

Effectiveness wong
emphasize the
importance of
effectiveness to

[Business](#), [Management](#)



Effectiveness has always been defined as doing the right thing to achieve the most intended results.

Harry K. Wong and Rosemary T. Wong emphasize the importance of effectiveness to produce student achievement and learning. To Wongs, it is the characteristics of an effective teacher, being a good classroom manager and showing effective practices, that make effectiveness come true. Their book, *The Classroom Management Book* (2014), concludes that it is only the teacher who makes difference in students' learning, "The more effective the teacher, the more effective the practices, the more students will learn", page 2. According to Wongs, Effective teaching is identifiable, teachable, and implementable. Effectiveness is identified when a result is produced, "Teachers who are effective produce student learning, growth, and achievement", Wong.

Effectiveness is teachable when skilled and trained teachers impact their students. Effectiveness is implemented when teachers implement skills they gained from the professional development programs in their classroom. (Harry & Rosemary Wong, *Teachers. net Gazette*, January 2011.). In his book, *Classroom Management That works* (2003), Robert J.

Marzano focuses on the important role of the effective teacher that is responsible for creating effective classroom management. He believes that a solid classroom management plan would require an effective teacher and would provide an interesting teaching and learning environment. "Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes", Marzano, page 1.

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According to Wongs, effective means producing a result. To produce a result, the teacher must know his/her intentions and know what he/she expects the kids to learn. Wongs believe that no matter what grade level we teach, what subject we teach and what kind of school environment we teach in, every single management plan begins exactly the same way. It begins with welcoming students on the first day of school and every day of the school year. Wongs believe that classroom management is not about discipline but it is about organization and consistency, Classroom management is not discipline, they are not synonymous terms, page 8. Procedures make the class comfortable and secure because they all know what is going to happen. Discipline has to do with behavior and procedure has to do with doing.

An effective teacher manages a classroom and the ineffective teacher disciplines a classroom. Wongs' four Stages of teacher development can measure the effectiveness of the teacher. -The fantasy where the teacher actually believes that classroom is going to go perfectly in the first day of school. Survival where teachers believe that teaching is having fun and game and students give them a hard time. -Mastery where teachers know how to handle a classroom and they know how to manage the students. - Impact: where teachers see the students use the life skills they taught them in their future careers, influenced by their teacher.