



FACS Quarterly

Leadership—Rewards and Recognition

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In addition to supplying a shared vision and direction, leaders must develop a relationship with the people they inspire to follow them. The successful leadership relationship inspires people to become more than they might have been without the relationship. Following an effective leader, people accomplish and achieve more than they may ever have dreamed possible.

The foundation of this successful relationship is the leader's ability to make people feel important. (Sure, money works to a certain extent, although, as a limited quantity in organizations, I wouldn't overemphasize its importance.) So, effective leaders need to demonstrate these practices.

- **Pay attention to people using common courtesy.** Say good morning. Ask people how their weekend turned out. Ask whether Rebecca won her soccer match. Practicing simple courtesy is a powerful relationship-building tool.
- **Listen to what your coworkers, peers, and staff members have to say.** Listen giving full attention to the person seeking your attention. If you can't pay full attention and listen actively, set a time with the person to meet when you can. You gain much information from the ideas and opinions of others. You make people feel special when you listen to them without distraction. Know that Rebecca has a soccer match.
- **Use powerful, positive language in your interaction with others.** Say "please" and "thank you" and "you're doing a good job." Say, "We couldn't have accomplished the goal without you." "Your contribution saved the customer for the company." Powerful, positive recognition makes people feel important. Powerful, positive recognition encourages your employees to contribute more of the same work in the future.
- **Put praise in writing.** A "thank you" note to the employee, with a copy to her file, magnifies the impact of the recognition.
- **Keep your commitments to staff.** If you have a meeting set up for Tuesday, attend the meeting. Cancellation should not occur except in a true emergency. Promised Pat a raise? Don't do it unless you know you can keep your promise.
- **Give staff public credit for contributions.** You didn't think up the idea for senior staff review. Instead say, "Mary thought this approach would work well and I agree with her." "The credit belongs to John. Isn't that a terrific idea?"

Thanks!



Thanks!



Thanks!



You may think these actions sound a lot like leadership by the golden rule. You're right, although a fellow consultant told me about an even more powerful rule - the platinum rule. In the golden rule, you treat others as *you* wish to be treated. In the platinum rule, you treat people as *they* wish to be treated. These are powerful, yet simple, ways you can reward and recognize people. These are powerful, yet simple, ways to make the people you employ feel important and appreciated. The bottom line? Believe people are important. Act as if you believe people are important. People will feel important. Important people will think of you as a great leader.

It's Still a Team Game...



TEAM

Together Everyone Achieves More

A great amount of a teacher's work involves individual thinking and effort. We may plan lessons alone. We often face problems alone. We may have to write tests and grade papers alone. We may even be confined to the classroom alone. We might not even know what is going on down the hall from our classroom, much less in other schools in our district. These realities do not alter the fact that what we do in our classroom impacts the whole educational organization.

A professional stance of togetherness is a necessity if we are to maximize opportunities

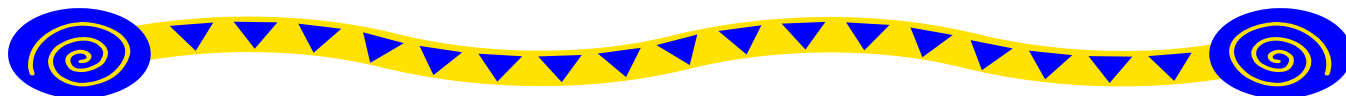
for students. Whether we teach first, seventh, or twelfth grade, we are all part of the same mission. Our knowledge about each other and our attitudes toward each other will be reflected in the educational experience received by our students.

Most educators would agree that every place in a school—from playground to hall to athletic field—is a classroom. No grade, class, or teaching assignment is more important or more significant than another. No segment of a school or district can falter without triggering a ripple effect within

the entire school system.

It's difficult to give an effective team effort without team spirit. Team spirit that teachers experience is much more obscure than athletic team spirit that calls for a lot of emotion. We should recognize professional team spirit is often the result of being happy in education. It is sparked by our job at being teachers, having chalk dust in our veins, and in being in a particular school and district. This means that we accept and appreciate each other as professional educators.

Excerpts taken from The Master Teacher by Robert L. DeBruyn



Stress Busters

*✍*We give our students time outs when they need a break to cool off and get back on task. Why not give yourself one every now and then? When you're feeling a little hot under the collar and are ready to strangle somebody for something...anything...that's the moment you need to take a TIME OUT! Turn away from the situation, go out into the hallway, and collect yourself. You'll find that even with a small amount of distance, your blood pressure will lower and you will have a fresh look at the situation.

*✍*Our life is not meant to be spent inside grading papers all of the time!

You need to take some time for yourself. Leave those papers at school at least one night a week and treat yourself to something fun. Go see a movie, attend a happy hour, cruise the mall, or get to the gym! There's more to life than teaching, and let me tell you, there

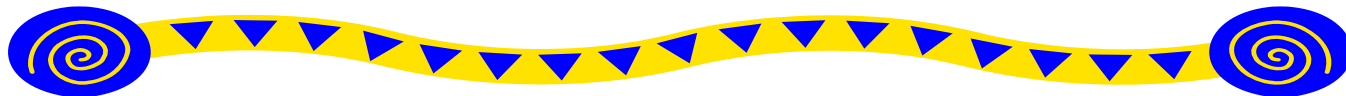
will ALWAYS be more papers to grade!



Don't forget to stop and smell the roses every once and a while

*✍*Journaling allows people to clarify their thoughts and feelings, thereby gaining valuable self-knowledge. It's also a good problem-solving tool; often-times, one can hash out a problem and come up with solutions more easily on paper.

*✍*Music therapy is a branch of health care designed to aid physical and emotional health through the use of music, either with listening, song writing, performing, exploring lyrics or other activities related to music



Career & Technical Education's Role in High School Reform

High school dropout rates are high. On-time graduation rates (excluding the GED) have been estimated at 71% for all students about 50% for black and Hispanic students.

Motivation matters. 6 in 10 respondents to a poll of at-risk California 9th and 10th graders said they are not motivated to succeed in school. But more than 90% of those students said they would be more engaged if classes helped them acquire skills and knowledge relevant to future careers.

CTE is well-tested. Today, 95% of high school students take at least 1 career and technical education (CTE) course, and about 1/3 take a concen-

tration of 3 or more related to CTE courses before they graduate.

National and local professionals in career and technical education discussed how CTE can help educators and policymakers decrease the number of students who leave high school before earning a diploma or who graduate without the skills, knowledge, habits, and attitudes needed to thrive as postsecondary students, as workers, and as citizens. Finding ways to counter those trends is expected to be a central concern of Congress when it begins the process of reauthorizing the No Child Left Behind Act.

“What we are advocating is that every American high school has the goal of preparing every student for full participation in a spectrum of college opportunities, meaningful work, career advancement, and active citizenship. The three words that have become the brand of reform are rigor, relevance, and relationships, and the way to really provide relevance, in particular, is through CTE,” states Janet B. Bray, Executive Director of the Association for Career and Technical Education.

Excerpts from the American Youth Policy Forum's breakfast forum held May 19, 2006



It's not just reading, writing, and arithmetic anymore... it's about rigor, relevance, and relationships.

Teaching a Consumer Education course? Check out the FEFE materials at <http://fefe.arizona.edu>

Choosing a Credit Counselor

Living paycheck to paycheck? Worried about collectors? If this sounds familiar, you may want to consider the services of credit counseling agency. Usually nonprofit, these agencies may offer educational materials and workshops, or help you develop a budget and a repayment plan.

In these plans you deposit money each month with the credit counseling agency; they try to negotiate a lower interest rate; and make your payments for you. Your payments are used to pay your

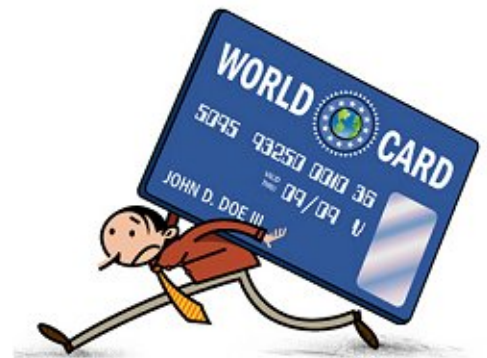
creditors according to a payment schedule the counselor develops with you.

As part of the repayment plan, you have to agree not to apply for—or use—any additional credit while you're participating on the program. A successful repayment plan requires you to make regular, timely payments and could take 48 months or longer to complete.

Some agencies charge little or no fees for managing the plan; other charge a monthly fee that

could add up to significant charge over time.

A debt repayment plan does not erase your credit history. But a demonstrated pattern of timely payments should help you get credit in the future.



KATFACS

2100 Poyntz Avenue
Manhattan, KS 66502

Phone: (785) 587-2100 or 2150 ext. 301
E-mail: lindsley@cablerocket.com OR
dawnl@manhattan.k12.ks.us

Get the FACS before leaving school!



*Keep pluggin' along,
the end of the year
is in sight!*



I Didn't Know...



As a teacher, you make a difference in the lives of those you teach, whether they ever say it or not

I didn't know that years of school and a college degree would be of little consolation when facing a room full of bright little eyes on the first day of school. I thought I was ready...

I didn't know that five minutes can seem like five hours when there is idle time and an eight hour school day far too short for a well-planned day of teaching.

I didn't know that teaching children was only a fraction of my job. No one tells you about the conferences and phone calls, faculty meetings and committees, paperwork and paperwork...

I didn't know that it took so long to cut out letters, draw and color pictures, laminate-all

for those bulletin boards that were always "just there"...

I didn't know that I would become such a scavenger, and that teaching materials would feel like pure gold in my hands...

I didn't know that an administration and co-workers that support and help you could make such a difference...

I didn't know that there would be children that I loved and cared for and stayed up late worrying about, who, one day, would simply not show up. And that I would never see them again...

I didn't know that I can't always dry little tears and mend broken hearts. I thought I could always make a difference...

I didn't know that the sound of

children's laughter could drown out the sound of all the world's sadness...

I didn't know that children could feel so profoundly. A broken heart knows no age.

I didn't know that a single "yes ma'am" from a disrespectful child or a note in my desk that says "You're the best!" could make me feel like I'm on top of a mountain and forget the valleys I forgot to get there...

I never knew that after one year of teaching I would feel so much wiser, more tired, sadder and happier, all at once. And that I would no longer call teaching my job, but my *privilege*.