their book, *The First Days of School*, and read it cover to cover. I began with just a few of their techniques and it was like a miracle in my classroom. Since implementing more of the Wongs' strategies, I have truly become an effective teacher and this noble career is everything that I hoped that it would be.

In my second year of teaching, I was asked to serve on the school leadership team, be the Athletic Director, and continue as the Business and Technology Teacher. As far as discipline, I've only had to refer to the office one student since developing my classroom management plan. Without a doubt, as I begin my third year I will be using the tried and true methods that I learned from Harry and Rosemary Wong and become an even more effective teacher for my students.

I know of no two individuals more deserving for this honor than Harry and Rosemary Wong.  
Regards,

Stacy L. Hennessee  
Technology Teacher and Athletic Director  
Lexington Middle School  
Lexington, North Carolina

8/7/09

To: The Jurors of the Brock International Prize in Education  
From: Bernard C. Alidor Jr., Kindergarten Teacher

I retired from the United States Navy and decided to return to school and become a teacher. It was during college that I first became aware of the Wong's book "The First Day of School." One of my professors highly recommended that we read this book. As I read the book I realized that it was a brilliant training guide for teachers. I feel I learned more about classroom management from this book than I did in any of the mandatory classes I attended in college.

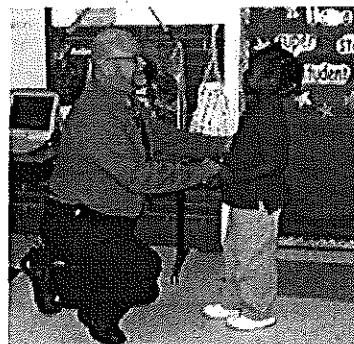
After graduating from college I went into my first classroom armed with high hopes and the Wong's book. This was a Title 1 school in an urban setting. I implemented many of the techniques suggested for classroom management by the Wong's. From the start, these procedures helped me maintain an environment of high expectations and hope for each and every student to excel to their maximum potential.

I have continued using the methods recommended by the Wong's and have been able to maintain a high level of success. As a direct result of relying on the Wong's book, I have been able to excel as a teacher. In 2005-2006, my third year of teaching, I was voted "Teacher of the Year" for my school. The next year, 2006-2007, the "NBC Today Show" did a segment focusing on me being an exemplary teacher. Then in the 2007-2008 school year the Wong's, on their teachers.net web site, recognized me in an article titled "An Amazing Kindergarten Teacher". I have been honored to receive these recognitions; however, the greatest acknowledgment has been the success of my students and the gratitude of their parents.

I contribute many of my effective teaching accomplishments to the Wong's techniques for being a successful teacher. The Wong's have provided very valuable information to new and veteran teachers alike. They have made effective teaching obtainable for all teachers. I would, and do, highly encourage every teacher to read the Wong's book. It has specifically affected my skills in a positive way as a teacher, and would be a treasured tool to any teacher wishing to improve their ability to have success with their students.

Sincerely,

Bernard C. Alidor Jr.  
Kindergarten Teacher  
Spencer Bibbs Academy  
Pensacola, Florida





Nile Mendoza Wilson  
Orchestra Director  
John Paul Stevens High School  
600 N. Ellison Dr.  
San Antonio, TX 78251

August 10, 2009

Adjudication Committee  
Brock International Prize in Education

To The Esteemed Adjudication Panel:

I am writing this in behalf of Harry and Rosemary Wong, nominees for the Brock International Prize in Education. I am currently the Orchestra Director at John Paul Stevens High School, a school in the Northside Independent School District in San Antonio, Texas. I had the great privilege of opening the school in 2005 and being its first Orchestra Director.

My success as a teacher is seen in the success of my students. Humbly, I say that my students are successful because of the safe and structured learning environment they experience in my classroom. Things were not always this way, however. My very first teaching position was in a private Catholic school in the Philippines. I was left completely alone and was expected to fend for myself. My students, who were all young boys, walked all over me. It was a miserable experience, so at the end of the school year, I decided to quit teaching. My first year of teaching was such a bad experience that I thought I would never teach again.

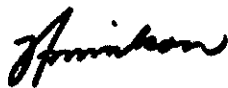
Four years after I immigrated to the United States, I was hired to teach Orchestra. Luckily, I was introduced to Harry and Rosemary Wong's book, "The First Days of School" and his "Effective Teaching" video series before I began the school year. Their book taught me the keys to teaching success that I never learned when I was studying to become a teacher.

Harry and Rosemary also took the time to provide one on one help and mentorship. When I sent an email asking for teaching advice, I fully expected to receive an email from one of their staff members. Much to my surprise, Harry and Rosemary personally replied to my email. Their work taught me a great deal about the practical aspects of teaching, but probably the most important tip that I learned from the Wongs is that class rules and procedures must be introduced and rehearsed with the class on the first day of school. Following this allowed my class to function like clockwork. No time is wasted, and the students are always engaged.

Despite being a relatively young program, the John Paul Stevens High School Orchestra has consistently received first division honors in the University Interscholastic League (UIL) Concert and Sight-reading Contest only after being open for one school year. The orchestra's enrollment has increased from 35 students in its first year to 75 students this incoming school year.

For all they have done for teachers everywhere, Harry and Rosemary Wong truly deserve the honor of winning the Brock International Prize in Education.

Sincerely,



Nile Mendoza Wilson



TEACHERS COLLEGE  
DEPARTMENT OF ELEMENTARY EDUCATION

Muncie, Indiana 47306-0600  
Phone: 765-285-8560  
Fax: 765-285-8793

August 4, 2009

Dear Jurors of the Brock International Prize in Education:

I am writing on behalf of Drs. Harry and Rosemary Wong. I became acquainted with the Wongs over 10 years ago during my fourth year of teaching. Through their publication, *The First Days of School: How to be an Effective Teacher*, my second grade classroom was revolutionized. Applying the classroom management practices such as procedures and routines promoted in their book contributed greatly to the academic progress of my students. Their research and teaching strategies in management and mastery learning were relevant applications for both my general education and special education students. The effects were so dramatic that I shared my successes through several articles on effective teaching at [www.teachers.net](http://www.teachers.net). I still read sections of the book or the book in its entirety prior to each school year even though I have taught for 14 years. It continues to inspire fresh ideas.

Learning about the effects of implementing procedures and routines in my classroom was only one of the life changing concepts that I learned through the Wongs' research. Their research on the attrition of teachers leaving the field of education led me to become involved in developing a teacher induction program in support of new teachers. Having recently been named a recipient of the Indiana Principal Leadership Academy Scholarship, I look forward to the opportunity to disseminate the Wongs' effective teaching strategies as well to develop a teacher induction program as an administrator.

Currently in instructing pre-service teachers at the university level, I choose to use the Wongs' book as my primary textbook due to its strong research on effective teaching and practical classroom management strategies. My hope is to broaden their impact through graduating students who will be employed as effective teachers in various schools across the nation. The Wongs themselves desire to professionalize and further the field of education beyond borders. They have extended their contributions to students and teachers internationally by recently realizing their dream to open a school in Cambodia.

I consider *The First Days of School* an indispensable resource for any educator's professional library. There is no book that has influenced the way I manage my classroom or prepare for the school year more than *The First Days of School*. I always eagerly recommend this book to my colleagues. In light of this, I can without reservation recommend Harry and Rosemary Wong to receive the Brock International Prize in Education.

Sincerely,

Mrs. Stacey Allred  
Department of Elementary Education, Ball State University  
219-689-2764



## High Performance Academy

1000 East Washington Street...Muncie, IN 47305  
765-747-5434—FAX: 765-281-6740

July 30, 2009

To the Jurors of the Brock International Prize in Education:

I was delighted to hear that Harry and Rosemary Wong have been nominated to receive the Brock International Prize in Education. I can't think of any more deserving educational leaders. I was first introduced to the work of Harry and Rosemary Wong during the 1998-1999 school year. Our staff collectively viewed *The Effective Teacher* video series, and our principal made sure we all received a copy of the book, *The First Days of School*. I was teaching fifth grade at the time, so I tried one of their effective teaching strategies. I was stunned at the immediate, positive impact it had on my classroom. Soon, I was implementing one strategy after another: invitational comments and behaviors, first work (bell work), rules (3-5 only), a discipline plan, and procedures, just to name a few. My classroom soon became a "well oiled learning machine," and my students' test scores started going up and have remained consistently high. My principal noticed, and the superintendent noticed.

Since 1999, I have written and received over \$14,000.00 in grant monies. I have twice been named Teacher of the Year: first at West View Elementary and later at Storer Elementary, both in Muncie, Indiana. This year I was named Teacher of the Year for the Muncie Community Schools, and I was named a top ten finalist for Indiana Teacher of the Year. In May of this year, I was chosen as one of the top five finalists for Indiana History Teacher of the Year. I am sure these awards would not have been possible without the help of Harry and Rosemary Wong.

Bill Bradley once defined leadership this way, "Leadership is unlocking people's potential to become better." Harry and Rosemary Wong exemplify this definition of educational leadership every day, in every book they write, in every DVD they make, in every presentation they give, and in every letter and email they send. They certainly unlocked the potential in me to become the very best teacher I could possibly be, and they are still doing that for me. They instruct, support, encourage, challenge, inspire, and most importantly, care.

There are two things that separate Harry and Rosemary Wong from all other educational leaders of our time. First of all, their effective teaching strategies are practical, easy to implement, and they actually work. I had immediate, positive results with every strategy I tried. Secondly, they truly care about teachers. After my first initial success with their strategies, I wrote to tell them of my experience. I actually received a letter in return. We have remained in contact to this day; they are still sharing their insights with me, and they continue to encourage, challenge, and inspire me. I sincerely hope that you will bestow upon them this honor; they richly deserve it.

Sincerely,

A handwritten signature in cursive script that reads "Samara Newnam". The signature is written in black ink and is positioned above the printed name.

Samara Newnam  
Fifth Grade Gifted/Talented Teacher

August 5, 2009

Jurors of the Brock International Prize in Education  
The University of Oklahoma  
College of Liberal Studies

Dear Adjudicators,

I am honored to provide a letter of support for Harry and Rosemary Wong who have been nominated for the Brock International Prize in Education.

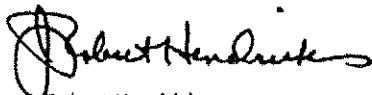
I first met the Wongs in the early 80's and I quickly realized as a school superintendent that their vision of creating a model for effective teaching at the critical beginning juncture of a teacher's professional career was precisely what I needed to embrace as the culture-building keystone for my school district. I was impressed that their development of the concept of *The Effective Teacher* was research-based, grounded in practicality that could be applied to the classroom from day one, and gave novice teachers the needed support to begin their classroom experience successfully. The induction plan we developed using the Wong principles for new teachers was, and continues to be, a lifeline for their success. The nationally lauded Flowing Wells Institute for Growth and Renewal was an investment in teachers that still thrives almost 30 years later and I owe much of its continuing efficacy to the efforts and inspiration of the Wongs. It was visionary then and it remains so today.

Educators around the world have continued to embrace the influence of the Wong's on staff development. Ours is a profession bombarded by gimmicky seminars and "make-and-take it" workshops. In striking contrast, the Wong's Induction approach is the "real thing" and I believe stands alone as a time-tested, sustainable approach to helping teaching succeed. It works because teachers are provided with processes that are deeply rooted in the how and why of classroom practices. The Wongs have helped to demystify the art and science of teaching and break it down in a way that teachers can acquire the effective strategies that result in allowing them to celebrate their students' accomplishments from the very beginning of their careers.

I have done extensive consulting worldwide and I never cease to be amazed of the influence of the Wongs on teachers. Unsolicited testimonials are everywhere and teachers share personal stories about how the Wongs have profoundly influenced their professional lives. Some even talk candidly that they simply would not have survived without their assistance. I know of few educators, including many reformists and change agents, who could claim such influence. In fact, last fall I spent a sabbatical at Nanjing University and centered my classroom instruction on the Wong's model of Lesson Mastery. My graduate students already knew the Wongs through an older edition of their book. I used lesson mastery to help students develop a questioning process that elicited higher level thinking. True to form, the Wongs' procedures were clearly delineated and my Chinese students were experiencing amazing success applying their understanding from the first day of class.

Harry and Rosemary Wong are consummate educators who have influenced and shaped education "in the trenches". They understand that teachers, as in any profession, must have the essential tools to succeed. Their remarkable imprint on the development of teachers is indelible and their reach and influence is immeasurable. They are indeed truly worthy of this award.

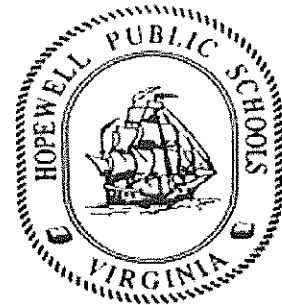
Sincerely,



J. Robert Hendricks  
Associate Professor & Head  
Department of Educational Policy  
Studies and Practice



# HOPEWELL PUBLIC SCHOOLS



August 6, 2009

Jurors of the Brock International Prize in Education

It is great pleasure that I write this letter on behalf of Rosemary and Harry Wong. Hopewell Public Schools, a small urban school division, has always believed that strong teachers make the difference in children's lives, not fads or programs. We have embraced the Wongs' training as the core of our induction program its conception. Our induction program has been the major recruiting tool in the last several years as we compete for those hard to staff teaching positions, such as mathematics teachers, science teachers and teachers of special needs. While we could not offer large salaries and a variety of benefits and incentives to come teach for us, we could offer a strong induction program that not only supported them in their first year but in their first three years with us.

It was Rosemary and Harry that made us realize that support of new teachers needed to go beyond mentoring. In the last several years, our teachers have come to us, often with only basic student teaching or as career switchers with no actual experience in a classroom. Repeatedly, they struggled with organization and classroom management. With the Wongs' training and their book, *The First Days of School*, we prepared our teachers for the challenges they faced as they entered their classroom for the first time. With a three tiered support system that included coaches, lead curriculum teachers, and buddies, our teachers felt they had to the tools and strategies to be successful. When surveyed at the end of their first year with us, the induction program is noted as the key to their having a successful year.

Hopewell Public Schools' induction program has been used as a model by other school divisions in the state. We have been featured on the website, [teachers.net](http://teachers.net) and have been asked to present at conferences. We give all credit for our successes with new teachers to the Wongs.

If you have any questions, please contact me at (804) 541-6400.

Sincerely,

A handwritten signature in black ink that reads "Linda E. Hyslop". The signature is written in a cursive, flowing style.

Linda E. Hyslop

*Assistant Superintendent for Instruction*

TO: Jurors of the Brock International Prize in Education  
FROM: Dr. Katherine D. Perez  
RE: Letter of support for Drs. Harry and Rosemary Wong

---

I am honored to write this letter of support for two outstanding educators: Dr. Harry and Dr. Rosemary Wong. I have had the privilege of knowing them and witnessing their commitment to excellence in education for over 30 years.

My biggest challenge is to summarize their multiple accomplishments and their impact on educators around the world. Therefore, I will focus on two major areas that have had a significant impact on educators everywhere: classroom management and new teacher induction. Their outstanding best-selling book, *The First Days of School: How to Be an Effective Teacher* has transformed the lives of beginning teachers as well as seasoned veterans.

In my role as Director of Teaching Leadership, Coordinator of Professional Development and Induction for Saint Mary's College, we support the induction experiences and certification of over 28 school districts in the greater San Francisco Bay Area over the past 16 years. Harry and Rosemary have provided numerous keynote presentations over the years to the hundreds of teachers who participate in our program.

All of our induction teachers have a copy of their book because it provides proven successful practices in curriculum design and classroom management. What does it mean to be an effective teacher? Drs. Harry and Rosemary Wong carefully articulate the necessary ingredients and they walk their walk and talk their talk with specific examples and strategies that resonate with educators everywhere. Their book and videos have transformed the lives of teachers.

In reviewing the criteria for this prestigious award, the Wongs have not only met but also exceeded the criteria at a national and international level. Teachers are so impressed with their practical applications of classroom management and the importance of procedures and routines in the classroom.

When I think of effective teaching and change agents in education – I think of Drs. Harry and Rosemary Wong. They are truly super-stars of teaching, transformation and curriculum reform.

Please contact me if you have any further questions.  
Office: 925.631.4506 Home: 510.522.6248

Sincerely,  
Dr. Katherine Perez  
Director of Teaching Leadership - Saint Mary's College of California







August 4, 2009

To the Jurors of the Brock International Prize in Education:

Recently it came to our attention that Dr. Harry Wong and Rosemary Wong have been nominated for the Brock International Prize in Education. The Wongs are highly deserving of this recognition due to their enormous impact on the teaching profession as a whole and specifically here in the Flowing Wells School District in Tucson, Arizona.

Harry and Rosemary Wong are dedicated to enhancing teacher effectiveness, a goal that we also highly value and that drives our staff development program. The Wongs' expertise and leadership has contributed to the success of our district in creating a culture of growth focused on the achievement of our students, the majority of whom are economically disadvantaged. Our staff development program has been recognized by organizations ranging from the American Association of School Administrators to *Educational Leadership*. Additionally, all of our schools and many of our teachers have received awards for excellence, and every school has earned either "Highly Performing," "Performing Plus," or "Performing" status from Arizona's Department of Education.

The Wongs' emphasis on effective teaching through skillful classroom management has shaped our district's philosophy. In Flowing Wells, we believe that management creates the structure that allows learning to thrive, and we promote this belief through in-depth staff development. All new teachers receive a copy of the Wongs' book *The First Days of School* and are instructed to read the book prior to New Teacher Induction. Throughout the training we model strategies from the book, such as the use of bellwork, signal, and dismissal procedures, to name a few. New teachers participate in a simulation in which master teachers role-play their first day of school. Additionally, we use portions of the Wongs' video series *The Effective Teacher* throughout the Induction training. All new teachers also are assigned coaches and mentors who assist them with developing classroom management and instructional skills. As they progress into their second year and beyond, our teachers participate in ongoing staff development that builds on their first year. Harry and Rosemary's philosophy literally is embedded throughout our district; for example, an observer in any classroom would find students entering quietly, quickly beginning work, and focusing on the teacher when the simple words "May I have your attention, please?" are stated. The Wongs' vision of proactive classroom management is directly responsible for our excellence in teaching and learning.

Harry and Rosemary Wong embody all that is good in education: a belief in the ability of teachers and students to grow, learn, and flourish, and a commitment to making this happen. We are proud to support their nomination for the Brock International Prize.

Respectfully

Nicholas Clement, Ed.D  
Superintendent

Kevin Stoltzfus  
Director of Staff Development

Celeste DiCarlo Nalwasky, Ph.D.  
Educational Consultant  
229 Roscommon Place  
McMurray PA 15317-2447

August 10, 2009

Jurors of the Brock International Prize in Education:

For the last fifteen years, I have devoted my professional efforts to teaching teachers in the areas of classroom management and effective teaching. The work of Harry and Rosemary Wong has been my primary focus in that endeavor, since they have provided the tools which enable me to affect the lives of every teacher I teach. The Wongs have performed an unprecedented development by translating educational research into understandable and usable practices for teachers.

Their work, *The First Days of School; How to be an Effective Teacher*, has become a national bestseller and, to me, is the most significant work ever to be created for teachers. They have taken research and made it practical, interesting, and accessible for any educator willing to embrace the outlined practices.

Their high quality and entertaining production of their video series which accompanies their text, provides a powerful model of the principles and practices addressed.

Their websites and contributions to [www.teachers.net](http://www.teachers.net) have created a body of work that uses the power of technology to reach teachers nationally and internationally through the Internet.

Their collective works enable me to add my experiences of 44 successful years of educational practice, as we all impact the learning of teachers who will in turn, affect the lives of all of the students that they touch.

I am convinced that the focus of Harry and Rosemary Wong's works have provided a significant impact in improving the educational opportunities for the students of our region. Their writings, creative marketing, and continued updating of best teaching practices provide much needed energy to all of us struggling to improve the educational opportunities for all of our students.

Celeste DiCarlo Nalwasky, Ph.D.  
Director of Information Services, Pennsylvania Intermediate Unit I, Retired  
Part-time Adjunct Instructor:  
Carnegie Mellon University, John Heinz School of Public Policy and  
Management  
Clarion University of Pennsylvania  
Intermediate Unit I, Coal Center, Pennsylvania 15423  
Phone: 724-942-1115 Fax: 866-385-0472 E-mail: CelesteNalwasky@aol.com



## BOAZ CITY SCHOOL SYSTEM

Leland L. Dishman, *Superintendent*

---

Board Members: Mr. Alan Perry, President      Mrs. Fran Milwee, Vice President      Dr. Roger Adams      Mr. Alan Davis      Mr. Tony King

To the Jurors of the 2010 Brock International Prize in Education:

Greetings from Boaz, Alabama! I write this letter in support of the nomination of Drs. Harry and Rosemary Wong for this prestigious award. As you read my letter, it is my sincere hope that you will feel my passion, enthusiasm, love and appreciation for Harry and Rosemary Wong and the contributions their work has had on my life and the lives of those I have touched in my forty plus years in education. I can say, without reservation, that the Wong's have truly inspired me to be the best I can be...and so much more.

As a person of Native American heritage, coming from a very poor, uneducated family, I can truly say that education changed my life. My education also granted me the privilege of having a positive impact on the lives of thousands of students. Over the course of my career, I have been named Alaska's Superintendent of the Year, Georgia's High School Principal of the Year, Alabama's Communicating Superintendent of the Year, and received four legislative citations from legislatures in both Alaska and Georgia. I share this to add credit and validation to my recommendation of Drs. Harry and Rosemary Wong for the wonderful award for which they are being considered.

### Criteria #1

The Wong's have, through their research, application, and practice, taken the concept of effective teaching to its highest level. Their research has not only identified the most effective characteristics used by the most effective teachers, but also been communicated in a manner that could be published and used by classroom teachers to improve their instruction and classroom management skills.

As an educational leader in four states, I have used the research and advice of the Wong's to dramatically improve new teacher induction, classroom management, and effective teaching in all of the schools under my supervision. The work of Harry and Rosemary Wong has allowed me help teachers become more effective educators in Alaska, Georgia, Tennessee, and Alabama.

### Criteria #2

It is absolutely amazing that the work of two individuals could have such a positive impact on the lives of literally hundreds of thousands of teachers around the world. Their book, *The First Days of School*, is the absolute "bible" for teachers as they enter their classrooms and careers. Superintendents, principals, curriculum and instructional directors begin each school year by handing new teachers a copy of this book and

Boaz City School System P.O. Box 721 Boaz, AL 35957

Phone: 256.593.8180 Fax: 256.593.8181 E-mail: [ldishman@boazk12.org](mailto:ldishman@boazk12.org)

Boaz High School □ Boaz Middle School □ Boaz Intermediate School □ Corley Elementary School □ Boaz Elementary School

spending several days with them in some type of teacher induction program. This process helps ensure that all teachers and students start school on a level playing field.

By all accounts, Harry and Rosemary Wong may be the best known educators in the world. With their book, *The First Days of School*, selling more than three million copies, it is evident that they are well known and respected in the United States and around the world.

In years to come, as educational researchers look back on the last quarter of the twentieth century and the first part of this one, they will, without question, find that the research, practice, and presentation that reformed our schools was directly linked to the combined, comprehensive work of Drs. Harry and Rosemary Wong.

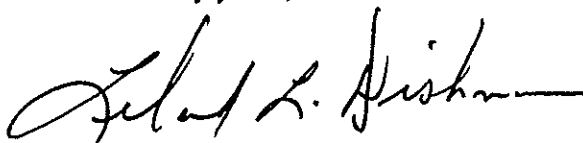
### Criteria #3

Throughout a stellar career in educational research, practice, and presentation, the Wong's have guided and improved the performance of teachers across this nation and around the world. Their research clearly points to the most valuable tools in a teacher's toolbox: (1) new teacher induction (2) classroom management and (3) effective teaching. These characteristics, as well as a step-by-step instruction manual on how to master the characteristics, are detailed in their best selling book, *The First Days of School*. By following the information in this book, adequate teachers move from adequate to good and good teachers move from good to great.

At this point in my forty plus years in education, I can unequivocally state that no other educators have made a greater contribution to my professional success than Drs. Harry and Rosemary Wong. They are and have been my professional mentors for more than twenty-five years.

I cannot think of any higher calling than to devote one's life to helping educators be the best they can be for the benefit of the children they teach. The Wong's have answered and fulfilled this calling.

Professionally yours,



Leland L. Dishman, Superintendent  
Boaz City School System

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Dr. Linda E. Young, Member

Dr. Walt Ruffles, Superintendent

August 24, 2009

Dear Jurors of the Brock International Prize in Education,

As the current administrator directing the New Teacher Induction Program for the fifth largest school district in the nation, it is my honor to share with you the impact Harry and Rosemary Wongs' work has made on our practice with teachers. The Wongs' development of The Effective Teacher has provided us with the opportunity to establish a baseline standard for all of our teaching staff. Their ability to define and address the practical application of effective teacher behaviors has resulted in the immediate application of these successful behaviors not only by beginning teachers but also by veteran teachers. Their book, *The First Days of School: How to Be an Effective Teacher*, has proven to be a valuable resource to not only our teachers but to the New Teacher Induction Program framework. By highlighting teachers and schools who have successfully implemented the identified effective teacher behaviors, Harry and Rosemary Wong have received respect and validation of their work in the education community. The Wongs are a valuable asset to the Clark County School District's New Teacher Induction Program.

The Clark County School District recruits both nationally and internationally. It is common to hear from our new teachers that they have studied the work of the Wongs at their universities and colleges. Each year Harry and Rosemary Wong serve as our kick-off event at the New Licensed Employee Orientation. This event is extremely successful each year in part because Harry and Rosemary promote the professionalism of teachers. They relate to the audience so well because they advocate for new teachers and they are teachers themselves.

I am unaware of any other people in the field of education who have had an impact of such significance as Harry and Rosemary Wong. Their names are synonymous with effective teaching and induction. Their work has touched the lives of millions of students because their lives have been touched by millions of effective teachers. These teachers had the opportunity to become effective educators as a result of their interactions with the work of Harry and Rosemary Wong.

Respectfully submitted,



Debbie Tomasetti, Coordinator  
New Teacher Induction and Mentoring Department  
Clark County School District

August 1, 2010

Prepared for Jurors of the Brock International Prize in Education

Dear Jurors,

I am an English teacher at the largest high school in the state of Alabama, Bob Jones High School. My purpose for writing this letter is very simple.

I am proud to say that the Wongs have not only saved me from becoming a statistic, they have molded me into one of the most effective teachers in my school district!

I would like you to know I am an effective teacher today because of the work that Harry and Rosemary Wong have done. I attribute 100% of my success in the classroom to the Wongs because I am *confident* that without their information I would no longer be a teacher today. I would be a statistic. I would be a part of the high percentage of all teachers that leave the field within the first 5 years of teaching.

At the end of my first year of teaching I was awarded the "Bob Jones First Year Patriot Award". At the end of my second year of teaching I was awarded the "Patriot Award." This award is given to a faculty member in recognition of valuable contributions, dedication, and service to the educational community. At the end of my fourth year of teaching, the first year that I was eligible because I was newly tenured, I received the "Teacher of the Year" award. I also received the 2007 Toyota International Teacher Award. This award was presented to only 40 teachers from around the country.

It is no exaggeration to say that the Wongs literally "saved my life" in the classroom.

During my years of teaching I have read many books and attended many conferences. I have used many programs and been introduced to many new initiatives. I have listened to educators fiercely debate issues such as class size, block scheduling, and year-round schooling. However, I have never heard anyone refute the fact that the teacher is the most important factor when it comes to student learning. Because Harry and Rosemary Wong are truly teacher advocates, they have offered a clear and simple "road map" for us. Their book, *The First Days of School*, provides directions that will seamlessly guide teachers through the process of becoming highly effective.

My students are successful, I am confident, and my classroom is a well managed, well-oiled, learning machine because of the many contributions that Harry and Rosemary Wong have made to the field of education.

Sincerely,

Chelonnda Seroyer  
Madison, Alabama





From the desk of Alex Kajitani  
2009 California Teacher of the Year  
2009 Finalist (Top 4), National Teacher of the Year



August 4, 2009

Dear Jurors of the Brock Prize in International Education:

I would not be the caliber of teacher I am today without the work of Drs. Harry and Rosemary Wong. I can trace the influence of these two phenomenal educators through each stage of my career.

### **Stage 1: Struggling New Teacher**

Eight years ago, my first teaching assignment was as a middle school math teacher in one of San Diego's roughest neighborhoods. As I battled poverty, low literacy and racial tensions, I also struggled to keep my students in their seats, on task, and engaged. I needed help, and I needed help fast. I turned to *The First Days of School* and created and communicated effective classroom procedures – from greeting students at the door each day to setting clear expectations for everything from homework to behavior – which held us all accountable. The students became engaged, discipline issues minimized, and I began to truly teach. By the end of my first year of teaching, my principal was sending other teachers, most of them senior to me, to my classroom to observe these procedures in practice.

### **Stage 2: Effective Teacher, Emerging Leader**

Once I had my classroom running seamlessly, I was able to focus on what the Wongs call “lesson mastery,” and I really got creative. To engage my at-risk students in my math lessons, I began writing rap songs about the algebra they were learning (as well as songs about positive decision-making and skills like test-taking) and incorporating them into my teaching. My students began to thrive, passing district assessment tests as never before, and I began to take my work to the broader teaching profession. I created CDs and a workbook called *The Rappin' Mathematician* based on what was working in my classes, and started presenting workshops at national conferences. It was at one of these conferences that I met Dr. Harry Wong, and he inspired me to write “The Routine Rhyme” to integrate my hip-hop teaching style with the Wongs’ procedures (my students now sing the routines to any peer off task).

### **Stage 3: Nationally Honored Education Role Model**

I am now becoming the “teacher-leader” that the Wongs encourage of all teachers. I serve as the 2009 California Teacher of the Year, was a Top 4 Finalist for National Teacher of the Year, and am featured in the new book, *Conversations With America's Best Teachers*. All along the way, the Wongs have consistently taken the time to encourage and assist me, despite their incredibly busy schedule, and I have continued to use their core work to evolve my classroom teaching and teacher-leadership to higher levels.



From the desk of Alex Kajitani  
2009 California Teacher of the Year  
2009 Finalist (Top 4), National Teacher of the Year



The brilliance of *The First Days of School* is that it takes the highest philosophical principles and makes them implementable on the most basic level. By giving me a solid framework on which to organize my class, the Wongs' procedures allow me the freedom get creative with teaching my content, and give my students the security to let go and engage in our lessons.

As an educator, I am truly interested in being part of something that will last beyond my own lifetime. The work of Drs. Harry and Rosemary Wong has more than achieved this goal, and serves to me as the shining example of what is possible when two teachers think bigger than themselves and share their discoveries with other educators.

Sincerely,

Alex Kajitani  
8<sup>th</sup> Grade Mathematics  
Mission Middle School  
Escondido, California





# OLATHE NORTH

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## HIGH SCHOOL

August 1, 2009

Dear Jurors of the Brock International Prize in Education:

I am honored to support Harry and Rosemary Wong for the Brock Prize because their work has significantly influenced my life. I am a high school biology teacher from Northeast Kansas beginning my 14<sup>th</sup> year in education. I am an effective, award-winning, nationally-certified science teacher because of one book - *The First Days of School: How to be an Effective Teacher*.

I have relied on *The First Days of School* more than any other resource in education. I cannot imagine starting the school year without it! Every August I review the characteristics of effective teaching. I love the reader-friendly format, the step-by-step approach, and the specific examples included in the book. There are so many books in education with sophisticated diagrams, terminology, and research. However, I want to know what to do when a student keeps tapping a pencil during my lecture. The book offers specific instructions on classroom management, including sample scripts and how to use facial expressions.

My favorite part of the book is the last section because it inspires me. At the end of a relaxing summer vacation, I begin to dread the thought of going back to teenagers, test scores, and temperamental colleagues. However, after reading *The First Days of School*, I begin to feel motivated – ready to start the year with strength and a positive attitude. The Wongs have encouraged me to accept a better teaching position, build a winning Science Olympiad team, earn a Master's degree, obtain National Board Certification, and win Teacher of the Year!

The best thing about Harry and Rosemary Wong is their capacity to love and support others. For several decades the Wongs have influenced and elevated millions of people all over the world, including me. They are excellent role models because they are wonderful people who emphasize the importance of love, cooperation, and inclusion.

The Wongs should win the Brock Prize because they have the ability to take educational research and translate it into practical steps for all educators regardless of subject area, grade level, or language; and, they do it with love and support for all. They are the best in education – no contest.

Respectfully Yours,

Karen E. Rogers, Biology Teacher

---

600 East Prairie • Olathe, Kansas 66061

(913) 780-7140

Dear Jurors of the Brock International Prize in Education:

It is an honor to support of the nomination of Drs. Harry K. and Rosemary Wong for the Brock International Prize. Their impact on my career and my life has been profound. Their message to educators has influenced tens or hundreds of thousands around the world.

Much of my growth as an educator can be measured by my interactions with Harry and Rosemary Wong. The first time I heard Dr. Wong speak I was a brand new teacher and I was shocked to hear him talk about love as an essential for effective teaching. He said that he actually told his classes of struggling students that he loved them. He told how challenged his students to think and then proudly shared their accomplishments with their parents. The second time I heard him speak he taught me that careful attention to ingredients was as necessary for effective teaching and learning as it is for successful cooking. The third time I heard him quote, "What you do when you don't have to, determines what you'll be when you can't help it," wisdom that our family still lives by. As I continued my growth as a teacher, Harry's encouragement led me to speak at education conferences throughout the United States as well as in Egypt and The Netherlands. When I heard Dr. Wong speak for the fourth time, I was Director of Science for Richardson Schools (among the best in Texas) thanks to the Wong's recommendation. I heard Harry empower our teachers with their own self-worth – expounding on the critical importance of our profession as he acknowledged its complexity and difficulty. He insisted that every teacher must have a business card equal to any other professional and must proudly display their diplomas, showing our students how much we value our own educations. I have lost count how many times I have heard Harry and Rosemary speak since then. But I never miss an opportunity to engage them to speak to those I influence or to hear the Wongs for my own renewal and for the insights into effective teaching that they bring.

Harry and Rosemary Wong's book, *The First Days of School*, (the best selling education book ever) has provided a way for them to indirectly touch millions more. It is "must reading" for every new and aspiring teacher and for any experienced teacher who needs to be newly inspired. At my university in San Antonio, the Wong's book is a requirement, read and referenced in both graduate and undergraduate education courses. *The First Days of School* is also the core of our own three-day "Start of School" workshop for new teachers in San Antonio. It's equally critical for teacher educators and administrators to understand its message in the deepest sense. For example, as part of an NSF teacher-retention grant providing tuition-free master's degrees in math and science education, we successfully teamed our cadre of students with mentors. But the Wong's challenged us to go farther, to address the need for "effective total-school induction" that exceeds simple mentoring to fully integrate the novice into the school and the profession. We have had a teacher retention rate of 98% over 5 years along with development of numerous leaders and teachers-of-the-year.

But the Wong's impact goes beyond inspiration and general wisdom. They offer teachers the practical tools that every teacher can use to succeed. One of the Wong's central messages is that classroom management is a positive force for effective learning. It provides the structure and accountability that our students need to function effectively in a classroom of twenty or thirty other learners. Classroom management is not about punishment, but about dealing with ordinary disruptions before they occur. Harry and Rosemary help teachers see learning through the eyes of their students. And they empower teachers (us) with practical and powerful classroom management techniques that are based in solid, up-to-date research. To help convey their message, Harry and Rosemary search for and collect effective people, worldwide, and the practical stories of their successes and effective classroom procedures. The Wongs share those stories as they feature these teachers. In this way Harry and Rosemary multiply their impact and generate new leaders in education at the same time.

Thanks, in part, to the vision, guidance, wisdom, and love of these two remarkable people, I was the 2006 recipient of the National Science Teachers Association's Award for Distinguished Service to Science Education. This year I was named by the students and faculty of the Department of Education of Our Lady of the Lake University the Estel-Ball Award recipient for inspirational teaching. I continue to proudly share what I have learned from Harry and Rosemary Wong.

Sincerely,

Thomas Gadsden, Jr. Ed.D  
Associate Professor of Physical Sciences,  
Co-Director Center for Science and Mathematics Education  
Our Lady of the Lake University  
San Antonio, Texas

August 10, 2009

August 10, 2009

To the Jurors of the Brock International Prize in Education,

I am a 28-year veteran teacher and the author of a dozen educational books, and I've long recognized the impact of Harry and Rosemary Wong's work on education. Long ago, they posed the question, "What makes an effective teacher?" and then spent dozens of years researching this topic and sharing their findings with teachers around the world. Not only have they written the best-selling book, The First Days of School: How to Be an Effective Teacher, they have generously made this information available for free by writing dozens of articles as contributing columnists at [www.Teachers.net](http://www.Teachers.net).

Many years ago when I read The First Days of School, I was captivated by the Wongs' writing style. They offer easy-to-read, practical strategies for becoming an effective teacher, along with timeless words of wisdom. But it was only when I recently read the updated version from the perspective of a veteran teacher that I truly recognized the brilliance of their approach. They have taken the concept of effective teaching and demystified it, making those strategies available to every teacher around the globe.

To illustrate this point, let me share part of a recent email I received from Sharon Packer, a teacher who called me in my role as a consultant. Sharon is struggling with classroom management and is very discouraged, so I recommended that she read the Wongs' book, The First Days of School. Just a few days later, she wrote to thank me and said,

*It really felt as if my mind and heart were transformed by the Wong's wisdom. I finally faced the fact that I was the problem, not the kids. Kids need and want the structure that I've denied them by not teaching - actually, by not even defining for myself - the procedures and routines that I wanted in my classroom. How could they possibly know if I didn't even have clear cut expectations? Not until I read the Wongs' book did I fully understand why I had the same problems year after year. The First Days of School forced me to seriously reflect on my teaching, especially my poor management skills. The book opened my eyes and provided the tools necessary to become an effective, confident, and much happier teacher. I'm so looking forward to this school year, thanks to this fabulous book.*

I would say that Sharon's words represent the feelings of many, many teachers whose lives have been turned around by the Wongs' work on effective teaching.

In conclusion, I believe that the Wongs are outstanding candidates for the Brock International Prize in Education and that they fully meet all criteria for receiving this award. Their work is recognized worldwide as the definitive source of information on effective teaching. My life and the lives of many others have been enriched by their research and teachings.

Sincerely,

*Laura Candler*

Laura Candler, 2000 Milken Family Foundation Educator  
Teacher, Author, and Educational Consultant  
Owner, Teaching Resources ([www.lauracandler.com](http://www.lauracandler.com))



**NEW**  
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Volume 11 No. 4 Summer 2004

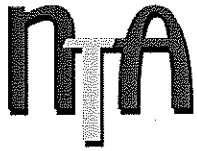
**Classroom Management**  
It can "make or break" you  
from the first day. Let the Wongs  
and others help you make it.

Inside:  
procedures 2  
building on knowledge 4  
core why's and how's 6  
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addressing mind and heart 9  
FAQs 10

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# It's all about PROCEDURES

**C**lassroom management consists of the practices and procedures that a teacher uses to maintain an optimum environment in which instruction and learning can occur.

## Procedures Pave the Way

Classroom management and discipline are not the same. Classroom management comprises procedures, whereas discipline relates to behavior. The number one problem in

the classroom is not discipline; it is the lack of procedures and routines.

Procedures lay the groundwork for student achievement. Student success at the end of the school year correlates directly to the degree in which the teacher establishes classroom procedures within the first week of the school year. If the teacher does not structure the classroom, the students will.

## Begin on Day One

Before her first day of school, Melissa, a new teacher in Oklahoma, had a script. Just as football coaches go into a game with the first 20 plays planned, Melissa went into teaching with the first day of school scripted. The following list outlines the day's "plays":

- Greet each student at the door.
- Welcome students to class and introduce myself.
- Describe how to enter and leave the classroom.
- Explain rules and daily procedures.
- Assign numbers.

## Call for Manuscripts

**Fall 2004—Successful Inclusion Practices.** Deadline: May 15, 2004.

**Winter 2004—When Students Grieve:** What techniques can new teachers use to help students cope with grief and trauma? What are the best ways to approach situations such as an illness-related death or a school shooting? **Deadline: August 15, 2004.**

E-mail articles to [pubs@kdp.org](mailto:pubs@kdp.org), attention NTA Editor, or mail to Kappa Delta Pi Publications, 3707 Woodview Trace, Indianapolis, IN 46268-1158. Include your name and contact information.

- Discuss respecting the classroom and art supplies.
- Go over teacher's things and students' things.
- Explain thematic lessons.
- Talk about art centers.
- Explain portfolios.
- Mention notebooks.

At the end of her first year of teaching, Melissa wrote, "My first day of school was a success. Classroom management and having a procedure for everything is a key factor in success." (For script details and more about Melissa's first year of teaching, see [www.teachers.net/gazette/JUN00/wong.html](http://www.teachers.net/gazette/JUN00/wong.html).)

Learn about other equally successful teachers and glean from their plans and procedures at [www.teachers.net/gazette](http://www.teachers.net/gazette). Read about Steve, the high school physical education teacher whose students set up all the apparatus for him and the teacher who can dispense and collect materials for activities in 15 seconds without anything lost, broken, or stolen.

## Students Want Organization

*Classrooms are managed with procedures and routines, not with threats and punishments.* Students readily accept a uniform set of classroom procedures, because it simplifies their task of succeeding in school. Efficient and workable procedures allow many activities to take place during a school day, often several at a given time, with a minimum of confusion and wasted time. For each classroom task expected, the teacher must establish a procedure or set of procedures and teach it. (See below for a list of common procedures.)

## First-Day Action Plan

Can you imagine starting the first day of school with an organized action plan? For her classroom-

management class at Western Kentucky University, Sarah prepared a First Day of School Action Plan, a detailed plan that she placed in a one-inch thick binder for reference. Her binder contained the following listings:

1. Academic expectations
2. Time frame for plan components
3. Lesson plans and activities
4. Classroom preparation prior to first day of school
5. Collaboration with students and parents
6. Classroom schedules
7. Maintaining a learning climate (reasons for the management plan, rules, consequences, and rewards, student jobs, and intervention plan)
8. Notes of encouragement
9. Documentation and evaluation
10. Parent calls and conferences

## Teach Procedures, Teach Expectations

Students have a right to know their teachers' expectations, but more importantly, they also perform better when they know what is expected of them. Knowing at the onset of school how the classroom will run gives students a secure and reliable framework to rely on, freeing them to be successful in their studies. Create a stress-free and happy classroom—be prepared. When you teach procedures, you teach expectations.



*Harry K. Wong and Rosemary T. Wong, award-winning teachers, are authors of the renowned The First Days of School. Rosemary is a member of the Zeta Kappa Chapter of Kappa Delta Pi.*

## Classroom Procedures to Teach

- Classroom entry
- Beginning the period or day
- Class dismissal
- What students do when absent
- What students do when tardy
- Quieting a class
- How students ask for help
- Passing out papers to students
- Turning in papers to teacher
- Listening and responding to questions
- Working cooperatively
- Changing groups
- Keeping a student notebook
- Finding directions for assignments
- Collecting and returning student work
- Getting materials without disturbing others
- Handing out equipment at recess
- Moving about the room
- Trips to the library/career center
- How to head papers

# 3

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## *New Teacher Induction*

### *The Foundation for Comprehensive, Coherent, and Sustained Professional Development*

Harry K. Wong

Induction is a comprehensive process of sustained training and support for new teachers. The process of induction has been growing successfully for the past twenty years, and this chapter provides an opportunity to talk about where we are and where we are going with the training and retaining of new teachers. Let's begin with some startling facts on why new teachers fail.

- Thirty-three percent of new teachers are hired after the school year has already started, and 62 percent are hired within thirty days of when they start teaching (Kardos and Liu, 2003).
- Fifty-six percent of new teachers report that no extra assistance is available to them as new teachers (Kardos and Liu, 2003).
- While 87 percent of the new teachers in a particular state said they had a mentor, only 17 percent said their mentors ever observed them teach (Kardos and Liu, 2003).
- Few teachers began teaching with a clear, operational curriculum in hand and even fewer received curricula that aligned with state standards (Kauffman, Johnson, Kardos, Liu, & Peske, 2002).

- Only 1% of beginning teachers currently receive the ongoing support that constitutes comprehensive induction when they enter the profession (Alliance for Excellent Education, 2004a).

Now for the good news. There are some exciting state-of-the-art induction programs that are providing the proper training and support for the professional development of effective teachers and that lead to lifelong learning.

- Switzerland, Japan, New Zealand, Shanghai (China), and France have cultures of lifelong learning that begin with induction processes that are comprehensive, coherent, and sustained.
- The Flowing Wells School District of Tucson, Arizona, has a structured eight-year process that develops their new teachers from novices to expert teachers.
- Ninety-nine percent of the teachers in the Lafourche Parish Schools of Louisiana in 2002 successfully completed the performance-based Louisiana Teacher Assistance and Assessment Program required for state teacher certification.
- In the Forsyth County Schools of Georgia, their Induction Academy is focused on the quality of student work, where they "Work on the Work" (WOW).
- In the Carlsbad School District in New Mexico, the induction program is focused on teaching teachers how to teach the required benchmarks and standards.
- The Homewood-Flossmoor High School District in Flossmoor, Illinois, has a lifelong professional development program called Homewood-Flossmoor University.
- The Dallas Public Schools in Texas has a comprehensive new teacher initiative that is comprised of learning opportunities for future teachers in high school, student teachers, and beginning teachers and advanced studies for veteran teachers.
- Connecticut, California, and South Carolina have structured, multi-year induction programs with specific protocols for teacher effectiveness and student learning.
- These comprehensive and organized induction programs train and support teachers to focus on student learning.

## INDUCTION AND MENTORING ARE NOT SYNONYMOUS

The term *mentoring* is often misused for *induction*. It must be clarified that induction and mentoring are not the same. The fact that the two terms are used interchangeably and synonymously does not make it correct.

- Induction is a noun. It is the name given to a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers, which then seamlessly progresses them into a lifelong learning program.
- Mentoring is most commonly used as a verb or adjective, because it describes what mentors do. A mentor is a single person, whose basic function is to help a new teacher. Mentoring is not induction; it is a component of the induction process.

The terms *mentoring* and *induction* cannot be used interchangeably. Mentors are important, but they are only one component of the induction process. Mentors cannot replace or be the only form of induction assistance. To do so would be to use a “one-size-fits-all” mentality that says a mentor is all a new teacher needs to become an effective teacher.

In many school districts, mentoring is carried out one-on-one, in isolation, with no coherence to any district or school curriculum, plan, goals, or standards, whereas good induction programs are comprehensive, last several years, have clearly articulated goals, and provide a structured and nurturing system of professional development and support. Or, as Johnson and Birkeland (2003a) quote a new teacher in an induction program, “It was the perfect blend: caring, very structured, and a lot of supervision!”

### Mentoring: Some Critical Reviews

Bennetts (2001), Hawk (1986–1987) and Little (1990) report that there is little empirical evidence to support specific mentoring practices.

Sharon Feiman-Nemser writes in her 1996 *ERIC Digest* article, “Teacher Mentoring: A Critical Review,” that mentoring burst onto the educational scene in the early 1980s, yet a review of twenty years of claims about mentoring reveal that few studies exist that show the context, content, and

To read this article in its entirety, please access  
<http://www.newteacher.com/pdf/CorwinGallery.pdf>

Thank you!

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# SUPPORTING

Induction programs are a lifeboat  
in the sink-or-swim world of the new teacher

BY HARRY K. WONG AND CHRISTINA ASQUITH

**NEW TEACHERS** are always excited and nervous the first day of school, and I was no exception. At 26 years old, I had a college degree, a background in journalism, and dreams of teaching English to a classroom of low-income children. In Philadelphia, a recruiting campaign pushed the idea that people like me could make a difference, and the city's \$1,500 hiring bonus sweetened the offer. In September 1999, I began my second career as one of the city's 1,200 new teachers. We were all filled with hope.

Right away, the troubles started. The district assigned me to middle school—the least desirable age group—and I unknowingly selected one of the most challenging schools in Philadelphia. I received one day of orientation, during which I mostly filled out forms. No one officially welcomed me or the other three new teachers to my school; in fact the veterans received us with skepticism, at best. Apparently, I was assigned a mentor, but she was busy with her own classroom.

I'll never forget the first morning when a student asked me for a pass to the bathroom and I didn't know where it was. I have heard administrators describe a new teacher's first year

as a "sink or swim" experience. I began to sink.

At the end of September, the newspapers reported that 100 of Philadelphia's newly recruited teachers had already quit. During the year, six teachers in my school walked off the job, and I fought the temptation to join them. Isolated in my classroom with few supplies, no experience, and nowhere to turn for help, I struggled to control the students. When the \$1,500 bonus arrived, it meant little to me—I would have paid twice that to succeed.

On many days I truly loved teaching, but my lack of experience made the bad days too terrible for everyone involved. Overwhelmingly, I felt guilty, confused, and hopeless. Yet, in the back of my mind, I wondered if I hadn't been thrown in cold, if I had had some support and training—any training—might my brief career in teaching have turned out differently? While I had it tough, the loss was greatest for my sixth-graders, almost all of whom failed the state writing tests in the spring. It was seeing their disappointed faces each day that pushed me out the door in June.

—Christina Asquith

## Every lost teacher costs \$50,000

Each year thousands of qualified teachers are recruited happily into the profession, only to quit in frustration a year or two later. Gone is more than just a much-needed classroom leader: Every teacher who leaves within three years costs taxpayers an estimated \$50,000 (based on an industry standard of calculating 2.5 times the employee's initial salary in recruitment, personnel expenditures, and lost productivity). This \$50,000 does not include the invisible cost of forgone student achievement, which can only be corrected through the guidance of a steady, trained team of teachers.

Despite the tremendous monetary and human costs, school districts continue to discard teachers at alarming rates, only to rehire a new round and lose them, too. Sadly, studies show it is often the most effective and talented teachers who leave. In urban and rural districts, where turnover is the highest, the

classroom is like a battlefield—teachers are marched in, defeated, and then replenished with fresh troops.

But the first year is turning out differently for hundreds of teachers whose school boards and administrations invest in preparing and supporting them. In Southern Louisiana, for example, the Lafourche Parish Public Schools dropped its teacher attrition rate from 56 percent to 7 percent in just a few years. The Leyden High School District in Illinois has lost only four of the last 90 teachers it hired. And there are other success stories. The answer does not lie in signing bonuses, higher salaries, or class size reduction. The answer is a solid teacher training process called induction.

Induction is the key to retaining teachers. The process is an organized, multi-year district initiative with the major goals of welcoming, training, and supporting new teachers so they are effective from day one and are valued as members of the dis-

# NEW TEACHERS



trict's learning community. Induction can include workshops before school opens, lessons on classroom management, demonstration classrooms, mentoring, school orientation, networking opportunities, and the prospect of ongoing support. A good induction program starts before the teacher's first day and runs for several years, guiding new teachers as they learn the ropes.

Given the 2 million new teachers to be hired in the next several years, the need for induction is urgent. Close to one-third of these new teachers will be "alternatively certified," meaning they might not have much formal training in teaching. They arrive with dreams of making a difference, and they shouldn't be left to fend for themselves. Without induction, these teachers might not even know the basics—how to conduct a lesson, take attendance, or even respond to a fire drill. Schools must invest in keeping teachers or they will lose them.

## New teachers come FIRST

Six years ago, Lafourche was losing more than half of its new hires. Nestled into the farms and oil fields of southern Louisiana, the school system serves 15,000 students in 30 schools and competed with neighboring districts for teachers. At the time, test scores were lower than the state average. Curriculum coordinator Annette Breaux was one of only three people in place to support 80 to 100 new teachers each year. Her description of a typical new teacher's experience was predictable.

"We just handed them the classroom keys," she says. "They weren't formally welcomed or inducted or given any new training. They just fell in line with whatever other staff development was in place. They struggled with classroom management ... We had to do something."

What Breaux did was research successful induction programs around the country. In 1995, she designed an induction program and applied for a \$20,000 grant from the state.

The program—called FIRST (Framework for Inducting, Retaining, and Supporting Teachers)—begins with a warm welcome from the superintendent and his staff. Teachers receive four days of training, mostly on effective classroom management procedures and routines and instructional practices. During this time, new teachers are introduced to the school's

culture and the community's characteristics and made to feel a part of the district "family."

Angie Chatagnier, 22, went through the induction when she joined Lafourche as a kindergarten teacher in 2001. She remembers the first day of her induction because one of the trainers came dressed in jeans. Angie and the rest of the new teachers were shocked. They later learned that they had been set up by the trainers, who were driving the point home that professional attire makes a difference.

"It was excellent; it was positive; it was well organized; and you could see that they know how to teach," she says of the program. "I always knew that if I had some problem, I had someone to turn to."

Over the past five years, Breaux has expanded the induction from four days in August to three full years of ongoing training and support. Lafourche's FIRST program has become so successful that last year Louisiana adopted it as a statewide model called Louisiana FIRST. This year, the state has budgeted \$400,000, most of which goes to mini-grants for school districts to design their own programs.

Last year, every one of the new Lafourche teachers passed the state teacher assessment. Breaux says one indication of the district's success is that it can compete with neighboring districts that pay teachers more than Lafourche's \$27,883 starting salary.

"New teachers want to be successful," she says. "They will forego a neighboring district that pays more if they think they will be successful with us."

Excluding staff salaries, Lafourche runs its induction program on only \$50,000 a year—the cost of losing one teacher. "Our new teachers became successful, and they were coming back the following year," says Elmo Broussard, superintendent for the Lafourche Parish Public Schools. "This had never happened until we implemented an induction program."

## Save money by spending money

If you think \$50,000 is a lot of money to spend on training new teachers, consider how much is already being spent on fancy strategies that produce low results. In New York City, the school board spent \$8 million in 2000 for a glossy, Madison Avenue recruiting campaign. The city drew in 8,334 new teachers—1,875



of whom quit after the first year. If the district lost 23 percent after one year, imagine how many are lost in three to five years. Will New York City taxpayers agree to spend \$8 million every year just to replace the original teachers?

Massachusetts didn't have much luck either when the state offered new teachers signing bonuses of \$20,000 in 1999. After just one year, one-third of the new teachers left, and four out of five said the bonuses didn't affect their decisions to stay or go.

"The money gets them in the door, but whether they stay depends on whether they feel trained, supported, and as though they belong," says Jacqueline Landry, associate superintendent for professional development/training in the Dallas Independent School District.

Administrators at Flowing Wells School District in Tucson, Ariz., didn't have the deep pockets of their neighboring districts, but they did have a bright idea. Since 1984, the district has had mandatory induction for all new teachers during their first and second years, followed by a continuum of professional development throughout their careers. The objective is to bring teachers into the culture and community of the school and to train them in classroom management. The induction includes a welcome bus tour, demonstration classrooms, observations and opportunities to network with trained teachers, mentoring, and a celebration luncheon. Since the program's inception, Flowing Wells has produced 12 finalists for Arizona teachers of the year.

"It's had a tremendous effect in building the culture, in promoting teamwork, and recruiting the best teachers," says Susie Heintz, the district's staff development coordinator. "People want to come to our district even though we pay less because we offer nurturing. People like to work here."

Districts that show the most success in retaining new teachers are those that invest up front in sustained training programs. While induction programs are sprouting up in districts across the country, only a few states have structured, funded statewide plans for new teachers. California provides \$72 million of state funding for a thoroughly outlined two-year program called California's Beginning Teacher Support and Assessment Program. The attrition rate for teachers in this program is 9 percent, compared to 37 percent for those who have not been through the program. States such as Connecticut and South Carolina have extensive, sustained, comprehensive multiyear induction programs, with much success. But nationally, progress is slow, and each year thousands of new teachers flee the profession.

According to the National Center for Education Statistics, only half of public school teachers have participated in an induction program in their first three years on the job. And keep in mind that some schools that say they offer "induction" in fact only offer a day of orientation or simply assign a mentor. New teachers need more than that.

Although mentoring can be helpful, it is just one component of induction. Mentoring alone does not have any positive effect on teacher effectiveness or longevity—especially if it's not done well. Many new teachers complain that their mentors don't have the time to sit in their classrooms and observe them or re-

view lesson plans, and few mentors receive any training on how to be a mentor. A buddy system that pairs a veteran teacher with a new teacher, mentoring often turns out like a blind date. It's a shot in the dark that the new teacher and the mentor will get along and form a good relationship.

In a well-intentioned effort to draw new teachers, the Iowa state legislature approved a \$40 million package for new teachers in 2001; of this, \$31.2 million went to higher salaries and \$2.4 went to a mentor program. But these efforts alone will not be enough to recruit and keep teachers. Without a serious induction program, Iowa will probably not see its attrition problem improve. And the same goes for states such as Illinois, New York, New Jersey, and Texas, which advocate the use of mentors but do not call for the other elements of induction.

### What new teachers need

"The questions and uncertainty new teachers bring to school require far more than an orientation meeting, a mentor in the building, and a written copy of the school's discipline policy," says Susan Moore Johnson of Harvard University's Project on the Next Generation of Teachers. "What new teachers need is sustained, school-based professional development."

A decade ago, the Texas Legislature passed an amendment to the state's education code requiring new teachers to go through orientation and be mentored—but legislators provided no funding or guidance, and most districts just cobbled together their own programs. This year, Dallas administrators decided to launch their own induction program with trainers, coaches, and mentors. A major feature is an online curriculum so that teachers can review what they've learned at their convenience. The Dallas program focuses not just on training teachers in their first year, but also in supporting them over their entire career.

Linda Lippman, director of the successful induction program at New York's Islip Public School District, also takes the long view. "You walk into a classroom with an induction-trained coaching plan and you see the difference," she says. "You see joyful learning. You are making a 30-year investment in a teacher. You want to be able to craft and shape [the teacher] and raise expectations. So by putting the money up front with a sustained approach, your end product is a master teacher."

Schools are only as strong as the teachers who ignite the light of learning in each child's eye. We must stop dropping new teachers into the deep waters of the classroom and letting them sink unaided. Induction is the life jacket they need until they feel safe in the waters and become strong swimmers. A \$50,000 induction program isn't much to spend to save the life of a teacher and a classroom full of children.

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## **Criteria #2**

*The idea or concept will have been proven successful by actual practice or at least will have been accepted as valid within the education community.*

**The names Harry and Rosemary Wong are synonymous with Effective Teaching, Classroom Management, and New Teacher Induction.** The educational community has accepted, validated, and used their work for more than two decades—millions of educators have implemented their work. They are among the most recognized names in education.

**Their names are recognized because their work has proved successful by actual practice.** Educators hold the Wongs in high regard for transforming schools and the lives of teachers. “You turned my life around,” or, “You saved my career” are common refrains voiced by countless teachers. One teacher has even credited the Wongs’ work for saving her life.

When he was at UCLA, John Goodlad looked at 40 years of innovations and could not find a single one that consistently improved student learning and achievement. He said the only factor that improved student learning and achievement was the significance of the classroom teacher—the effective teacher.

On February 29, 2009, at the American Association of School Administrators (the school superintendents) convention, the Horace Mann League presented John Goodlad and Harry Wong with annual awards. Goodlad received the Outstanding Friend of Public Education Award, and Harry Wong was given the Outstanding Educator Award.

In 2008, Southeastern Louisiana University's School of Education recognized Rosemary Wong as a distinguished alumnus because her work is widely accepted and held in high regard by the education community. Her leadership in education is recognized by institutions outside of schools. Rosemary Wong has also received the Silicon Valley Woman of Achievement and Woman of Influence awards.

In 2006 Instructor magazine polled its readership of teachers and asked them to name their most admired people in education. The final list of 20 included Harry Wong along with Howard Gardner, Hillary Clinton, Maya Angelou, and Oprah Winfrey.

One of the most significant honors in recognition of the Wongs’ work is the 2008 Upton Sinclair Award; details about the award can be accessed at [www.EducationNews.org](http://www.EducationNews.org). This annual award is given to those individuals with the courage to speak up about some of the prevailing failed practices that are entrenched in America’s education system.

The educational establishment seems blindly committed to serially adopting various programs, reform movements, philosophies, buzzwords, and new books, one after another, as the proverbial “flavors of the month.”

As recently as May 16, 2009, Adrian Perry, of the University of Sheffield in England, pointed out the importance of improving teachers. “The international evidence tells us that the most effective policy in

raising standards is the rather boring long-term one of raising the quality of teaching and learning. Where this has been tried in Britain, as in the Success For All initiative in furthering education, it raised pass rates and retention spectacularly, before it was abandoned for another dose of another political initiative, such as choice and competition.”

**The Wongs have raised the quality of teaching. They have done so with cost-effective strategies and techniques that emphasizes classroom structure and student procedures.** Instead of spending money haphazardly, constantly looking for the next silver bullet, the Wongs have persistently asked, “What is it we want to accomplish and how are we going to accomplish it?” Enlightened educators know the answer; they focus on student achievement through well-trained EFFECTIVE TEACHERS!

With these clear goals firmly in mind, millions of educators nationally and internationally have been turning to the Wongs for their expertise and pragmatism. Their work has been accepted as valid within the education community for more than two decades.

## EFFECTIVE TEACHING

One significant indicator that their work has been accepted as valid is the popularity of their book *The First Days of School: How to Be an Effective Teacher*. To date, it has sold 3.5 million copies and is currently in its 4<sup>th</sup> edition.

*The First Days of School: How to Be an Effective Teacher* has sold more copies than any teaching instruction book in the history of education. It is found in 106 foreign countries, more than 2,000 college classes, and tens of thousands of schools in tandem with induction and professional development programs. In addition, millions of teachers have bought the book for personal learning and professional development.

In 2005, the book was honored twice by Nielsen Entertainment and given The Book Standard Award as the best-selling book in Education and under the category, Education: Teaching Methods and Materials.

The book is about being “effective.” Effective means “having an effect” or “producing a result.” An effective teacher produces student learning, which is the goal and purpose of school.

There is another term that often comes up within education circles—“highly qualified teachers.” Highly qualified is a term coined by the No Child Left Behind Act, which mandates that a teacher

1. must have a college degree;
2. have a teaching credential; and
3. be competent in the subject he or she is to teach.

However, a highly qualified teacher isn’t necessarily an effective teacher.

Effective teachers produce student learning and achievement, not highly qualified teachers. Therefore, enlightened educators hire for qualifications, and then train for effectiveness. They focus on student learning by improving teachers.

Harry and Rosemary Wong have never been involved in initiatives, ideologies, or programs during their combined experience of more than 70 years in education. What they do is help educators produce effective teachers. They have charted a course that focuses on results—the learning and achievement of students—and they have never wavered off course.

In a sense, **the Wongs' body of work represents a lighthouse for teachers who seek directions.** Their work has helped tens of thousands of young new teachers who were on the brink of giving up after a year or two of failed mentoring programs that offered no help and left them with little hope of fulfilling their basic goals—to teach students. The Wongs' programs, books, articles, and instructional videos have succeeded where others have failed. **The Wongs have helped teachers learn how to effectively manage their classrooms and provide structure to enhance student learning.**

Their widely used video series, *The Effective Teacher*, won the Telly Award for the best educational video series of the past 25 years. Notice the word “effective.” As an indicator of successful practice and acceptance by the profession, *The Effective Teacher* is the most widely used set of videos in education for training teachers to be effective. More than 30,000 sets can be found in schools and universities; it is also digitally streamed by college education classes to teach their preservice teachers.

The Wongs are able to help educators produce and help teachers become effective because they teach teachers how to implement the practices that produce student learning and achievement results. The wide-spread acceptance of the Wongs' work by the teaching profession is a testament to their proven success because the Wongs' work has been put into actual practice.

## **CLASSROOM MANAGEMENT**

A subsumed component of Effective Teaching is Classroom Management. **The Wongs are the foremost authorities on Classroom Management, the single most important factor governing student learning.**

Three researchers reviewed 11,000 pieces of research spanning 50 years and concluded that 28 factors influence student learning. They then placed them in rank order. The #1 factor governing student learning is Classroom Management. The least important factor among the 28 is demographics of the student body; that is, race, skin color, gender, national and religious background, and financial status of the family.

In the April 12, 2000, issue of *Education Week*, Maurice Berube, Eminent Scholar of Educational Leadership at Old Dominion University in Norfolk, Virginia, comments on this study. He says, “In writing this mother of all meta-analyses, they found a knowledge base ‘distilled from an enormous

body of knowledge extending over the last half-century' that constitutes a reasonable basis for formulating educational policies and practices. In short, we know all that essentially needs to be known about knowing."

Yes, in short we know that the #1 factor governing student learning is classroom management. The Wongs know the research and teach the lesson that classroom management skills are of primary importance in determining teaching success with students. Learning cannot take place in chaos. Classroom Management brings order to chaos, logic to confusion, and care to anxiety. Proof of this can be found in the thousands and thousands of classrooms that became well-oiled learning machines after implementing the Wongs' Classroom Management strategies.

It's puzzling why so many educators have come to look at classroom management from the perspective of student misbehavior. The research on classroom management began in 1970, when Jacob Kounin observed 49 first- and second-grade classrooms. His well-researched study summarized the behaviors of effective and ineffective classroom managers and came to the conclusion that good classroom management is based on the behavior of the teachers, not the behavior of the students.

Douglas Brooks made the same discovery in 1985. He videotaped a series of teachers on their first day of school. Looking at the recording afterward, he made a startling discovery. The ineffective teachers began their first day of school by covering the subject matter or doing a fun activity. These teachers then spent the rest of the school year chasing after their students.

The effective teachers spent time organizing and structuring their classrooms so the students knew what to do to succeed. He wrote his findings in *Educational Leadership* with the article, "The First Day of School," which became the inspiration for and genesis of the Wongs' book, *The First Days of School: How to Be an Effective Teacher*.

Harry and Rosemary Wong have taught hundreds of thousands of teachers that the most important thing to establish in the first week of school is CONSISTENCY.

Students want to know exactly what they are getting and what will be happening. Students do not want surprises or disorganization. Students want a safe, predictable, and nurturing environment—one that is consistent. Students like well-managed classes because no one yells at them, and learning takes place. Effective teachers spend the first two weeks teaching students to be in control of their own actions in a consistent classroom environment.

Here are some typical examples of how Harry and Rosemary Wong have helped teachers survive and succeed.

"I had been a teacher for exactly three weeks and never felt so ineffective and totally out of control in my life," wrote **Stacy Hennessee**, a first-year lateral teacher who had spent only three weeks teaching Business Education/Computer Technology in a North Carolina middle school.

Starting class each day was one of Hennessee's major frustrations. Time was lost everyday just trying to get his students started with class work; he had to practically yell at them to get their attention.

It was only September and already Hennessee's dream of being a teacher was being crushed.

He had left a 30-year career in the corporate world to fulfill his dream of becoming a teacher. Three weeks into teaching, Hennessee—like so many teachers—was out of control in his own classroom. Then he attended a workshop in Chapel Hill, North Carolina, where Harry Wong spoke.

He recalls, "As I listened, the proverbial light bulb went on. I was so excited I could hardly wait to go home and get to work on procedures that I thought would help."

The next day, "What I didn't expect was something close to a miracle." He turned his class around overnight.

**Kazim Cicek**, a teacher in Tulsa, Oklahoma, says he spent his first three years in the profession as a warrior. The students fought him and he fought them. Then, four days before the start of his fourth year—one he did not want to start—he heard Harry Wong speak at a preschool meeting and had a "light bulb moment."

Over a long weekend, he created a PowerPoint presentation of his classroom management plan.

At the end of his fourth year he said, "The wish I wished my students was also given to me. I, too, had a wonderful year." Today, he is a very happy and successful teacher.

The Wongs have also helped many administrators. **Wayne Watts**, a principal in Georgia, says, "Three years ago, my system asked me to open our newest middle school. We are now in our third year of operation, and I can attest to how important routines and procedures are when starting a new school!"

Watts's new school received students from three different schools, all coming in with their own experiences and expectations. Imagine what a mess it would have been on the first day, the first week, the first month, or even the entire first year of school, if the school staff had not come together to establish a clear, consistent, and comprehensive school-wide set of procedures.

Watts says, "Because our staff and students knew what to do and when to do it from Day One, we were quickly able to establish our school culture, which we refer to as 'The Davis Way.'"

Watts says, "In our recent school start-up, the first day went so smoothly that it was like we had been here for a month already. In what should have been a chaotic moment—dismissal and getting on the right bus home—everyone knew which bus to catch and we got everyone home in 15 minutes—with 'No Child Left Behind!'"

“Procedures and routines created the structure that helped make this happen. It is so simple—everyone knew what to do, and so they did it!

“My staff is talented and capable, but having the structure and a way to get things done has helped us create a great learning and teaching environment. Having procedures in place allows our teachers to focus on teaching, and to let their skills blossom—to the benefit of our kids.”

Harry and Rosemary Wong have collected the classroom management plans of 33 teachers. They range from a pre-school special education teacher in Ohio, to a welding teacher in Oklahoma, to an English teacher in Alabama. The Wongs placed their plans in an online classroom management course. Now, a teacher can privately go online and create a personal classroom management plan in about 20 hours.

The online course is so effective that several colleges, such as KAPLAN University, College of the Mainland, University of West Florida, and Galveston College make this a part of their teacher training program.

The Wongs do not give teachers a plan they can adopt robotically and use without reflection and inquiry. Rather, as they say on the front cover of their book, “We teach you to plan so that you can plan to teach.”

Of the three developments attributed to Harry and Rosemary Wong for the Brock Prize, the Wongs are perhaps most noted for Classroom Management. Although new teachers are frantic for help, many receive no training when they begin to teach. So there is a desperate need for New Teacher Induction that emphasizes Classroom Management.

## **NEW TEACHER INDUCTION**

**Harry and Rosemary Wong are new teacher advocates and their life is devoted to helping all teachers, especially new teachers, become effective and successful.** Half of all new teachers leave the profession within their first three to five years. Yet thousands of teachers can attest that they are thriving in the classroom after many years because of how the Wongs have influenced their teaching or have influenced school districts to implement a comprehensive new teacher induction program.

There are many reasons why ineffective new teachers leave the profession.

- Fifty-six percent of new teachers report that no extra assistance is available to them.
- Although 87 percent of new teachers in one state said they had a mentor, only 17 percent said their mentors ever observed them teach.

- Few teachers begin teaching with a clear, operational curriculum in hand, and even fewer receive curricula aligned with state standards.
- Only 1% of beginning teachers currently receive the ongoing support that constitutes comprehensive induction when they enter the profession.

Harry and Rosemary's introduction to the concept of induction began when they visited the **Flowing Wells School District** in Tucson, Arizona, in the early '80s. It was a phenomenally successful school district even though the students came from the challenging side of Tucson. Through the years, the Flowing Wells Schools have produced more teacher-of-the-year nominees and winners in Arizona than any other school district.

Flowing Wells does this with a well-organized eight-year new teacher induction process that takes a beginning teacher through incremental stages, from novice, competent, and proficient to expert, which then seamlessly flow into a life-long professional development program they call an Institute for Teacher Renewal and Growth.

The Wongs began to tell the world what they had discovered and the Flowing Wells School District began to get so many visitors and requests for information that they started a three-day workshop in the spring to show people how they conducted their induction and professional development program. Regretfully, the workshops are no longer offered, but the Flowing Wells plan can be found in the Wongs' book, *New Teacher Induction: How to Train, Support, and Retain New Teachers*.

Harry and Rosemary Wong recommended the Flowing Wells workshop to the many people who wanted to do something significant for their new teachers. One was **Annette Breaux** who had just attended Harry Wong's presentation, "How to Be an Effective Teacher."

The **Lafourche Parish Public Schools** was losing 51 percent of their new teachers every year. After attending the Flowing Wells spring workshop, Breaux led Lafourche Parish in the organization of a comprehensive three-year New Teacher Induction Program to be started that summer. Within one year new teacher attrition dropped to 13 percent and in the years following to 6 percent. Successful teachers do not leave the profession and they are more effective in teaching students to learn and achieve. Teachers that stay in a system can save the district up to \$50,000 per teacher! Money invested in a teacher is lost for good and will have to be spent again on the next new employee.

The Lafourche model was so successful that the state of Louisiana adopted it as the state model for induction. That's just one example of the Wongs' influence in generating successful and actual practices.

Another person who went to the Flowing Wells workshop upon the recommendation of the Wongs was **Linda Lippman** of the **Islip Public Schools** on Long Island, New York. Islip has had an induction program for more than 10 years. Prior to having an induction program to train teachers to be effective, 34 percent of their students earned a New York State Regents Diploma.

Islip Public Schools New Teacher Induction Statistics		
School Year	Induction Year	Regents Diplomas Earned
1992-1993	Pre-induction	34 percent
1998-1999	Year 2	65 percent
2002-2003	Year 6	73 percent
2003-2004	Year 7	82 percent
2004-2005	Year 8	93 percent
2005-2006	Year 9	97 percent
2006-2007	Year 10	98 percent
2007-2008	Year 11	98.5 percent

In 2008 the number of seniors who earned a New York State Regent's Diploma was a remarkable 98.5 percent—and Linda Lippman, director of the induction program, affirms that the Wongs were her influence.

Because of Lippman's leadership, the three-year induction program features collaborative study group activities and networking. Teacher turnover is negligible and new teachers are immediately ushered onto a team.

Flowing Wells, Lafourche, Islip, and many other effective districts do what every business commonly does; they provide training throughout an employee's term of employment. The baseball manager, construction foreman, or senior partner in a law firm knows what to do with new employees. They train all new employees; and the training continues until the employees leave. For the most part, education has failed to recognize what industries have always recognized—training matters. Formalized and sustained training matters.

Ask a school administrator what they do with a new teacher. Some do nothing. Most will tell you that they will assign a mentor to the new teacher—and then, sadly, walk away without monitoring or assessing what transpires between the mentor and the teacher.

The greatest assets of our schools are the teachers. Peter Drucker, the famed business guru, says that if you ask any business person to name their greatest asset, they will tell you it's their PEOPLE. An asset is like money or property that you invest in to make it grow into greater assets. That's why businesses spend \$53 billion each year training their people, their assets, to make them worth more to a company. Thus, they consider their people their human capital. The better their people—their assets—the more successful the company becomes.

However, ask a school administrator or policy maker to name their greatest asset and they will often tell you it's money or programs. Rarely does anyone say, their teachers—yet the research repeatedly confirms this:

Teaching quality is the most critical factor  
by which to improve student achievement and close the achievement gap.