

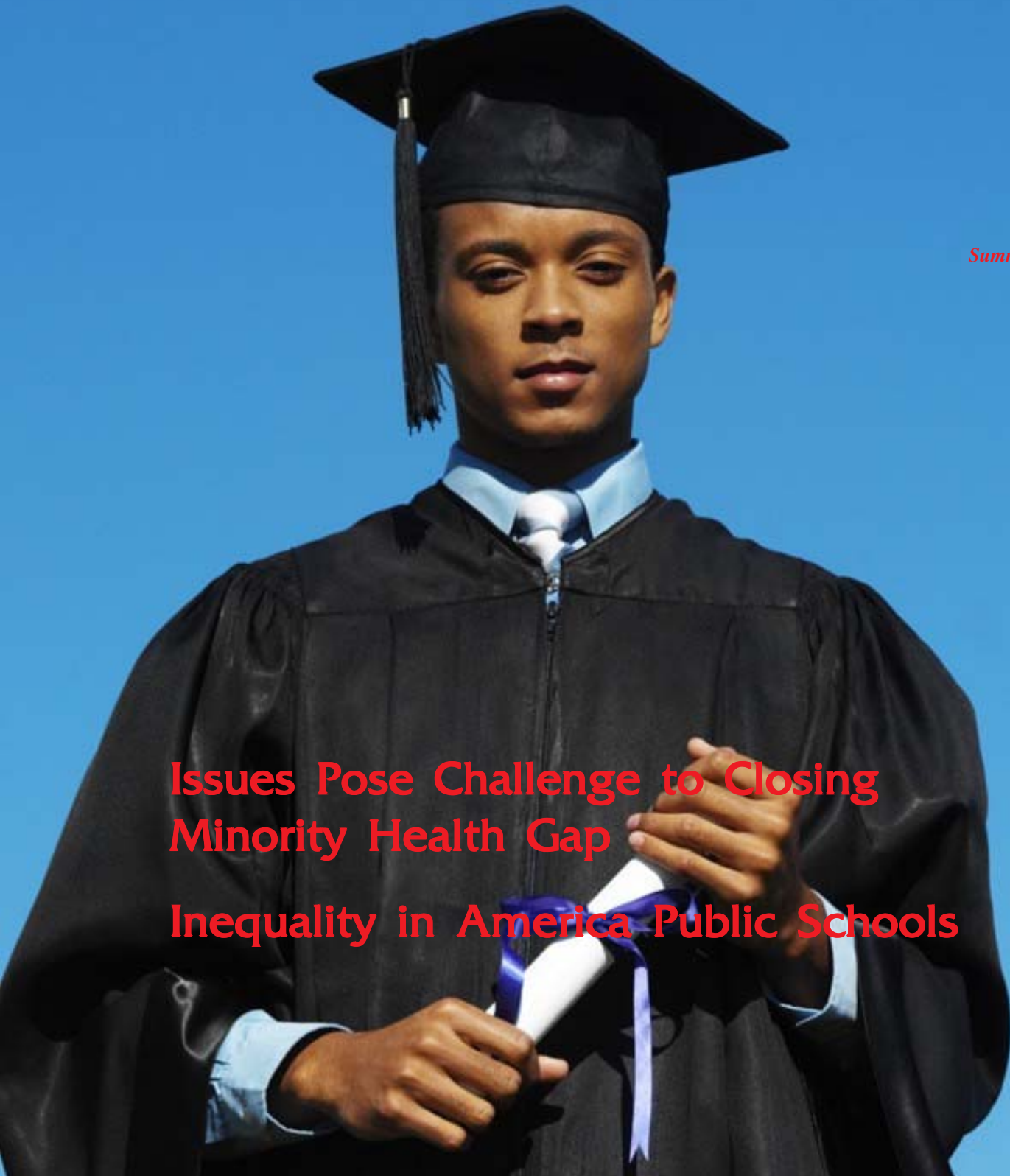
MINORITIES &

SUCCESS

Summer 2018

**Issues Pose Challenge to Closing
Minority Health Gap**

Inequality in America Public Schools



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Women in Business - Making the World a Better Place

By: Valerie Ellis

Did you know that every third business you encounter is owned by a woman? Yes, one in three Australian businesses is operated by a woman and they are twice as likely as a man to start their own business. Owning a business is seen by many women as a way of achieving their financial goals whilst simultaneously having the flexibility of how those goals are achieved - nearly half of the 668,000 female business owners in Australia have dependent children.

At the vanguard of this female entrepreneur trend are the young; women under 20 are equally likely as their male counterparts to start their own business whereas, by the thirties or forties, only one in three women will do so. This sounds great however, female entrepreneurs are only 13% of all the women working so, there is room for more women to embrace autonomy and authority.

The most likely area for women to enter business is the allied health and

beauty industries. This equates to jobs like hairdresser, beauty therapist, counsellor, massage therapist, child care provider and the like. This tendency comes as no surprise - the idea that women prefer to enter professions that involve close personal contact and care is in line with the cultural expectations of women as well as their natural inclinations. If you combine the increasing likelihood of women to start their own business with their preference for 'caregiving'

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professions, you have a huge army contributing to a more civilised, socially responsible, and egalitarian world.

Although being a woman in business has its downsides (on average they earn half as much as the average employed women), female business operators consistently report higher levels of satisfaction than their employed sisters. (HILDA Survey 2001-2011). This suggests that women in business need to take the 'business' part of their aspirations more seriously which starts during the planning stage which should put emphasis on time management, personal initiative, computer literacy, and financial skills.

You'll be pleased to know that Australia ranks second highest in the world after the USA (of course) in providing a supportive environment for women starting a business; we enjoy equal rights and leadership from other women that many other countries do not benefit from. In many places just being a woman is a major legal, financial and safety disadvantage. We also have more women than men entering and graduating from tertiary study so the future looks good for women to be educated for success.

As previously mentioned, the hair and beauty industry is the number one choice for most young women (we are a wonderfully vain crowd aren't we) and a leader in that realm is Stephanie of "Stephanie's Spa Retreat" in Brisbane. This entrepreneurial woman has built a mini-empire of four salon spas in Brisbane City, the suburbs and a Sunshine Coast location. In 2016 Stephanie's Spa Retreat won three awards at the International Luxury Awards in the spa category - pretty impressive for little ol' Brisbane. Stephanie does her bit in making the world a better place by providing employment to her staff, contributing to the economy and delighting her customers. I admire Stephanie for not stopping at one location, for becoming a creator of a significant business rather than just working in her business as a therapist - that takes some vision, business skills and confidence.

The next most popular choice for us caring types is allied health specialisations like naturopathy and massage therapy. Government statistics show that there are around 11,000 massage therapists in Australia, many of whom work part-time (remember women want a flexible working lifestyle). This seems like a lot but 5,000-10,000 more jobs in the field are expected to open up by 2018.

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There are various specialisations in massage therapy and oncology massage is a very emotional and rewarding one according to Asako Ford who founded “Padma Remedial,” a massage clinic in Sydney. Sometimes referred to as cancer massage (rather indelicately I think), the therapist aims to provide both physical and emotional relaxation and comfort to those in dire need of it. Asako used to be a personal assistant but after graduating with a Diploma in Massage has built a small and meaningful business making the world a little better for a special group of clients.

Staying in the field of allied health, community services and counselling is another popular choice for women who feel they have something to contribute. When I was given a personal growth book 25 years ago it changed my view of life profoundly and prompted me to study psychology. After graduating, I worked for Queensland Corrective Services Commission as a probation and parole officer. The first day on the job I found myself in front of a magistrate pleading on behalf of an accused boy to be given probation rather than a prison sentence - I was successful as I recall.

A year later I established my private practice in the western suburbs of Brisbane helping (mostly) women through divorce and establishing new relationships. After 20 years I have spent thousands of hours helping people explore the roots of their struggles, understand their dysfunctional patterns, and establish new relationships with themselves and others.

I am proud to have supported men and women who were abused as children to escape the mire of their early experiences and elevate themselves to self-respect, self-love and joy. It has been a massive privilege that has also served my own journey. I have sometimes received precious letters and cards from clients expressing their gratitude for my care and patience; I know I have made a real difference to the lives of a few special people on the planet.

The number of women in business is rising year by year; I hope you'll join me and thousands of other women and take seriously the opportunity we have to develop ourselves and contribute to the ever-weaving fabric of human life. **We** are what makes a difference and, with just a little determination and vision, we can matter more than we could ever have imagined.

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Why Companies Are So Bad at Treating Employees Like People

By: *Herminia Ibarra*

Few disagree that the time is ripe for reimagining complex organizations so that they are more human and more agile. But existing models for how to make the shift seem to offer a choice between a rock and a hard place.

Take the thorny problem of developing people. Anachronistic annual performance appraisal systems, everyone agrees, must give way to more fluid and continuous feedback. Or, consider the issue of working flexibly while maintaining *anesprit de corps*. Standardized

arrangements and face-time ism, we concur, must cede to more bespoke arrangements and an outcomes-orientation.

But, while the ideals are noble, the jury is still out on just how to re-invent the workplace. Managers today seem to face a Goldilocksian choice, between approaches that are either too tight or too loose to change a corporate culture that still pays insufficient attention to the human factor.

At one end of the spectrum is humanizing by fiat. A large company

I worked with recently recognized that it was failing to develop its people. Senior management decided that had to change, and that only forcing tactics would do the trick. So they bought and rolled out a “leadership” system that required all managers to log five weekly development goals for themselves and their direct reports, and to track conversations about the multiplying objectives. A two-hundred-plus page manual outlined the new terms and processes. Cynicism followed.

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On the other end, often by unintended consequence rather than by design, is humanizing by fear. When Netflix abolished annual performance appraisals and fixed vacation time in favor of “adult conversations” and personal discretion, one critic told me “who’s going to take much time off in a company that systematically culls the “B” players.” Amazon’s “feedback-rich” culture is another example of too much of a good thing, yielding offensive practices like the use of its hyperlinked employee roster to give anonymous upward feedback. As reported in a scathing New York Times [article](#), cynicism follows.

As I listen to the current debate about humanizing the corporation, I’m reminded of an award-winning 1993 ethnography by Professor James Barker of Marquette University that shows how even the best intended of management initiatives can evolve in paradoxical ways. Studying one organization’s transformation from a traditional hierarchy to self-managing teams, Barker was surprised to find that the change produced even tighter control than what existed under the old-fashioned hierarchy.

Ronald, one of the technical employees Barker interviewed for the study, told him that he felt more closely watched under the new egalitarian system. While his former boss might have overlooked him coming in a little late occasionally, for example, his team had a “no tolerance” policy on tardiness. They monitored members’ behaviors closely and imposed sanctions for non-compliance.

Instead of loosening the “iron cage,” as sociologist Max Weber famously called the sort of rule-based, bureaucratic control that we know associate with lumbering corporations, Baker argued that flatter, more egalitarian systems sometimes tighten the cage more powerfully, thanks to peer pressure and what psychologists call “internalized control,” our zealous adherence to norms of our own creation.

As we tout the obvious benefits of the “Silicon Valley” model, we would also do well to remember Ronald and Barker. Without the benefit of an impartial bureaucratic allotment of paid time off, for example, it can be hard to tell what’s fair, what won’t let the team down, or what won’t hurt one’s career. So we work more instead of less. And, when busy bosses are lacking in interpersonal skills and performance pressures pervert the best of intentions, employees may prefer an imperfect annual performance appraisal to no feedback at all or, worse, a constant cold shower of unsolicited opinion.

There is little doubt that discretionary effort by people who are empowered to give their best produces not just better morale but also better products and services. The historical record shows a mix of better and worse attempts to achieve neither too tight nor too loose but “just right” control, a word that is as out of fashion as it is accurate. Corporate leaders will just have to keep trying.

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Issues pose challenge to closing minority health gap

By: Liv Osby

GREENVILLE, S.C. — Public health experts have known about health disparities that afflict racial and ethnic minorities more than their white counterparts for years. There have been repeated calls to end them and countless millions spent on research aimed at reducing them.

But a deadline for eliminating disparities by 2010 has come and gone.

And black men still get prostate

cancer at three times the rate of whites, three black babies die before their first birthday for every white baby, and black children are twice as likely to be hospitalized because of asthma.

New research published in the journal “Cancer” shows that black patients with kidney cancer have poorer survival rates than white patients.

And the U.S. Centers for Disease Control and Prevention reported that

although there has been progress in breast cancer detection and treatment, black women die of the disease more often than white women because of inequities in screening, follow-up and treatment.

“Clearly, disparities between various racial and ethnic groups exist. And we have disparities between genders, and rural and urban communities, too,” said Dr. Georges Benjamin, executive director of

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the American Public Health Association.

“We’ve made progress in some areas,” he said. “But it’s complicated. There are many things in the way we’ve structured our society that contribute to it. And if you’re going to address these problems, you have to do it comprehensively.”

“It’s a lot more complicated than we may think,” said Heather Brandt, assistant professor in the department of health promotion, education and behavior at the University of South Carolina, which has been awarded grants worth several million dollars in recent years to study minority health issues.

“If (disparities) were easy to solve,” she added, “I have to believe we would have figured it out long ago.”

Array of reasons

In addition to race and ethnicity, experts say reasons for health disparities include poverty, employment, lack of insurance, education, living in a rural area, access to transportation, lifestyle, culture, distrust of the medical community, food security, environmental threats, poor and unsafe housing, and inadequate access to health care.

“Race is an easy way to cut the pie and see stark differences, but there’s usually more to the story,” Brandt said. “Take another layer of the onion and peel it back, and you see other social factors.”

There are disparities in health-care delivery, too.

Minorities and low-income groups have less access to care and the care

they get can be “suboptimal,” according to the U.S. Agency for Healthcare Research and Quality.

“All Americans should have equal access to high-quality care,” the agency reported. “Instead, we find that racial and ethnic minorities and poor people often face more barriers to care and receive poorer quality of care when they can get it.”

Clarisse Spriggs, a 61-year-old Fountain Inn, S.C., woman, said she witnessed a difference in care provision when a doctor asked her how long her father, who was born in Louisiana and spoke with a heavy accent, had suffered from a learning disability.

“I found myself explaining that because you can’t understand him, don’t assume that he’s unintelligent,” said Spriggs, who has

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been diagnosed with prediabetes. “Because I was able to speak well, they don’t get to put that stigma on me.”

Kinneil Coltman, director of diversity for Greenville (S.C.) Hospital System, said health care has work to do to improve delivery of services and addressing any environmental barriers that exist.

“The health-care delivery system has a huge chunk to own in this. We have to fix the disparities that happen inside the health system,” she said.

Setting goals

The U.S. Department of Health and Human Services, as part of its Healthy People program, set a goal for the nation to end disparities by

2010. Among other things, the plan called for reducing stroke and heart disease, diabetes complications, breast and prostate cancer, infant mortality and HIV among minorities.

Acknowledging the unfinished business in addressing disparities, the federal government two years ago made the National Center on Minority Health and Health Disparities an institute within the National Institutes of Health.

While the 2010 goal of eliminating disparities wasn’t reached, neither were health goals for the general population, said Shauna Hicks, director of South Carolina’s Office of Minority Health.

The new goal is 2020. But Hicks said that will be as challenging to meet, particularly for states in the Southeast because of the high levels of poverty

and unemployment, the lack of insurance, education and access to care, particularly in rural areas, among other issues.

Making progress

There have been some successes in closing the health disparity gap.

Screening rates for breast, cervical and colon cancer

have improved because of culturally sensitive programs in historically black churches and barber shops, said Brandt.

“(Those) programs ... have done a remarkable job in closing the gap in screening,” Benjamin said.

“But the gap in mortality remains because black women are often screened at a later stage and disease discovered at a later stage,” he added. “And infant mortality, while there has been some improvement, has been uneven, and the gap still is there.”

More coverage

Many experts say the Affordable Care Act will be of some help in ending disparities simply by virtue of extending insurance to more people. But they agree there is still work to do.

“Compared to 10 years ago, we have a better understanding of why health care disparities occur and there’s a better understanding of what steps we need to take to carve away at some of the disparities,” Coltman from Greenville Hospital System said. “But there’s a sense that this is an overwhelming challenge that a lot of us are going to have to work together to solve. And there’s a long way to go.”

Brandt said it can take decades to move mortality rates, but added there has been some improvement.

“We have to celebrate the baby steps,” she said. “It may not be to the order of magnitude we’d like to see. But we’re heading in the right direction.”

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Commit to Developing Success Competencies

By: Bud Bilanich

If you want to succeed, you must commit to three things. First, you must take personal responsibility for your success. Only you can make you a success. You need to be willing to do the things necessary to succeed. Second, you must set high goals — and then do whatever it takes to achieve them. Third, stuff happens; as you go through life you will encounter many problems and setbacks. You need to react positively to the negative stuff and move forward toward your goals.

I read an interesting article on the

Huffington Post website by James Arthur Ray the other day. Mr. Ray is President of James Ray International, recently named by Inc. Magazine as one of the 500 fastest growing businesses in America. His article on was called “Health Care: Whatever Happened to Personal Responsibility?”

In summary, he suggests that we all need to commit to taking personal responsibility for our health by doing five things...

1. Start a daily meditation practice. This can be as little as 10-20 minutes but

research has proven the stress-relieving and health benefits. Not to mention, it’s been proven to extend your life.

2. Have an empowering social network. If your friends are what I call “energy vampires,” always having drama and complaints in their life and always focusing on the negative, you’re going to get sucked in. Conversely, if you choose your friends wisely, invest time with those who are inspired by life and have a grand purpose to fulfill; you’ll be more inspired as well.

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3. Make your home a sanctuary. Your home should be filled with the things that make you feel peaceful, and it should create an environment that you can't wait to "come home" to.

4. Work out regularly. Do something for your cardiovascular health, your flexibility as well as your strength at least 3-4 times per week. You'll feel better, look better and have more physical and mental stamina.

5. Eat to live, don't live to eat. While many foods available may taste good, their nutritional value often ranks right up there with cardboard. Keep your diet high in lean proteins, avoid red meat and fats and get plenty of greens. Greens are living foods filled with energy, and if you want to have high energy, you can't get too much of them.

The piece concluded with this bit of common sense advice. "When we individually begin taking more

personal responsibility for our own health and our own lives in every area, we feel more empowered, more inspired and alive and more in control. Transforming our government and our world begins with transforming our self."

I agree with what James has to say about health and fitness. I don't meditate, but I do try to follow each of his other suggestions. However, I think that there is another important point about what he has to say. We all need to commit to taking personal responsibility for not only our health, but for our career and life success.

You can do this by developing your competencies in four important areas. Here's how I think of them....

Successful people are competent in five areas:

1. Successful people create positive personal impact.

2. Successful people are outstanding performers.

3. Successful people are dynamic communicators.

4. Successful people are interpersonally competent.

People who create positive personal impact have at least three things in common:

1. People who create powerful personal impact develop and constantly promote their personal brand.

2. People who create powerful personal impact are impeccable in their presentation of self.

3. People who create powerful personal impact know and practice the basic rules of etiquette.

Outstanding performers have at least

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three things in common:

1. Outstanding performers are technically competent. They remain technically competent because they are lifelong learners.
2. Outstanding performers set and achieve high goals.
3. Outstanding performers are organized. They manage their time, stress and lifestyle well.

Dynamic communicators have at least three things in common:

1. Dynamic communicators are excellent conversationalists.
2. Dynamic communicators write in a clear, concise easily readable manner.
3. Dynamic communicators are excellent presenters - to groups of two or 100.

Interpersonally competent people have at least three things in common:

1. Interpersonally competent people are self aware. They understand themselves and their impact on others. They use their self awareness to increase their understanding of others.
2. Interpersonally competent people build solid, long lasting mutually beneficial relationships with the people in their lives.
3. Interpersonally competent people are able to resolve conflicts with a minimal amount of problems and upset to relationships.

You can demonstrate your commitment to taking personal responsibility for your career and life success by beginning to working on developing each of these competencies.

The common sense point here is simple. Successful people commit to taking personal responsibility for their personal and professional success. They do the thing they need to do to ensure that they succeed. One way that you can demonstrate your commitment to your success is by becoming competent in four key skills: creating positive personal impact, performing in an outstanding manner, becoming a dynamic communicator and developing your interpersonal competence. If you commit to becoming competent in these four areas, you'll be on your way to a lifetime of success.

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Mindset: Pathway to Student Success

By: Raymond Gerson

Mindset is an idea by Carol Dweck, Stanford University psychologist and author of *Mindset: The New Psychology of Success* (3). She has spent over four decades researching the types of beliefs that bring about success in school, career and life.

People with a fixed mindset believe their intelligence and talent are fixed traits that cannot be improved. Therefore they are less likely to try to develop these traits. They believe that their talent and intelligence should not require effort and they

lack perseverance when faced with difficult challenges. They think that the need for a lot of effort means that one is not smart and therefore it is better to not try and risk failure or to look dumb.

Those with a growth mindset believe their talent and intelligence can be increased through effort and by working hard at a task. Therefore they love learning, enjoy challenges and they persevere toward long-term goals. They do not see mistakes or errors as failure, but as feedback for how to improve and succeed. They believe

effort to learn difficult tasks increases their intelligence. These are characteristics of successful people.

Can a Growth Mindset be Taught?

The good news is that Dr. Dweck's years of research have demonstrated that **a growth mindset can be taught and learned**. The result on the part of learners is increased motivation, productivity and success.

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Grit

One characteristic of successful people and students is grit. Research by Angela Duckworth (2), psychologist at University of Pennsylvania, demonstrated that grit is important for the accomplishment of long-term goals. However, it may not be so easy to directly teach people how to develop grit. From my review of research studies and my own observations of students I believe that grit is a byproduct of a growth mindset. In other words grit is likely to increase when students are taught and acquire a growth mindset.

One aspect of grit is academic perseverance which is the ability to work hard and smart for a long period of time. For example, the completion of a college education usually requires academic tenacity. Helping students to develop a growth mindset is one way to increase academic perseverance and performance.

Mindset Plus Study Skills Research

In one study (1) with seventh graders who were struggling in math, the students were divided in to two groups.

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Both groups of students were taught excellent study skills. One group was also taught about a growth mindset and ideas for developing it. The math performance and grades of the students who were taught only study skills continued to decline over a two-year period. The math performance and grades of students who learned both study skills and a growth mindset continued to improve over the two-year period.

In another study (6), fixed mindset students with higher SAT scores did more poorly in four years of college than those with a growth mindset and lower SAT scores, had less self-esteem and were less persistent.

Without a growth mindset students are less likely to have the motivation to apply good study skills and strategies. Teaching students how to study and learn is important, but they also need the mindset to make use of

this ability.

Growth Mindset and Non-cognitive Skills

Students need to be taught how to develop a growth mindset combined with higher-level thinking cognitive skills and non-cognitive skills. Higher-level thinking includes critical and creative thinking skills. Non-cognitive skills include goal setting, time management and other self-regulatory skills. When students have a growth mindset they can make better use of cognitive and non-cognitive skills which is usually a recipe for academic, career and life success.

University of Chicago researchers reviewed years of research studies (5) on factors which enhance student success. They concluded that academic perseverance and

performance improves when students are taught to develop positive mindsets and are also taught effective learning strategies. They found that student perseverance is a byproduct of academic mindsets and metacognition and self-regulatory skills.

In Carol Dweck's book, *Self-Theories: The Role in Motivation, Personality and Development* (4), she says "The hallmark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles." This is the result of a growth mindset which enhances a strong work ethic.

Teaching a Growth Mindset

What are some strategies that educators can use to help students

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to develop a growth mindset? Here are a few suggestions:

- Praise effort and not intelligence. Praise a good job that included hard work. Praise strategies, perseverance and improvement.
- Teach students about the plasticity of the brain and that they will increase their intelligence when they work hard at learning difficult material.
- Have students set a challenging goal and work hard to accomplish it. Then ask them to reflect on how the hard work paid off.
- Ask them to write about a past success and to reflect on the work that went in to this achievement.
- Ask students to write a paper for younger students who will come after them and explain what they learned about a growth mindset and intelligence.
- Have students research one of their heroes to find out if he or she was born great or whether their hero had to work hard, practice and overcome obstacles.
- Ask former students who used to struggle, but who are now doing well, to share their success stories with your class. Consider having the former students make short videos of themselves and their stories that you can show in class or students can watch later at home.

Making a Positive Difference

I believe that about 80% of success (or failure) has to do with our mindset. A growth mindset contributes to success and a fixed mindset makes failure more likely.

As educators we must teach students not only academic content, but also non-cognitive skills and the beliefs needed for success. Carol Dweck (4) puts it this way, “As adults our mission is to equip the next generations with the tools they need to live a life of growth and contribution.”

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“What I Wish I Had Known”

By: Aaron Frazee

Teachers share their best advice to help new educators start their first year with confidence.

Being a new teacher can be daunting, from managing your own classroom to navigating the ins and outs of being a school employee. To help you get off to a great start, we polled NEA members to find out what advice they wish someone had shared with them when they were new teachers.

We selected some great pieces of advice that represent a wide range of topics, from learning to be flexible in the classroom to building mentor

relationships with experienced teachers at your school.

Empathize with your students

“Get to know your kids, and let them get to know you. You are a big part of their lives just as they are of yours. Feel their challenges, their sacrifices, their joys and their hurts, and you get memories that will last a lifetime.” — Erin Havlin, high school chemistry teacher.

Be flexible at school and at home

“The most important thing to remember is to be flexible. Planning is important, but a teacher needs to be able to quickly modify plans when new situations arise. Also, it’s important to give all you can to your job, but you need to take care of yourself mentally and physically as well!” — Patricia Swiatek, inclusion teacher.

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Understand your role in students' lives

"There must be a balance between enthusiasm and cynicism for you to survive the long run. If you start out with nothing but optimism and enthusiasm, the kids and or parents will quickly break your heart and spirit.

However, if you go in with the understanding that you can't affect everything about the child and their life but only your small piece of it, then you can maintain both your sanity and drive that makes you want to enter the classroom, even on bad days." — Nicholas Smyk, paraeducator.

Find a mentor

"You do not have to reinvent the wheel. Veteran educators are always willing to share their experience and lesson plans with you if you ask for assistance. Don't shut your door and expect to go it alone. Seek out help from those teachers who are respected by their students and their peers. And when you become one of those teachers, be willing to take others under your wing." — Laurie Brandon, high school English and social studies teacher.

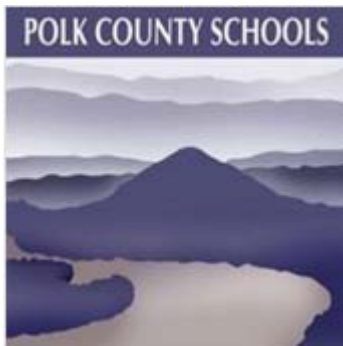
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Manage your classroom fairly and firmly

“Classroom management is very important. Have fair rules, consequences and rewards. Do not try to be the student’s friend. They need to respect you first and then they can be your friend, like being a parent instead of a playmate. Always keep promises you make to students, and if you tell them you are going to do something as a consequence or punishment, then follow through. If you don’t, they will not respect you.” — Diane Mentzer, library media specialist.

Ask for help, and learn from your mistakes

“Don’t be afraid to ask for help. Develop relationships where you can be honest and get advice and new ideas. Don’t be afraid of mistakes, and don’t be afraid to make

mistakes!” — Kendra Wisenbaker, fifth-grade teacher.

Get advice and support from teachers

“Be prepared for anything! College courses do not prepare you for the reality of teaching. However, there is a great group of teachers talk to and look to for advice. That’s what I found when I joined NEA student and then my local when I became a teacher. I’m always thankful that I have that connection to other teachers so we can share our stories and advice.” — Amy (Murphy) Gabriel, fourth-grade teacher.

Build professional relationships within your school

“Establish relationships with all other employees in the building so that you can observe expert educators in action

and also so that you can get help from building maintenance and the cafeteria when you need it. You’ll need all of this help and support at some point! Learn to tactfully address issues with colleagues, and don’t take it to the level of lounge gossip—ever.” — Bev Supanick, ESOL educator.

Make a personal connection with your students

“First and foremost, you must genuinely love the children. Curriculum, lesson plans, paperwork and tests are all important and necessary, but the real difference is made in that personal connection. One day, I was sitting on the floor adjusting a bass xylophone when my 1 p.m. class arrived. They soon gathered around me on the floor, and I did nothing on my lesson plan. We all connected in a personal way and

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had a wonderful impromptu class together.” — Janet Sinks, elementary music teacher.

Continue learning to better yourself

“Join your local association. Become active in that and start working your way through being involved with all the association has to offer. Take advantage of professional development, and continually stay abreast of best practice and research and then implement that in your day-to-day teaching. After a few years of teaching, I’d recommend studying for National Board Certification. I believe it is the road to becoming a better teacher and a leader in the field.” — Roxann Dittmer, special education preschool teacher.

Keep up with the times

“Never stop learning! I enjoy taking classes to keep up with technology and all the latest teaching trends. It energizes me to be in a group of adults, talking about the things we do every day. I always learn a new tip or strategy for my ‘little bag of tricks.’ “ — Kim Howe, educational technician.

Don’t let work overshadow your personal life

“Work to maintain work/life balance. Teaching can be exhausting, overwhelming and difficult, but spending too much time at school and too much time at home doing schoolwork can make it worse. You’ll be a better teacher if you keep that balance.” — Amy Verner, fourth-grade teacher.

Always remember your motivation

“Constantly remind yourself why you are in the profession. You’re not going to get rich, there are going to be more headaches than you anticipate, and there are going to be times that you tell yourself ‘it’s not worth it.’

If you keep in mind the kids you’re reaching and the difference you can make in one kid’s life, it will be worth it. Focus on your success stories, and don’t focus on the kids that won’t allow you to reach them (for whatever reason). And write down the funny stuff that happens. It’s good to have a drawer full of those things when you’re having a bad day.”

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Inequality in American Public Schools

By: Steven Hsieh

Black students account for 18 percent of the country's pre-K enrollment, 48 percent with multiple out-of-school suspensions.

Comprehensive data released Friday by the US Department of Education's Office for Civil Rights offers a striking glance at the extent of racial inequality plaguing the nation's education system.

Analysts found that black, Latino and Native American students have less access to advanced math and science courses and are more likely to be taught by first-year instructors

than white students. Black and Native American students are also suspended and expelled at disproportionate rates.

For the first time in history, the Education Department also examined school discipline at the pre-K level, finding that black students as young as four years old are already facing unequal treatment from school administrators.

The Education Department released four papers with the data, analyzing inequality in school discipline, early learning, college readiness and teacher equity (pdfs). Here's a breakdown of some of the key findings, taken straight from those papers. During the 2011-12 school year:

1. Black students accounted for 18 percent of the

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- country's pre-K enrollment, but made up 48 percent of preschoolers with multiple out-of-school suspensions.
2. Black students were expelled at three times the rate of white students.
 3. American Indian and Native-Alaskan students represented less than 1 percent of students, but 3 percent of expulsions.
 4. Black girls were suspended at higher rates than all other girls and most boys.
 5. American Indian and Native-Alaskan girls were suspended at higher rates than white boys or girls.
 6. Nearly one in four boys of color, excepting Latino and Asian American students, with disabilities received an out-of-school suspension.
 7. One in five girls of color with disabilities received an out-of-school suspension.
 8. A quarter of the schools with the highest percentage of black and Latino students did not offer Algebra II.
 9. A third of these schools did not offer chemistry.
 10. Less than half of American Indian and Native-Alaskan high school students had access to the full range of math and science courses, which consists of Algebra I, Geometry, Algebra II, calculus, biology, chemistry and physics.
 11. Black and Latino students accounted for 40 percent of enrollment at schools with gifted programs, but only represented 26 percent of students in such programs.
 12. Black, Latino and Native American students attended schools with higher concentrations of first-year teachers (3 to 4 percent) than white students (1 percent).
 13. Black students were more than three times as likely to attend schools where fewer than 60 percent of teachers meet all state certification and licensure requirements.
 14. Latino students were twice as likely to attend such schools.

The Department of Education's civil rights survey examined all 97,000 public schools in the US, representing 49 million students. Explore the datasets, organized by school, state and district, [here](#).

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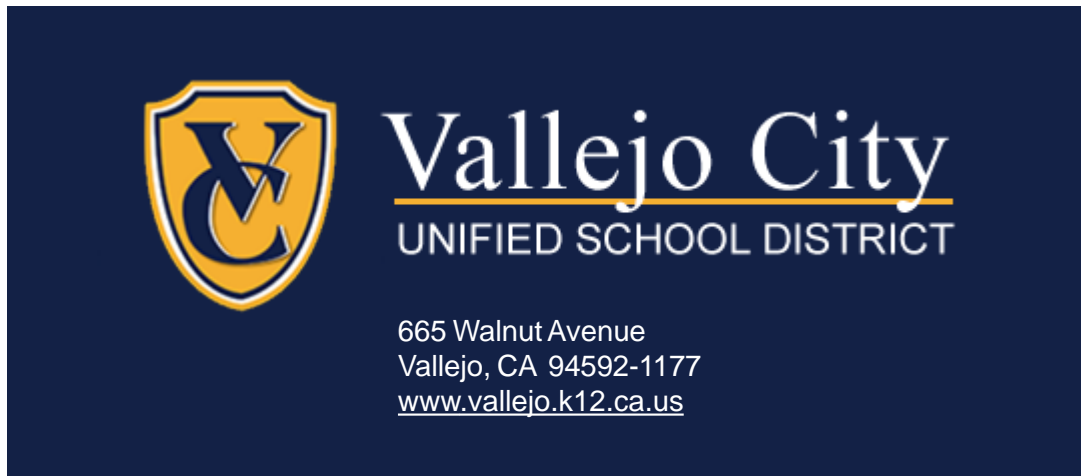
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