A young boy with short hair, wearing a green polo shirt, is looking down at a book he is holding. The background is a library with bookshelves filled with books, slightly out of focus.

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Summer 2016

**A Hidden Minority Group
Among Us But Invisible**

**Are You Leading A
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**Five Factors That Lead To
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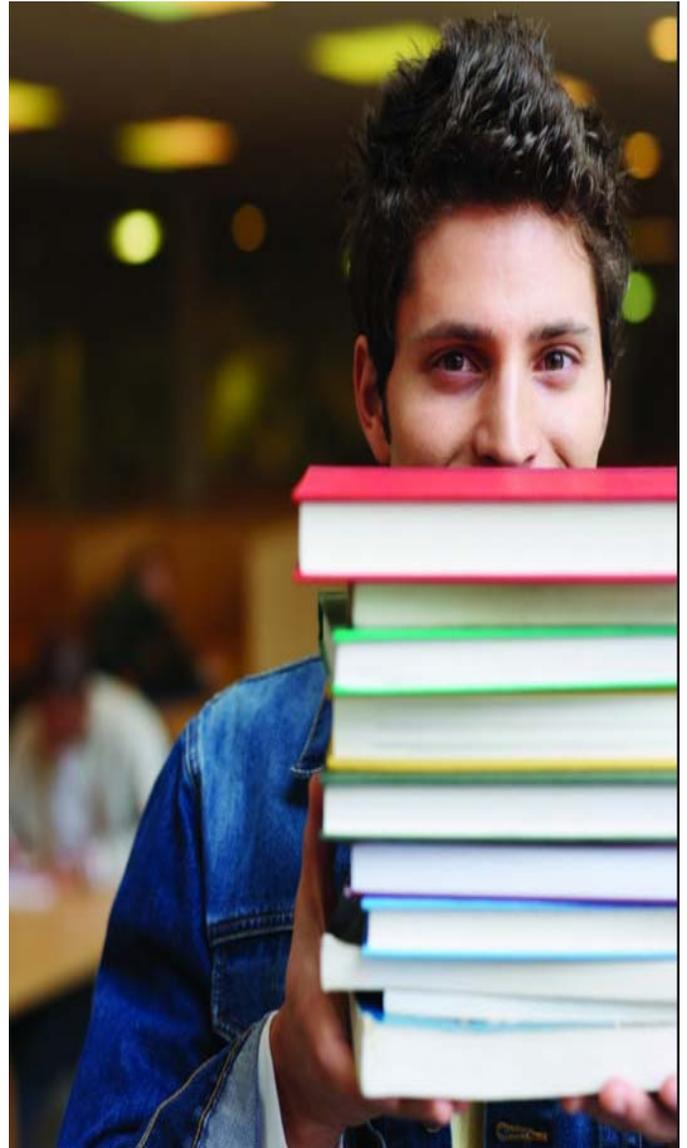
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Starting Your Own Consulting Business

By: John J Matthews

Recently, I celebrated my ten-year anniversary as a management consultant. It has always been a life-long dream of mine to be on my own and in 2004 I realized that goal. I had spent some twenty years in corporate America prior to and breaking out on my own was not happen chance - I had a plan.

While there is no silver-bullet in starting your own company, many reach out for my guidance simply due to the fact that they are forced

into entrepreneurship (read: lay-off) and think they want to make the quantum leap to sole proprietorship consulting. Often, I am asked by other budding entrepreneurs “how did you make the leap?” and asked for tips.

I attempt to inform them on the number of pratfalls that one must navigate as well as the rewards. It’s can be risky, you need to be well-capitalized or have significant cash flow, you probably will have to work

harder than in your corporate job and the list goes on. But even with all these uncertainties - and trust me, there are many uncertainties in the corporate world as well - the upside can be fantastic. If I had to cull it down to my top four list of “must-haves”, here it is:

Be Prepared To Work:

This is by far the one area of entrepreneurship that most people

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fail to realize. Be prepared to work your tail off. Sure, you will have more flex in your schedule and it may appear that you are loafing - yes, I like to squeeze in nine holes during the week - but having your own business is a 24/7 mindset. How you structure your schedule and the discipline required to constantly deliver revenue to your company is mission-critical for continued success beyond the “honeymoon” period. A day-in, day-out approach to continually moving the needle forward requires a plan that must withstand the temptation of watching TV or lunching with friends.

Develop Into An Extraordinary Networker:

It is time to break out of your shell and proactively build that network base. I have long been an advocate of LinkedIn and continually building up your network will create a sustainable enterprise. Not only will you have the ability to create value for your network connections through consulting contracts, but also being the “guy that knows everyone” attracts others to reach out to you. It keeps you in the loop and at the genesis of new possibilities. This continual influx of meeting new business associates sets up future growth opportunities for your company.

Become An Expert:

Ironically, the fact that I produce written articles every few weeks helps to frame a certain level of expertise on the subjects that are addressed. Magazines that run my stories, showcase my expertise and often I get asked to speak to associations or companies on these subjects. I have a fairly passive approach to securing paid speaking engagements and generally my expertise garners the attention. So, not only am I paid to speak on an area of expertise, but I am generally speaking in front of an audience that are ideal clients for my consulting services. The articles express the expertise, the speech validates it and the one-hour “infomercial” lands the future consulting gig.

Know The Tax Code:

Lastly, regardless of the political rhetoric surrounding the tax code and its impact on small business, the fact of the matter is that small businesses are levied with a myriad of

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taxes. I am shocked by how many budding entrepreneurs fail to understand the taxes that small businesses pay. My company has essentially one of the easiest business operating models that a small business can have. I invoice a few clients per month; receive a few checks a month; pay a few bills a month; and have very little inventory and/or depreciation of capital assets. Filing as an S-Corp, my outlay on taxes is between 25% and 39% of federal taxes; North Carolina state income taxes ranging from 6.0% to 7.5%, social security and Medicare (twice as a matter of fact for employer and employee) of 15.3%, so nearly 50% of all income goes to taxes and fees.

In short, the leap I made over ten years ago has been a fantastic adventure and it is not showing signs of slowing down. But, make no mistake, I work. I work very hard at what I do and despite the fact that I can probably take my foot off the pedal a bit now, I don't. I know that for me to maintain this lifestyle for the rest of my working life, it requires a tremendous level of discipline. I plan for success then I make a commitment to the discipline of work.

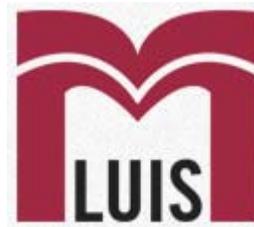
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What Exactly Do Staffing Companies Do?

By: Kevin Dee

Staffing companies are tasked with finding talent, when the client needs them at a price to fit the client's budget.

For those who have never worked in the industry it doesn't seem that hard. Run a few ads, interview a few people send them over to the client and another sale is done. Of course if it were that simple then staffing companies would not exist, particularly in an age where technology is so pervasive. Yet... here we are.

I thought it might be useful for those who are not in the know to get a sense of why we exist.

1. Recruiting is, of course, a people business. People are not widgets and hence, particularly with professionals, people are not interchangeable parts.
2. A client receiving a ton of resumes applying for a job is not a good thing. Most often the culling and screening process to find the best candidate is difficult. If you have to read hundreds of resumes

it can be mind-numbing.

3. A mid-sized professional staffing company might maintain a database containing tens of thousands of resumes and receive another 3,000 to 5,000 resumes every month. That is a lot of volume!
4. The way that staffing companies are successful is by maintaining relationships with the *best* candidates, and always adding to those lists of great

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people. That means interviewing people every day just to maintain an inventory of available talent.

5. Salespeople in our industry work with their clients to understand their needs. That means lots of meetings, lots of conversations and asking the right questions.
6. Where this all comes together is a planning process that ties together the type of demand we expect from our clients with the type of people that our recruiters are meeting. In a perfect world we will have qualified candidates to meet our client's needs, as those needs arise.
7. Recruiters therefore will be juggling the multiple responsibilities of:
 - Building inventory, requiring them to meet and interview prospective candidates; keep in touch with people who are available for work;
 - Working on job orders, requiring them to understand the client's needs, evaluate the available inventory, discuss the job with multiple applicants, negotiate rates, check references, submit the best candidates to the client and keep applicants informed of where things stand;
 - Managing existing candidates currently working with their clients. Checking on how they are doing through the life of the contract, keeping check on their future availability, handling any billing issues that might arise, ensuring time sheets are received etc.
8. Salespeople will be working closely with their recruiting team to ensure the client is being well served, building relationships across existing clients and into new prospective clients. They will be managing expectations, spending time on site as appropriate to be visible and available to both clients and candidates working at those sites. They will be involved in ensuring the quality of the submissions, rate negotiations and candidate management.

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9. This is a hyper competitive world, where competitors might range from a one person shop to multi-national global companies, and everything in between. Tools and process have made the industry extremely productive, existing on razor thin margins, with Statistics Canada reporting the average profitability in the industry between 3% and 5%.
10. When a client gets their candidate they see the end result, which might not look like much work, but like the proverbial duck all the action happens below the water level!

This is a great industry, and in an age of increasing skills and labor shortages it is becoming even more important.

More people will gain employment through the staffing industry than through any other means, which is good for people, for companies in search of talent and the economy too.

What else would you like to know about the staffing industry?

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A Hidden Minority Group -

Among Us But Invisible

By: Angela Rubenstein

Imagine a minority group in the United States that has it really rough.

How rough? They have a hard time getting employment, and a large percentage have been unemployed for years and are dependent on the State or the generosity of friends and relatives. Those who do work often work only part-time or low-profile jobs. They live in relative

poverty and sometimes have trouble affording housing or clothes.

Some members of this minority are not able to drive. Many do not own their own homes.

Moreover, the society at large frowns upon members of this minority talking about any aspects of their lives that are different from the lives of non-minorities.

These minorities are encouraged to

pretend that they are not part of their minority group, and they are rewarded for passing as members of another group. Indeed, their career success depends on their ability to pretend that they are not part of the minority group.

Media portrays the members of this group as lazy, deceptive, self-indulgent, mentally ill, and taking advantage of others.

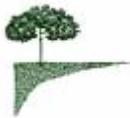
In the dating arena, being this type

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of minority appears to decrease a person's desirability, all other things equal, and thus these minorities often seek to date other members of their group.

Very few members of this minority group are represented in the top levels of business, entertainment, or policymaking. A lower percentage complete college or postgraduate education compared to the general public.

All in all, these minorities tend to have less money, less education, smaller social circles, lower-paying jobs, less disposable income. Their rates of depression, anxiety and other mental disorders are much higher than in the general public.

Which is to say, members of this minority group have it rough.

Who are these minorities? Those with chronic, debilitating illness.

They are there all around us. People have varying degrees of disability from chronic illness, but the U.S. Department of Commerce estimated in 1997 that 20.6 percent of the population had some degree of disability from illness, but only 6 percent of these illnesses were "visible" in the form of a cane or assistive device.

It's like a hidden world existing among the normal world but largely invisible to it, since only a small percentage of illness can be seen with the naked eye. But simply develop a health condition yourself and start frequenting the health forums and web sites, and you will get a sense of the vast populations of very sick people with correspondingly marginal lives.

Besides the suffering associated with their actual illnesses, members of the "sick" minority also frequently deal with:

- Lower standard of living.
- Poverty.
- Divorce.

- Marital and family strains.
- Not obtaining desired education.
- Social isolation.
- Losing friends and connections.
- Missing out on certain social activities, hobbies, traveling or other enjoyments.
- Quitting or scaling back on jobs or careers.
- Down-scaling career goals or choosing an easier career.
- Discrimination.
- Having to hide the fact that they are sick.
- Taboos against talking about their lives, as though their situations are a shameful secret.
- Restrictive diets for health reasons.
- Not being able to eat out at restaurants.
- Anxiety about whether they can meet their needs while in public.
- Belittling by doctors, being told it's "all in their head."
- Being doubted or accused of malingering.
- Being discounted.

Most notably, I have noticed that healthy people (and some doctors) sometimes seem to write ill people off as though they are in some other, lesser category, not real people. The subtext seems to be: "You're just a sick person, so you have to be satisfied with the life you have. You can't expect the sort of things a well person enjoys. Just be grateful for any bit of relief or help you get."

From the outside, it might seem like people in wheelchairs shouldn't expect to use every building or every form of public transportation; or people with unverifiable chronic pain shouldn't expect disability pay; or people with chronic Lyme disease should not expect to be cured. But when the illness is your own, putting up with suffering and a limited life becomes more than hypothetical, and

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one starts to take issue with any limitations or extra suffering that are not unavoidable due to the condition itself.

We all deal with the breakdown of the body at some point. Sick people are not “other”; they are “us.” If things had gone slightly differently, any healthy person could be sick, too. Indeed, when the time comes and you are no longer healthy, you will wish that sick people were valued and treated well.

What would it look like if sick people were not a “minority” group?

- Social Security disability funding would be a high priority, and those unable to work would have help applying for disability, receiving fair evaluations, and paying for their living expenses and treatments.

- Universal health care, with no penalties for pre-existing conditions and available even if a person is not working, would be a godsend for many chronically ill people.

Sick allies would work on connecting sick people with the rest of the world. Healthy people would learn to be comfortable around, listen to, and to be friends with sick people.

- Instead of stigma, sickness would be afforded the same kind of respect we give to marathon runners or Ph.D.s or others who endure long and challenging hardships, since dealing with long-term illness takes strength and perseverance.

- We would aim for a high quality of life for the hospitalized and the elderly sick, including social contact, choices about their lives, changes of scenery, time outside, creative outlets, and contact with family and friends.

- We would respect contributions that sick people can make.

- There would be affirmative action for sick people, such as understanding in employment interviews, college admissions, medical school admissions, or hiring practices. Sick and formerly sick people have something special to offer, and their presence brings diversity.

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Preparation of Students in High School for Assessment Tasks

By: Richard D Boyce

One of the issues facing heads of subject departments in large schools is the claim by parents and students that some classes were advantaged by their teacher teaching the test or giving a practice test mirroring the real test. A second claim is that some classes were given the test later than others and knew what was being tested as they were told what was on the test by their friends in other classes.

It is almost possible to refute these claims even though they may be unfounded. Early in my career as a head of a subject department these claims raised their “ugly head”. I resolved to make our assessment program as transparent as possible. I did this by setting up the policy you will read below.

In addition, I worked with the school administration to program all classes in each level, once a week, to have

teaching periods side by side to reduce the chance of students passing on information about the tests to their friends in later classes. These side by side teaching periods were used for class assessment tasks. The other ploy I imposed was to have the teacher writing the test instrument to create two or three “versions” of the instrument. This still meant that these parallel tests were testing exactly the same skills at the same level.

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This was done by:

- Rearranging the order of the questions;
- By reorientating or repositioning diagrams or changing diagrams;
- Using a different coloured paper on which to print the test for each separate group; and
- Calling each different test by the name such as “Test A, Test B, or Test C”.

These alternate tests can also lead to parents and students suggesting that some classes had easier tests than others. However, it is obvious from the other strategies mentioned above that this was not the case. It is important to inform the principal and the deputy principals of these ploys so that they are able to assure parents of the fairness of the assessment program when parents telephone or email to complain.

This approach led to less and less complaints from parents and students although it did create more work initially for the teacher setting the assessment task. The use of a word processor makes the task of creating the different versions a short process in terms of the time needed to create the other versions of the assessment task.

Here is the policy statement that was published in my department staff manual:

Each teacher will do the following:

1. At the beginning of the teaching period, e.g. start of term, teachers will give students a list of Topics and Textbook References supplied either from the Work Program or by the Unit Coordinator.
2. Inform students as early as possible of the date/s for assessment.
3. Explain the format of the assessment, e.g. time, parts, administration, multi-choice and so on.
4. Must not set parallel revision tests, i.e. tests which mirror the actual assessment tests.

5. May set revision tests but these must include questions on all topics taught in the assessment period, not just those in the test. These revision questions should be different from any on the actual paper and must only involve the skills to be tested in that term or teaching period.

6. Problem solving questions in unfamiliar contexts close to or of the same types as in the paper must not be taught or be put in the revision test. Once this is done, that question is no longer a problem solving question for that class/subject but rather it would become recognition of a practiced example.

7. A teacher who sets a revision test must give all other teachers teaching that year level or subject a copy or arrange for all classes to be given that revision test. A group of teachers may decide to produce a combined revision test coordinated by the Unit Coordinator.

Obviously, the policy is a start in keeping these issues at bay. The head of department still needs to be proactive in making sure teachers stick to these guidelines. Where the results of the testing program were important for future careers and institutional checks, we instigated a policy where the teachers in each subject or year level would share the marking of the students' test papers. Each test instruments would be broken up into parts; each marked by a different teacher. It would then become quite obvious to the marker if a particular class had prior knowledge of the test. Action could be taken to remedy the problem.

One final point, teachers are a head of department's best ally here. This is simply because they do not want their students disadvantaged. So they'll come to the department head to suggest things are not "kosher". The department head can make discrete inquiries to fix the problem and protect his/her confident.

Our author, as a result of his role as Head of Mathematics over 15 years, has written a series of eBooks designed to help newly appointed Heads of Curriculum/Subject Department start their careers on a high note. All these eBooks have recently been included in "The Head of Department Compendium". It is available at <http://wwwcreatespace.com/5535119>. This article is but a small part of his Mathematics Department Staff Manual. More information about that staff manual is included in the above compendium.

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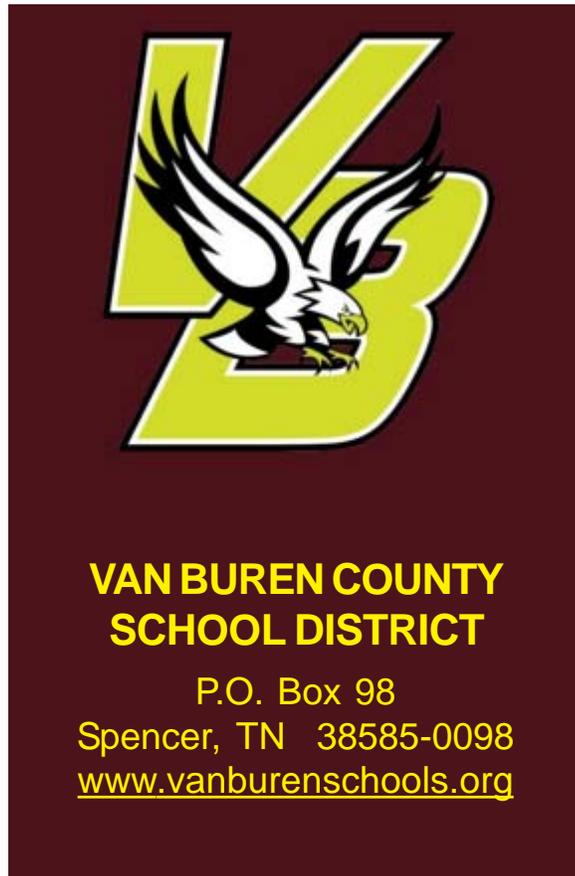


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Are You Leading a Multicultural Classroom?

By: Gabriela Gotay

The following reflection on education is inspired by the work of Paulo Freire, an educator I greatly admire, as a fellow pedagogue and human rights advocate.

This Brazilian educator postulated a different kind of learning experience would be a key factor to liberate the oppressed rural masses from the control of the oppressor's education system. He viewed this system as perpetuating their servile and subservient condition.

According to Freire, the simple truth was that the education of the "oppressed" and the education of the "oppressor" should not be the same, as their experiences of everyday life were not rooted in the same tangible reality.

He believed, as I do, that Education must reflect the reality of the learner, if not, it won't come from a place of significance, it won't be a source of empowerment, and belonging.

In his book, *La Pedagogia del Oprimido*, (the pedagogy of the oppressed) Freire talks about literacy as the path for people to find their own humanity and be able to write their own life.

So, we must stop and ask ourselves, are our children being empowered to write their own stories? Are we giving them the tools and encouraging them to define their own humanity?

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These are questions that should be asked now, as our children are first exposed to school and formal education, an education that is still very much designed to develop a single path and a single mindset. Where does this leave the child trying to come up with an identity of his own?

The Strategy: Developing multicultural classrooms where diversity is encouraged and identity is respected.

-Multicultural classrooms have educators willing to expand beyond their frame of reference.

A teacher doesn't have to be bilingual to connect and bond with children. A teacher has to be open to coaching and able to create an atmosphere of inclusion. This inclusion will benefit all students, not just those from other cultural backgrounds.

Teachers in multicultural classrooms should be given the resources and mentoring to develop a deeper understanding of the places where their students and their families come from. The point of all this goes back to Freire, and the importance of teaching children by referencing images, words and actions they are familiar with, as examples from their own culture, to explain and give new significance to the material being taught in the classroom.

-Multicultural classrooms should display engaging diversity.

Once again, to develop diverse classrooms should be the goal of all teachers in all schools. We live in a diverse world, and as soon as all children familiarize themselves with the concept of diversity and feel pride and joy in leaning about other cultures and other languages, while sharing their own, the stronger their identities will form, and the greater chance they will have to protect themselves against prejudice and stereotypes.

Education is not a "once size fits all" experience, because each child-learner is unique. Belonging is a difficult process all in itself without the added element of acculturation and language acquisition, without having to fight back prejudices and stereotypes. Especially

when you are a child who may not fully understand why you are being signaled out as different. When we start with the needs of these children and those of their families, we should be prepared to better address their concerns, guide them through the transition process and be a support system.

In his book, Freire talks about freeing the rural masses from an education that is setting them up, not only for failure, but for a life of submission to the dominant elite.

The concept, in a less radical way, should be applied though to the way we teach each learner from the start of their formative school years. They should be given the opportunities to approach literacy from the foundations of what their experiences are, not from intangible concepts and a reality they are not familiar with. More so, they should be made to feel included, and their parents and families as well.

There is no doubt in my mind that an educational experience that is community-oriented, child-centered and supportive of diversity and identity will exert a great deal of influence on the perceptions that both students and teachers have of school and life as a whole.

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College Success

- What Does it Take?

By: *Raymond Gerson*

College success is not as difficult for most young students as learning how to take on adult responsibilities. Letting go of adolescence and becoming an adult is more challenging according to Carl Pickardt, Psychologist and adolescent specialist. If you take responsibility for showing up to class regularly, turning papers and work in on time, and sacrificing some of the time spent with friends in favor of more study time, you have won half the battle for achieving college success. Being responsible

for meeting the demands of college (ability to respond and step up to the plate) is one of the keys to college achievement.

You already have been using some of the higher level thinking skills needed to succeed in college. You use these skills when you solve your life problems and overcome obstacles. Your lack of success in college will not be because you are not smart enough. There are many different types of intelligence and my experience in working with hundreds of students has

shown that practically every student is smart in one way or another. For more information on different types of intelligence other than IQ, you can read the theories of Howard Gardner (Multiple Intelligences), Robert Sternberg (Successful Intelligence) and Daniel Goleman (Emotional and Social Intelligence).

In addition to self-responsibility, there are three other factors you will need to succeed in college:

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1. Learning how to learn and study skills —

You need to learn how to learn effectively and the ways that you learn best. Most colleges offer at least one college success course which can teach you these skills. These courses also need to be taught to high school students, but sadly few high schools provide them. A good college success course will teach you: how to study and learn, reading comprehension strategies, your best learning styles and types of intelligences, how to set and reach your goals, time management, discovery of your talents and strengths, career exploration, writing skills, note taking, problem solving, and more.

2. Work Ethic — Good study and work habits will lead you to success in college and in the work force. Good study skills will only be effective if you apply them. They will be worthless to you if you do not use them.

3. Motivation — Without motivation you will not consistently use good study skills, work habits and your intelligence and potential. There are two types of motivation, the carrot (pleasure) and the stick (pain). When you use these together you will have a powerful motivational combination. Keep your long-range goals for achieving a college education in your mind's eye. For example, let's say you want a degree in secondary education to become a teacher. Visualize and imagine yourself as a teacher who is making a positive difference for your students. Enjoy the positive feelings that come when you see yourself as a great teacher. This is the carrot and a reminder of one of the benefits (pleasure) you will experience by achieving your goal. Also remind yourself of the stick (pain) or the consequences if you do not achieve your goal of completing a degree in secondary education. It can deprive you of becoming a teacher. Reminding yourself of the benefits and consequences will help you to stay motivated and persistent. Also break your long-range goals into small steps. Every step accomplished provides you with positive feedback and will increase your motivation to reach your long-range goals.

You can succeed in college, in your career, and in your life. Where to begin? Start with college success by taking responsibility, learning how to learn effectively and how you learn best, using good study skills and work habits, and by fueling your motivation to succeed. Use these four keys and you will open the door to college success and the gateway to your dreams.

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Are You Thinking About Becoming a Teacher?

By: Gini Cunningham

Having retired from public education after about 35 years in the classroom, I encountered withdrawal and so returned as a volunteer, guest presenter, and college supervisor. There are few thrills greater in life than working with excited teachers and engaged students.

I have discovered that good teachers want to get better; great teachers wish to advance strategies and skills; fantastic teachers want to know and be and do terrific things every day in

every way to reach and teach every child. Regardless of the above mentioned category, these teachers want to improve so that their lessons engage students and bring them academic success. Yes, there are a few educators who prefer the status quo, drifting along with the current while trying to avoid stress, strain, or cultivating talents. Fortunately, I know little of these folks as I am not invited into their private realms nor do I necessarily want to go.

Inspired teachers light up the room with motivation and creativity. Students here are willing to experiment new ways of thinking and doing, dedicate their hearts and minds to growth, and eagerly develop skills through energetic effort and determination. They listen, attempt, revamp, and retool until best effort rewards them with achievement. These kids smile, furrow brows in concentration, love a challenge, and do not mind that I pop in with questions and ideas as I converse

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with each of them on a variety of topics. And so it was that I found myself mixed in yesterday with a crowd of 5th graders.

There to observe their student teacher as she guided them into a lesson on writing and editing, I watched attentively as they prepared for guest speakers. There were questions to present, essays to share, and anticipation about learning. They knew what they already knew about writing and they were enthusiastic to learn more. When the two editors of the local high school newspaper arrived, students were jazzed with plans for interactive engagement and collaboration. And they were not disappointed. The editors shared tips and thoughts on the creative process, cutting loose with writing flow, researching and verifying information from reliable sources, editing and revising, and constantly seeking ways to improve as a writer and an editor as well as refining the look, feel, and quality of their product. They also brought copies of their paper for each student so that after the presentation kids could peruse and ask further questions to clarify understanding of the product and presentation.

Students also bravely read aloud their personal work for a quick critique by the guests. Tips included improving

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headlines, paying close attention to the who, what, when, where, why, and how aspects of each piece, and constantly striving to create with verve and vivacity. Each student took feedback with grace as they really wanted these few words of wisdom to help them hone personal talents.

This presentation could have happened in any classroom in just about any school, but what made it extra special was the advanced planning and organization by the regular classroom teacher and her student teacher. As a team they had made certain the students were prepared with excellent questions and quality effort to share. Kids knew about being focused and intent on learning and they readily grabbed new ideas and put them into practice. These behaviors reflect the routines and procedures that have been established and then used to ensure

that every day in this classroom is productive and free from behavioral interruptions and other types of disturbances. These routines and procedures allow every student to succeed in a safe learning environment.

So if you are really thinking about becoming a teacher - and we need great ones desperately - here are some feedback tips for you. Visit several classrooms, always entering with an open mind free from the clouds of expectations you already possess so that the uniqueness of the environment in each room can seep in. Listen for joy; watch for enthusiasm; eyeball for organization. Observe teaching techniques, student actions and reactions, movement of the teacher and the students around the classroom. Check walls and boards for goals and objectives and then determine if they match the lesson of the moment.

Read Word Walls and other vocabulary displays and decide if they are richly essential. Analyze questions as to quality and rigor. Yes or No responses are quick and easy but really reveals little understanding or the ability to apply knowledge. Ask questions of students and teachers, always making sure that you are not interrupting but rather enhancing learning.

If you exit with zeal and a sense of passion, teaching might be a perfect fit for you. And while you should feel in awe and a bit overwhelmed, if you feel angry or have need to gnash your teeth, know that one of three things may have happened. One, wrong class, subject, or grade level; two, wrong day, with fire drills, assemblies, and substitute teachers; three, wrong profession.

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Five Factors That Lead To Student Employment Success

By: Bob Roth

College students and their parents should realize that there is a sequence of steps that can be followed to increase the likelihood of a student's success in the job market. Unfortunately, most students pay little attention to anything associated with their job search until they reach the second semester of their senior year. That is not good.

The timing of many job search preparation actions and activities is critical. How can college seniors go back and perform the activities or take the actions that should have

taken place in the Freshman, Sophomore or Junior years? They can't!

Employment Success Factors

1. The Student's Major and Minor

- We all know that some college majors lead to good jobs, while others do not. Students should make every effort to thoroughly research and select their career directions before or

immediately after they enter college. They can then look into the best career-related jobs that will capitalize on their abilities and interests. With that information, students can select a major and a minor that will support their career directions and their target job groups.

Students who do not investigate the jobs that hold career potential and closely align with their interests and abilities often end up changing their majors and spending an extra year in college. That lack of focus and direction may prevent them from

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performing the activities and taking the actions that their target employers need, want and expect. Those students are likely to be at a disadvantage in the job market.

2. The Student's Grades

- Students should always do the best they can in the classroom. Some employers use student grades as a way to screen employment candidates in or out. Since student grades create an initial impression for employers, make that first impression as good as you can. Students with good grades usually obtain more interviews than students with so-so grades.

3. The Student's Knowledge of The Job Hunting Process

- Looking for a job is hard work and usually takes more time and effort than students expect or even imagine. When students do not know what a comprehensive and effective job search looks like, they will find it difficult to compete with better prepared candidates for employment.

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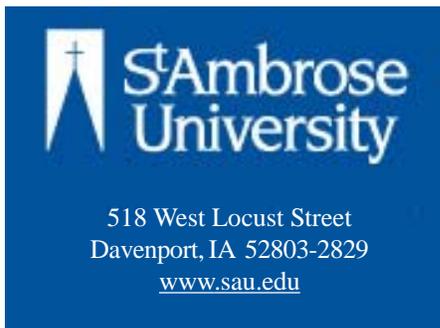


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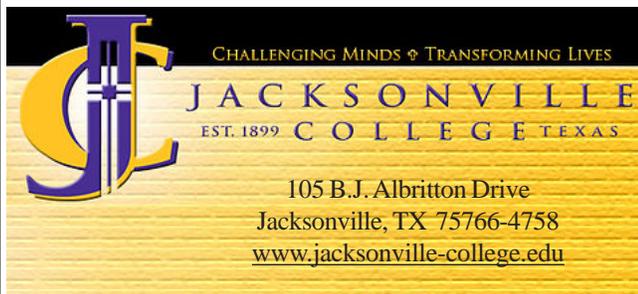
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During the first or second year of college, students should visit their Career Services Office and begin researching and reading about the process that will help them find employment success. There are articles and books like *A Successful Senior Year Job Search Begins In The Freshman Year* that will make the components of the process clear and easy to understand.

4. The Quality of the Student's Job Search Preparation Effort

- Most certainly, you know that employers have choices. They hire students who make every effort to give their target employers what they want. Because of that, the best candidates work on their job search preparation efforts during each semester of college.

Desirable, well prepared students are easy to spot. They are not last minute, throw it together, and hope for the best type candidates. Everything they do is well researched, well prepared and presented in a professional way. These students perform the steps on time, in the right sequences and find ways to stand out from the herd. Students who skip steps, take shortcuts, ignore advice and fail to do the grunt work will find that they have wasted four very expensive years in college.

5. Employment Guidance, Concern and Support Provided by the College

- The best colleges make job search preparation a high priority on campus and ask everyone in their college communities to pitch in. They make certain that students are doing the things that will lead to employment success. They also provide their students with the information, tools and guidance that will lead the greatest number of students to a higher degree of success in the job market.

The best colleges show a great deal of concern for the success of their students in the job market. They provide students with job search preparation assistance from the day they enter college until the day the students land a job and launch their careers.

When college students and their parents pay attention to these five factors, the chances for student success in the job market will be improved.

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