



It Works!

These are the comments and stories that come to us in various ways. They show up in our inbox, in the mail, or are shared at professional meetings. We thank you for sharing your thoughts with us and allowing us to post them for others to see.

Your words have several common threads:

- They thank us for producing a useful product.
- They thank us for helping you attain a goal.
- They thank us for literally saving your life, your marriage, and your career.

We are indeed humbled by the kind words and find much satisfaction knowing that our efforts are truly touching the lives of teachers and students.

We know that these remarks themselves have great power in the ability to change lives. For that reason, we are sharing them with you to supplement your experience of working with our materials. Perhaps, they will give you hope if you are lost, courage if you are down trodden, and renewed energy if you are running on empty.

If you have a story or comment to share about how our materials have helped you, we'd love to hear from you. And with your permission, perhaps we'll post it here for others to read and relate to.

Please send your thoughts of any length to

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We look forward to hearing from you!

I have had the best school year EVER of my teaching career. At the beginning of the year, I implemented many of the topics covered in the course.

*Charity Peters
Grove School
Shawnee, OK*

If every teacher would implement these procedures, we would all have **successful students.**

*Christine Cook
Dairyland School
Chowchilla, CA*

I can't tell you how much the e-course served me. Procedures are in place, expectations are high, and the environment is safe, comfortable, and fun for the children. It is **a learning classroom.**

*Stephen Jones
Auckland, New Zealand*

The course is as amazing as your book and tapes and of course you in person. **WOW!!! I am full of 'Ahas' after this course!**

*Consuelo Alfinez
Pine Villa Elementary
Miami, FL*

This is an excellent class for all educators at any level of experience. I especially liked the lesson on implementing school wide strategies and I would like to suggest that our staff take this program together. What a powerful instrument for facilitating a team approach to classroom routines and procedures.

*Velda Lundberg
Seven Persons School
Alberta, Canada*

This course has **taught me more in two months than I had learned in four years of college.** I began this course in January, with a continuing tough group of kids, and within a month I have straightened their behavior and willingness to learn. I learned so much from taking this course.

*Rachel Conti
Gurney Elementary School
Chagrin Falls, OH*

I am a first year teacher, and I came from the business world, and it was a very rough transition. Having never taken an educational class, this course helped me so much. My classes are completely different from the first semester and the second semester. **I really do enjoy teaching now.**

*Alice C. Estevez
Business Technology Teacher
Hialeah-Miami Lakes Senior High School, FL*

I love **the interactive approach** of giving us online information on classroom management, and then allowing us to immediately take that info and make a classroom management binder.

*Kimberly Cragnolin
Chicago Virtual Charter School
Chicago, IL*

What made the contents even more engaging are the **real-life experiences of real teachers.** All of whom breathed a welcome and inspiring air into the classroom. Thank you for sharing the experiences of other teachers.

*Dennis Maximo
Garrison Middle School
Baltimore, MD*

This course is absolutely fabulous! There are many things I can use and will implement.

*Rebecca Juarez
Laredo Independent School District
Laredo, TX*



This was **an eye-opening experience**. It showed me how to get my classroom more organized and orderly.

*Heather Miller
Lake View, SC*

After teaching for over 20 years, you are never too old to learn new ideas. I recommend this course for all new teachers and future teachers. I wish there had been something like this when I first started teaching!!!

*Cheryl Chappell
Wynton Blount Elementary
Montgomery, AL*



I am forever thankful that I was lead to take this online course. As a result of it, my teaching career has been saved.

*Virginia Sherman
Commodore John Rogers ES
Baltimore, MD*

This course **filled a huge void in my teacher education training**. I just wish that all Teacher Education Programs presented classroom management in such a structured and articulate manner.

*Lonnie Ngo
Private school
Los Angeles, CA*

***The First Days of School* has been my 'Bible' for establishing effective classroom management. This course reinforced the importance of routines and procedures in creating an optimal environment for student learning.**

*Sheila Perry,
Chonchilla, CA*

This should be a required course in teacher education.

Your book, video tapes, and on-line course have made a world of difference in our school.

*Angie Mutter
Riverview ES/MS
Grundy, VA*

This course **offered a wonderful management system** to meet the needs of my students, to empower them, and to allow each student to set their own goals.

*Nancy Meagher
Barnstable Public Schools
Hyannis, MA*

I have been 'surviving' for the last 8 years. With the strategies I take away from this course, I finally can say, **for the first time in 9 years, I don't dread those first days.**

*Becky Gibbs
Franklin Road Academy
Nashville, TN*

I thought that after teaching for 18 years, I wouldn't find anything useful in the course, but boy was I wrong. I loved it and **learned as much as a first year teacher.**

*Edna Serna-Gonzalez
James Bowie Elementary
Harlingen, TX*

Awesome information. I can't imagine starting my first year of school as a teacher without this information.

*Kathy McVey
Friendswood, TX*

By putting the practices into use, it's like I have a new class – or new students.

Productivity has increased, but better yet the atmosphere is 100% better.

*Sabine Gousse
Morningside Elementary School
Miami, FL*

This course was the best. The graphics were colorful and interesting. **I felt like the people were talking directly to me.** Also, I have come away with a great binder that will help me organize my classroom. This was truly an exciting course.

*Susan Riedel
Galveston, TX*

The course and the binder pages offered suggestions and procedures that I had not previously considered. This was an **incredible resource!**

*Kellie Beck
Windy Hill Middle School
Clermont, FL*

Excellent program! I was able to take many ideas and incorporate them into my classroom immediately! **I saw instant results!** It truly works!

*Jeannie Istre
West Orange Middle School
Orange, TX*

It is very helpful to see examples or read examples of how others teach procedures. It is helpful as a veteran teacher to go over these procedures and realize that you used to do some that you have been forgetting. Not only a great resource for new teachers but a **good refresher for veterans.**

*Crystal Kett
Oyen, Alberta, Canada*

I really enjoyed the upbeat music with this course and I like **the binder and materials** that go with the course.

*Joanna Mora-Villarreal
Hitchcock, TX*

Of all the courses, I find this most useful, as it **gives hands-on guidance** for use with the students; the modeling by other teachers is very effective. The course is respectful and appropriate.

*Pauline Russell
Miami-Dade County PS
Miami, FL*

Thank you for designing such a rigorous and detailed course with such applicable methods. I am planning on suggesting to our administration that every teacher at our school complete this course, as it would do wonders for **changing the culture of our school** towards one of effective learning throughout the school.

*Dana Sjoström
Galveston Catholic School, TX*



I have now completed the course in its entirety and **it works, wow does it work! My second year of teaching has been phenomenal.** I was even out for 5 weeks to have a baby! My students never missed a beat. My substitute was amazed that the majority of my students could run the classroom without any assistance. It really does work! I love teaching and see myself doing it for years to come!!!!

*Angie Hurst
Oxford, AL*

Seeing real classroom examples and real step-by-step procedures just made everything click! **I love the binder.**

*Jennifer Holbrook
Pinewood Elementary
Stuart, FL*

This course should be included **as part of all education degrees**--how useful it would have been to have had this before I stepped inside a classroom.

*Bev Wahl
Redcliff, Alberta, Canada*

I did not quite know where to begin. This course gave me the foundation to manage any classroom from elementary to high school and the **ideas are easily adaptable to all grades.**

*Ronni McGraw
Helena Park Elementary
Nederland, TX*

I had no idea how **being ineffective was overtaking my personal and professional lives.** Thanks!

*Lori Boudreau
Claremont Public School
Claremont, Ontario, Canada*

My classroom lacked organization. This program helped to put everything in one place. I am using **my procedure binder** everyday in my classroom. I really don't know **how I ever got along without it.**

*Tammy Cox
Brown Intermediate School
Sweetwater, TN*

Your course is a **natural outgrowth of the book**, taking it to a new level.

*Linda Lippman, Assistant Supt.
Islip Public Schools, NY*

It has been several years since I actually taught a class so I thought this on-line course would help me prepare. I was right. I now **recommend this program to all of my brand new teachers and to a few that need some remediation.**

*Gordon Grubbs, Superintendent
Newcastle ISD
Newcastle, TX*

I teach “Classroom Management” and use your book (adopted text) and the online program. The information was not only useful for my students for the management of their own classrooms, I found the information **useful for me as a college instructor in managing my college classes.**

*Susan Monfet
Montclair State University and Bloomfield College, NJ*

I took this course because I work with new teachers in our district. I tell them that I am a lousy disciplinarian, but a good classroom manager. If they will follow my advice and **have a plan for everything** that they do, they should not need to discipline a child.

*Joan Davis, Staff Developer
Hampton City Schools, VA*

This course is **a must for all new teachers.**

*Mike Rodriguez
A+ Academy
Dallas, TX*



There are teachers on my staff who are weak when implementing and continuing with procedures. I will **encourage all staff members to take this course.**

*Ann Brien, Principal
Hardin Central Elementary School
Kenton, OH*

I would suggest that you encourage your course participants to **watch all of *The Effective Teacher* videos.** Those work very well in conjunction with this course.

*Sonia Dabboussi, Principal
Al-Hijra School
Windsor, Ontario, Canada*





It's Worth Every Penny and More

compiled and written by Harry K. Wong

A few months ago, Su Phi-Huynh was close to failing her teacher training and now she is the only teacher trainee in her school selected to participate in a project that will transform the school.

*What you are about to read is a synopsis of a series of emails—dates are indicated—we received from a teacher in training. She began in January 2005, and suffered through seven months of “nightmare” with threats of not getting her teaching certificate. Then, her life turned around in August. Read what she did after she took our eLearning course, **Classroom Management with Harry and Rosemary Wong** (www.ClassroomManagement.com), but, more so, read what she is doing now as a growing, learning professional.*

October 16, 2005

We received an order to take our eLearning Classroom Management course from someone in England in July (2005) and when she finished the course a month later, she wrote, “Your book and course have helped me so much that if I can pass my teacher training, it's all thanks to you!”

We were, naturally, delighted and curious about someone taking the course from abroad, so we contacted her. We learned that her name is Su Thuy Phi-Huynh, her Vietnamese name, but her English speaking friends find it easier to call her “Sue.” Sue immigrated to America and got her bachelor in science from UCLA and was working in Florida as a research assistant until she married a Brit and moved to England.

She decided to change her career and said, “What could be more rewarding than teaching?” Her teacher training journey started in January.

She Went Through Two Semesters of Nightmare

Sue explained that in England (a.k.a. Great Britain or the United Kingdom), there are three ways to be trained for a teaching certificate—one way as an undergraduate and two ways as a post graduate:

1. PGCE (Post Graduate Certification in Education), consisting of a year's work in two to four different schools and correlated university lectures and workshops.
2. GTP (Graduate Teaching Program), consisting of working for a year at a minimum salary in a school and receiving training while on the job plus one day per month lectures from a university. Training is provided by a school based tutor with the university based tutor checking on progress twice a semester. In the end, however, it is the university that recommends the successful trainee to the General Teaching Council for England to receive his or her teaching certificate.

Sue chose the GTP route and her saga, true to so many new teachers, began. She received no support.

What Happens When There Is No Support

According to the GTP training program, trainees (student teachers) are supposed to follow

and observe some experienced teachers for at least a half semester before starting to teach some lessons on their own. And even then, the lessons Sue was to teach should belong to the other experienced teachers. That did not happen.

Sue was thrown into teaching after her first meeting with her school based tutor. She wasn't even given a plan of work correlated to the national curriculum, as the program dictates.

The high school, in Birmingham, the second most populated city in England, put her right into a classroom as a cover or supply teacher, (we call that a long-term sub in America), because its science department was short three teachers.

She asked several times if there might be books, resources, or anything she should read for her training. They said, "No."

Sue remembers her first meeting with her school based tutor. "He showed me my timetable (schedule) with 15 hours to teach on my own!" The rest you can guess. Sue went through two nightmare semesters and failed all her lesson observations, due to her lack of classroom management skills.

Not only that, she was told if the university failed her at the end of her training, then that was it. She would not get her qualifications to be a teacher ever in England.

It's Worth Every Penny and More

In desperation, Sue contacted a teacher friend in Florida who recommended ***The First Days of School***. Without the expected help from her senior managing team (the administration) at her school and an ineffective mentor program, Sue says, "I was determined not to be defeated. So I kept looking for resources and ways to improve myself.

"From reading www.teachers.net, I learned about your eLearning course on Classroom Management.

"My husband was in doubt when I asked him to pay for it from our US account. I took the course all of August and by the end of September, I told my husband—**it's worth every penny and more!!!**"

She writes, "And what a difference!!!" This semester, Sue has two Year 8 (eighth grade) classes to teach and she has taught them more than in the last two semesters combined. Some of her students' test results were even better than those of students taught by experienced teachers.

Even her Year 10 students, the really, really bottom class who had no interest in science, Sue said, "...were on task and not messing around so much!"

Sue is now being told repeatedly by her university based tutor that if she passes her training at the high school, she can successfully teach in any school in England.

To ensure that this will happen, Sue has asked to extend her training one more semester to give her time to hone her lessons and collect evidence necessary to compile her portfolio of teaching standards. She says, "The past two semesters, I was too exhausted, busy chasing after students. But now I am able to be a teacher and pass my training."

Sue reflects,

“My awful training has turned out, in my view, somehow a plus. I wouldn’t have come across your book, or the need to take the eLearning course and learn the best classroom management skills otherwise.”

She enjoys how much time is saved at the start and end of her lessons now, marveling at how organized her students have become. “We are the best in the school! Hooray to that!”

Happily she says, “If I return to this high school next year as a newly qualified teacher, I will ask the head teacher to use your program for all new teachers and use me as an example. They have a high turn over of teachers and could use your expertise.”

November 4, 2005

Her Classroom Management Skills Have Skyrocketed

Her school based tutor recently observed two of her classes. His comment? **“My classroom management skills have just sky-rocketed over a very short time!** He was very impressed.

“The head of science told me that if I were trained at a school with a better supporting system, I would, no doubt, be able to finish my training with grade A because I work hard, I have the right attitude, I am organized, and I care. I feel a bit better, but it doesn't mask the fact that I still have to pass my training.

“Thank you for your wonderful work. Without your expertise, I truly would not know how to carry on.”

November 16, 2005

I Was the Only Trainee Invited

Sue happily shares, “I was invited to a school project "Thinking School" last night. An assistant head teacher (assistant principal) organized a new project to make the high school into a thinking school, instead of spoon feeding students information.

“I was the only trainee she invited to be with other senior teachers. I am very touched. I think she feels I can become a good and effective teacher. I think I will get there!”

November 20, 2005

On Friday, my head of science popped in my classroom several times during the day, especially my Year 8 classes. He was very impressed and told me at the end of the day, "It was marvelous. You really got them quiet and working in there!"

“Even my students like the reduced noise level. Last week they said, ‘Thank you for saving our hair cells and Mrs. Su's voice box.’”

The head of science even asked Sue to share her secrets with him and is trying to implement some of her procedures department-wide.

Sue is developing a good reputation. One experienced teacher just asked her early last week for some advice and tips of how to control her classes.

Sue's Procedures

Sue sent us some of her procedures and explained each. She also sent an accompanying remark, "**I do know the difference between procedures and rules from your eLearning course.**"

1. Seating plan
2. Bell work
3. Passing out books and materials
4. Date
5. Quieting the class
6. Emergency procedures
7. Dismissal
8. Late comers
9. Materials
10. Lining up before and after class
11. Attendance/record sheets
12. Clean up

Sue explains, "My students have a procedure to rinse the equipment and clean up after science experiments. The science technician is very grateful to me. I am the only science teacher making my students clean up beakers and test tubes. Other teachers don't. You should see their science labs: all the surfaces are covered with dirty beakers, flasks, or equipment which needs to be put away. Sinks are covered with dirty test tubes, tiles are spotted, and molds are floating in the sink.

"The science technician doesn't have time to clean hundreds and hundreds of test tubes and beakers after the students! He is working extra hours just to clean up. And I really feel sorry for him. There is no department policy to ask science teachers to tell kids to clean up. Good thing the tech is not married; otherwise his wife might have divorced him already. I tell my kids to be nice to him by cleaning up and be nice to the housekeeper, too.

"There are other procedures I am using, but I really need to get back to my lesson planning."

November 26, 2005

Sue sent us a Thanksgiving message. She says, "I believe that if we have a dream, all of us can do spectacular things. Currently, I am reading *Active Learning: 101 Strategies to Teach Any Subject* and trying to implement Marvin Marshall's *Raise Responsibility Discipline System*.

"As you say in your book, students learn by doing. They should be the ones to do most of the work to learn, not me. That's exactly my goal now. I like your way of organizing work. So, I am making small booklets of all the lessons for each chapter I will be teaching next

term, from bellwork, experiments, homework, questions and answers, etc, to give out to my students so they know exactly what to do and what I expect them to learn. This way they don't ask me **that** question, "Miss, what are we doing today?" just as you predict in ***The First Days of School.***"

December 18, 2005

The Results Speak for Themselves. The Kids Love Me!

It was barely four months ago that Sue was on the verge of washing out of her teacher training program. And now, Sue writes us the following:

"Last Monday, a science teacher—not a trainee—asked me for references, resources, books, etc., that I have used successfully this term for my classroom management. Of course, your eLearning course is number one on the list!

"It's the best because you assign "work" for us to do to prepare specifically. It's pro-active, and like you said, "Students learn best when they are doing the work!" Your course prompted me to work!

"My head of science told a lady who works in our resources center (she happens to be one of the school governors as well) that 'Mrs. Su is very good! I learned a few things from her!' When I was told that, I felt really, really surprised! What could he learn from me?

"Quite a few of my year 8 students told me that even if they would do well next month in the end of term exam, they don't want to move up to a different set (tracking). They want to stay in my class, because the teacher who teaches the top set cannot really control his kids, and they can't learn much in his classes (even though he is young and good looking)!

"My kids told me they could really, really learn from my lessons. And I think that's the magic. Once they realize they can learn, they tend to cooperate more.

"My student's last end of unit exam's scores were very good. Quite a few of them improved. You should have seen one girl. She got very, very low scores the first two exams. Then, she got a high score on the last exam. She couldn't stop screaming and shouting, and she told me, 'Miss Su, I don't care if you gave me detention for shouting out loudly. I am so happy. It's a nice Christmas present for my mum.'

"Eventually, she did calm down. But I was very pleased. The results speak for themselves. My kids love me!

"Oh, and yes, two weeks ago, I had a lesson observed by the 'second in command' after my head of science. He gave me an A!!! He told me that my students were doing everything I asked them to do; everybody was engaged in learning 'most' of the time; they were enjoying the lesson; and they learned something from my lesson. What else could I possibly want???

"I received quite a lot Christmas cards from my students. What a surprise! I didn't expect that, either. Now if you asked me why did you want to become a teacher? I'd tell you to be the one who receives the most Christmas cards in the entire family!

“It has been a great semester. And it all began with your eLearning course, along with a few other books, but I couldn't have done it without you.

“Thank you a million times. You are a true teacher.”

**By researching, implementing, and persevering
with her classroom management skills,
Sue is well on her way to not only passing her teacher training
but becoming a highly effective teacher.**

Summary of Sue's Chronology

July: She is on the verge of failing her teacher training program.

August: She takes our eLearning Classroom Management course.

October: She is told that she can teach in any school.

November: She's told that her classroom management skills have skyrocketed and she is the only trainee teacher invited to serve on a school project.

December: She gets an 'A' for her performance. And the kids love her.

www.ClassroomManagement.com

The one course that can make a difference in your professional career.