



# Teacher Tip of the Week

## Leading Students to Accept Responsibility

As educators, we're being held accountable for student learning and achievement. But that does not mean students aren't responsible for their own learning and achievement too. The truth of the matter is that unless we both accept this responsibility, it is going to be difficult for either of us to be successful. Therefore, we would be wise to accept our responsibility as well as use methods, techniques, and skills to get students to accept responsibility. To do so, we need to understand and apply an important law of leadership.

As teachers, we want control. We want to call the shots. Yet, we often complain that everything rests on our shoulders. As a result we may feel the load is more than we can and should carry. The objective of our leadership ultimately is to get those we lead to want and accept more work and more responsibility. This can occur only through transference. If we want all the power and control, however, transference cannot occur. Transference occurs via teaching and by giving students as much authority, autonomy, control, and responsibility as practical.

When transference is the goal, giving those being led more help than they need is vital. Yet it does not mean doing the work for students or making them dependent on us. Our goal is to bring our students to the point where they say, "My teacher gives me more help than I can use." When this happens, we will have achieved a vital and necessary leadership feat by taking the first step in getting students to accept ownership for their work and achievement. How much responsibility we can get students to

accept has a great deal to do with how we choose to lead them.

For instance, if we believe that the people doing the work need a hand in what they do and how work is to be done, we will lead one way. On the other hand, if we believe that we should call all the shots, we will choose another course. Yet, if we want students to accept responsibility, we must choose the former course. To accept more responsibility, students need help coupled with more authority, flexibility, and responsibility to do the job. In addition, students need large amounts of information and autonomy if we expect to continually transfer more responsibility for learning and achievement to them. That is why we should consider being a coach, mentor, and point-of-reference type of leader so transference can

occur.

The truth is that students will not accept more responsibility for learning if they don't receive information and support from the teacher. The more information students have about what is being done, why it is being done, and how it might be done successfully, the better they can perform. And students aren't likely to accept more responsibility without this information. If the leader hoards this kind of information, he or she will also hoard the responsibility. This leadership law applies on every level and extends to everyone in the school.

The rule of thumb is this: Whenever you fail to give support and assistance, provide information, practice full disclosure, and be a point of reference to those being led, you have put a barrier in



Ideas to Share

### CLEANING LAMINATED ITEMS



Use nail polish remover to take permanent marker off of where you have students names on laminated objects



### Helpful Website for Teachers

<http://www.maps.com/FunFacts.aspx?nav=FF>



An interesting website full of maps and map games. Fully interactive!

# The New Teacher Support Program

## Leading Students to Accept Responsibility (cont..)

in place that prevents those being led from accepting more responsibility. Worse, those being led are not likely to accept responsibility for any failure.

An effective teacher knows transferring responsibility from the leader to those actually doing the work enhances performance. Without this action, the teacher will always have to stay on square one. After all, a leader can only move to higher levels of performance

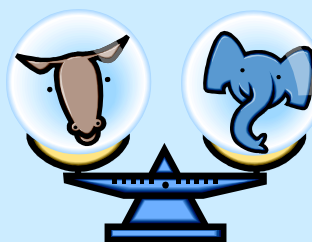
when those being led also move to higher levels. And students will never move to higher levels of performance until they accept responsibility for their work and their performance.—Robert DeBruyn



**“THE TROUBLE WITH MOST OF US IS THAT WE WOULD RATHER BE RUINED BY PRAISE THAN SAVED BY CRITICISM.”**

—NORMAN VINCENT PEALE

### ELECTING A PRESIDENT WEBSITE:



[http://www.timeforkids.com/TFK/class/pdfs/2008s/080118 wr all.pdf](http://www.timeforkids.com/TFK/class/pdfs/2008s/080118_wr_all.pdf)

This pdf site teaches a full lesson on the 2008 presidential race for grades 1-6. This lesson plan accompanies the TIME for Kids publication.

### MEET THE PRINCIPALS: Rick Miller

School: [M.A.P. Academy](#)

How long have you been a principal at this school? [I have been the principal for 10 and 1/2 years.](#)

Colleges and universities attended: [Cumberland University, Middle Tennessee State University and Trevecca University](#)

Special interests and hobbies: [Love golf, reading and racquetball. I really enjoy coaching young people in sports \(baseball, basketball\).](#)

Who or what inspires you each day as you do your job and why?

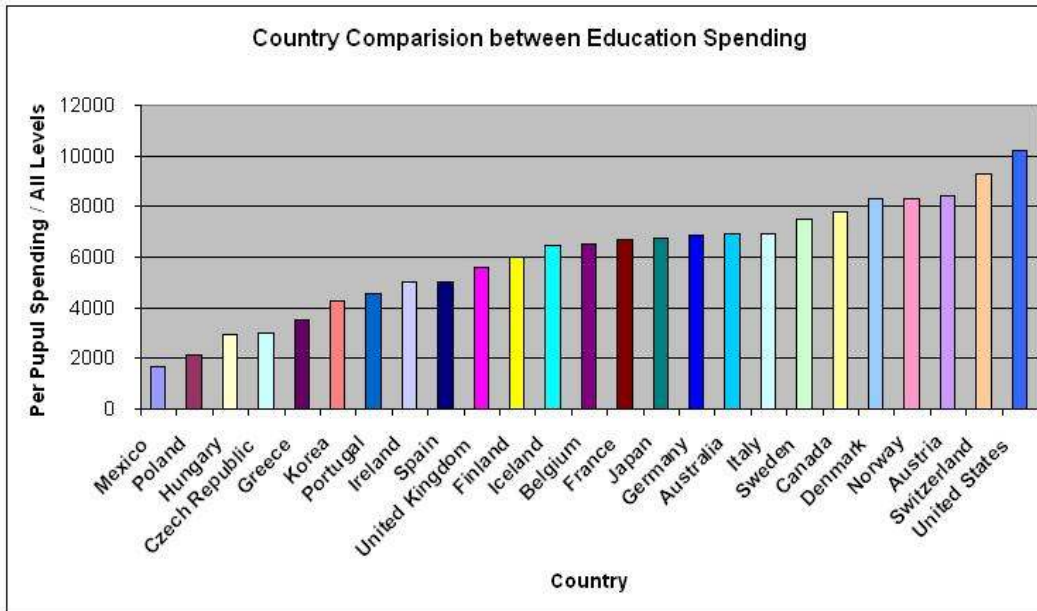
[I love working with people. I enjoy watching students learn and be proud of themselves. I know that when it comes time for me to retire, I will go somewhere else to get to do the same thing again. Jesus was known as a teacher as well as Son of God. I want to be as good as teacher as He was and have a great impact for good.](#)

If you had not gone into education, what type of job would you have chosen: [I don't know because this is what I always wanted to do.](#)

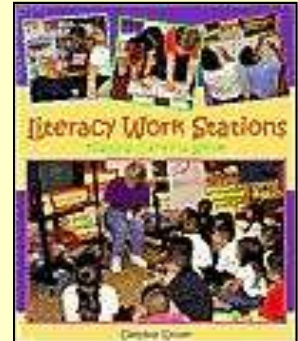
What is the favorite part of your job: [I love where I work because you never know what is coming next...I love an adventure!](#)



## Country Comparison between Education Spending



Source: Part-Time Pundit/John Bambenek



### Literacy Work Stations: Making Centers Work by Debbie Diller

This new book will help teachers solve the dilemma: What does the rest of my class do while I'm working with a small reading group? Debbie Diller offers practical suggestions for over a dozen literacy work stations that link to instruction and make preparation and management easy for teachers.

Learn how to set up work stations, how to manage them, and how to keep them going throughout the year. Each chapter includes:

- how to introduce each station;
- materials to include at each station;
- what to model;
- how to solve problems;
- how to differentiate;
- how to assess and keep students accountable;
- reflection questions for professional development.

Materials in both English and Spanish are provided in the extensive resource section. Throughout the book the author has included photos of literacy workstations from a variety of classrooms in which she has worked to illustrate the methods discussed in the text.

## New Teacher Support Group Participants



**CARICE AMBRUSTER**  
WEST ELEMENTARY  
5TH GRADE

### WHY DID YOU BECOME A TEACHER?

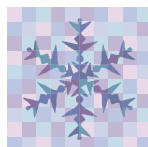
*"As someone who is older entering the field of education, I feel this has been my "calling" all along. I've long worked alongside children and youth in various capacities: youth leader, camp director, Sunday school teacher, room mother, inclusion coach, softball coach, and leadership training. Through these experiences I came to realize the impact (both positive & negative) adults can have through their interactions with children. I believe because of my love and enthusiasm for both learning and children, I can be a positive influence to help create life-long learners."*—Carice Ambruster



**MARIE PAPINI**  
WATERTOWN ELEMENTARY  
COUNSELOR (5-8 GRADES)

### WHY DID YOU BECOME A TEACHER?

*"I have always liked a challenge—something that keeps me on my feet. Anticipating the unknown is exciting—and every day that I walk into my school I am challenged. I grew up fairly certain that my career would involve working with children. When I wake up each morning the one thing I am sure of is that I made the right decision in becoming a school counselor."*—Marie Papini





## WILSON COUNTY SCHOOLS



# GOOD TEACHING: THE TOP TEN REQUIREMENTS

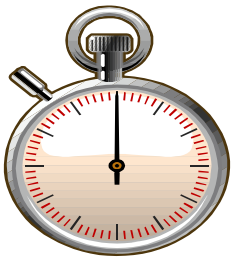
At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

## Time Management Tips for Teachers

### MANAGING STUDENTS

3. Call students to line up at the end of the day in order of how quickly they have cleaned up their row or pod. This motivates students to make their areas tidy as speedily as possible.

4. Help students better learn and remember your rules by stating them in rhyme. For example: for walking in halls, "Single file with a smile; if you're double you're in trouble;" for math work, "Do it in pen, do it again."



5. Have hand mirrors available in the classroom for school picture day. Pick up several at a local dollar store. Children will not have to run to the bathroom when getting ready to be photographed, and you can be on time.

6. Write the names of all of your students on craft sticks and use them to draw names as needed.

Continued next week.....

## Need a Laugh?



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