

# The WAEOP Insider

Wyoming Association of Educational Professionals

Winter 2010

## WAEOP

Wyoming Association of Educational  
Office Professionals

### President's Message

Michelle Wallace-Frank

Can you believe that we are already half way through the 2009-10 school year? As usual, it is going way to fast and I didn't get through anything I wanted to at the beginning of the school year. How about you? Did you set a New Year's resolution? Is it not parking too close to the door at Walmart? It is not picking up that cookie in the lounge? Raise your hand if you have already broken your resolution.

After I was elected as your association president in October, I made it a goal to start, and continue, a newsletter for our members. Things just kept getting in the way. So I made it one of my New Year's resolutions. Let me introduce *The WAEOP Insider*. The big question...will it be monthly or quarterly? Only time will tell.

The theme that I have selected this year is *Celebrate Our Natural Wonders*. Every day, we are fortunate to be able to look out our windows to see mountain ranges, beautiful rivers, or rangelands. Some of us are just a short distance away from the Tetons, Casper Mountain, Yellowstone National Park, or Big Horn Mountains. With our hectic schedules, sometimes we neglect to take time for ourselves and take a deep breath and enjoy our natural wonders.



### NAEOP - Northwest Director Update

By Gayle Schnorenberg

I really found a great article to share with you and it was taken from NAEOP "Goal Setting" Publication. This is just one more resource provided by NAEOP.

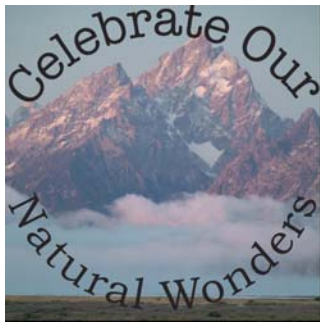
*Someone once said any road is a good one if you do not know where you are going. But to get where you want to go, you need to know the route. The starting point must be identified, check points pinpointed, the time it takes to get there calculated, the money to be spent for the journey borrowed from savings, and various other things you will need.*

*It is as much combining the decision-making rules as the problem solving guidelines. Whichever you select, you come up with a system that applies specifically to you.*

*What do you want to do in terms of improving your own behavior? Less hollering at your children? Be less defensive when your supervisor asks you to stay at work on a special project on your bowling night? Be more attentive at committee meetings? Be less self-conscious when speaking before groups? Whatever the goal about behavior, be certain you are treating the objective and not the symptom. If you holler at your children, it may be because you are bothered at something inside you, not with them. Examine it. See what really needs attention.*

*Want to make a more tangible goal? Something in the area of saving for a trip to Europe in three years...or buying a second home or car...or going back to school and getting that degree that has been so elusive...or getting that new assignment when "what's his/her name" retires next fall...? Is it realistic? Is it challenging? Can others help? Can you surpass it? How will you know when you achieve the goal? Can you reassure yourself that new goals will be set when they are achieved?*

*The only thing standing in the way of your success is a poorly defined goal and lack of commitment on your part. Make as many goals as you see fit. Put them in proper priority. Which ones do you want the most and which can be reached quickest?*



## 2010 WAEOP Fall Conference – Mark Your Calendars

This year's fall conference will be held in Jackson, WY at the Snow King Resort on September 24-26<sup>th</sup>. Snow King is located in the heart of Wyoming ski country, six blocks from downtown Jackson, and is close to shopping, restaurants and nightlife while surrounded by the Bridger Teton National Forest. Room rates will be \$80.00.

We hope to have additional details in the next issue of *The WAEOP Insider*.

## NCAESS Update

By Gayle Schnorenberg



What is the Natrona County Association of Educational Support Staff (NCAESS) at the Natrona County School District? NCAESS is the organization that represents clerical personnel, instructional assistants, library media techs, and campus supervisors in the discussion of salary and benefit issues. We believe the quality of service offered by educational support staff directly influences the effectiveness of service delivered by the educational agenda or institution as a whole. For that reason, we should look to our professional associations for leadership in raising the standards of educational support

staff and in preparing them to meet the challenge of a rapidly changing world.

As we take on more responsibility, the professions we are in are ever changing and expanding. As professionals, we are expected to be able to handle the changes as they come. That's right, we are professionals and as professionals we should take full advantage of the professional organization that is available. NCAESS is here to help.

The benefits through NCAESS are yours for the taking. Everyone has an equal opportunity to become involved and be a part of the team. You can be the driver of your destiny in your profession and in NCAESS by following these six steps: (1) Participate fully, listen actively, speak plainly and contribute to every discussion; (2) Increase your self-motivation, help set goals at work and for NCAESS; make sure to set personal goals for yourself, too; (3) Become part of a team and know your goals; (4) Cooperate and volunteer to serve on committees. Support your colleagues; (5) Know your employer and NCAESS values. When you attend a class, training or meeting, take it seriously; it's important for you to learn new skills, to network and meet new people. You can use all of these things to not only benefit yourself but your co-workers as well; and (6) Improve your self-confidence. Do not limit yourself. Avoid using words like "can't" and "won't."



## Around the World of Education - The Digital Age

By Mark Bauerlein

English teachers have a special problem with students. Other fields ask them to study unusual and distant things, cells, cube roots and world wars. English teachers ask them to study the most nearby and commonplace things, words and sentences. "Why bother?" many kids wonder. What's the point of analyzing a speech by Romeo and parsing a lyric by Emily Dickinson? Words are words, and if we get the point, let's move on.

The attitude makes for a double duty. Not only must teachers acquaint students to *The Scarlet Letter* and *Hamlet*, but they also must show why and how Hawthorne's and Shakespeare's words and sentences are different from, and better than, everybody else's. Students don't like the second step. It resembles the difference between telling a joke and explaining a joke. One's funny, the other isn't.

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**Speed Rules** - With the digital age, the English teacher's task has turned into Mount Everest. Kids see and say more words than ever before, but their texts and posts and e-mails have only made them less disposed to study the medium. They read, write and respond at lightning pace. According to Harris Interactive, half of kids 8-12 years old own a cell phone or PDA, and four out of five teens do, too. Pew Research Center reports 60% of teens have a social networking profile, and the National School Boards Association clocks them at nine hours of networking per week.



By the time they reach senior year of high school, students have internalized a sense of expression that teachers must labor mightily to dislodge. It can be summed up in the epithet "Instant Messaging." The message matters most, and speed of delivery is essential. Their verbal intelligence has been formed in a crucible of keyboards and "send" buttons, where language is all about communication, not craft. And the kids love it.

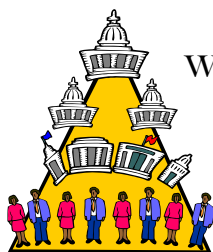
Many educators don't see any problem with digital genres. They address them with a ready tactic: Bring more tools into English class. More wikis, blogs and chat rooms should go on the syllabus. Educators particularly like Web 2.0 because it empowers the users, making them more participatory and creative with words. For teachers not to encourage and facilitate it is to impose the old and tired model of "I teach, you listen."

**Flawed Outcomes** - For all of their enthusiasm and for all the obvious miracles digital technology has brought about, a giant question sits smack in the center of every discussion of adequate yearly performance. Teenagers read and write more than ever before, and digital technology has enabled each one of them to become an amateur composer, but why haven't academic outcomes followed? Where is the evidence that Tweeting and texting improve their skills?

**A Resistance Zone** - These dismaying results set the optimism of digital advocates in critical relief. Against the urge to digitalize more and more student reading and writing, they pose the troubling prospect that tools and devices that have descended like an avalanche into young people's lives bear elements and foster practices that hinder their English class achievement.

Before we go any further in digitalizing every square foot of the schoolhouse, educators should examine what we might call the "relevance assumption"—that is, the belief that the best way to prepare students for the real world is to bring as much of the real world, including students' out-of-class activities, into the classroom.

This time, in English, perhaps the opposite is the case. A better way may be to make the English classroom a resistance zone, a place where reading and writing slow down, where verbal craft is revered, and where, to paraphrase Mark Twain, the difference between the right word and the almost right word is, indeed, acknowledged as the difference between a lightning bug and lightning.



### WAOEP Membership Update

Did you know that WAEOP membership is open to any educational office personnel, library clerks, classroom assistants, and OT/PT paraprofessionals in any educational system or organization in Wyoming? Classified and support staff represent about half of most school district's personnel. In today's education climate, comprehensive, high quality staff development is critical to ensure employee retention and high-quality overall performance of any district. We are often the first person that students, parents, and community members meet. This first impression is crucial in creating a positive image for the district. We are skilled in office experience, political savvy, and in delivering information in a positive and welcoming manner. It is only \$10.00 for a yearly membership

If you are interested in joining, feel free to contact any WAEOP member or Wendy Mayberry, WAEOP Membership Chair, at [wendy\\_mayberry@natronaschools.org](mailto:wendy_mayberry@natronaschools.org).



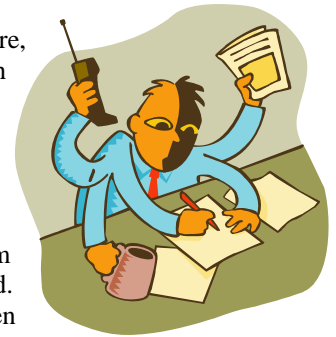
## Stress Management: How Do You React During Stressful situations? By Mayo Clinic staff

No wonder you're stressed. You're doing more with fewer resources every day at work, and deadlines lurk around every corner. Then when you get home, you take out your frustrations on your family. Weekends are booked solid with household chores and errands. It's been months since you spent an evening alone with your partner. So how do you handle it? Understanding how you currently respond to stress — for better or worse — is the foundation for successful future stress management.

Reactions to stress vary - Some people seem to take everything in stride. Their naturally laid-back attitudes shine through in every situation. Another deadline? Bring it on. You needed to be there 10 minutes ago? OK, let's go. The dishwasher is leaking? No problem, it'll be a simple repair. Others get anxious at the first sign of trouble. They pace the floor or have difficulty concentrating on the task at hand. An interruption or change in plans may cause a stir. Of course, these examples are extremes. Most people have stress responses that fall somewhere in the middle. When you feel confident, you're likely to take new stressors in stride. If you feel cornered or unprepared, your stress level may rise.

Look for patterns in your coping strategies - To better understand your reaction to life's stressors, consider your current coping behaviors.

- ❖ **Do you tense up?** Neck and shoulder muscle tension or clenched jaws or fists are often early warning signs of stress. Stress may cause an upset stomach, shortness of breath, back pain, headaches and other physical symptoms as well.
- ❖ **Do you reach for something to eat?** Stress and overeating are often closely related. Stress may trigger you to eat even when you're not hungry or to lose track of your meal and exercise plans.
- ❖ **Do you get angry?** Stress leaves many people with a short fuse. When you're under pressure, you may find yourself arguing with co-workers, friends or loved ones — sometimes with little provocation or about things that have nothing to do with what's actually triggering your stress.
- ❖ **Are you reduced to tears?** Stress may trigger crying spells or other emotional releases.
- ❖ **Do you let negative thoughts take over?** When you're under stress, perhaps you automatically expect the worst or magnify the negative aspects of a situation.
- ❖ **Have you started to smoke again?** Even if you quit smoking long ago, a cigarette may seem like an easy way to relax when you're under pressure. And smoking is a double-edged sword. Aside from the obvious health risks of smoking, nicotine acts as a stimulant — triggering even more stress symptoms.
- ❖ **Do you turn to alcohol or other drugs?** Stress leads some people to drink too much or engage in other risky behaviors, including drug abuse.
- ❖ **Do you rely on a single coping technique?** Sometimes crying, expressing your anger or isolating yourself from a problem that you can't possibly fix can serve as an effective stress management technique. The same goes for exercising, confiding in friends or other healthy coping techniques. But in the long run, you may need new ways to handle stress, too. If you find yourself using one technique all the time — or you see yourself engaging in unhealthy behaviors — it's time to open yourself up to other stress-reduction strategies.



Take the next step - Try tracking your reactions to stress over the next week. Once you identify how you cope with stressful situations, you can begin to think about alternative strategies. Consider it the first step on the path to positive stress management. The changes won't happen overnight, but new tools to cope with stress are within your reach.

**Don't Forget Your Co-Workers Are Wonderful Listeners!**

## CALL FOR NEWSLETTER ARTICLES

Do you have a funny tidbit, a great recipe, or articles that you would like to share? Send them to me at [michelle\\_wallace-frank@natronaschools.org](mailto:michelle_wallace-frank@natronaschools.org).



## Introducing the WAEOP “Crabby Patty”

Do you hate it when you are running a large copier project and the paper runs out? Do you feel that you are always the one that has to fill it? Or has this happened to you...you go to grab your project out of the copier and you find that someone forgot to take out the colored paper. UHG! NOT AGAIN!

You are running late for your first meeting of the morning and haven't had your cup of morning coffee. You pick up the pot and someone took the last drop. Or how about this, you dribble your coffee down your light colored shirt or pants. DO YOU NEED A BIB? HOW ABOUT STAIN PEN?

Do you feel like you are always picking up after your co-workers? Is the toilet paper roll in the ladies restroom empty? DAG NABIT! AGAIN?

Does the soda machine constantly eat your money? Does your principal keep forgetting to turn the lights to his office off? DUH!

Is this you? What are things that you hate but never thought you could speak out loud? Feel free to share them with me at: [michelle\\_wallace-frank@natronaschools.org](mailto:michelle_wallace-frank@natronaschools.org). All comments will remain anonymous.

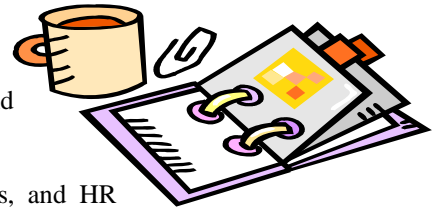


## Professional Development

If you are interested in any of the following classes, please feel free to contact NCSD Organizational Development at (307) 253-5327. Classes are open to any Wyoming school district personnel.

- **Radical Collaboration** - February 2-4, 2010. Designed for Managers, HR Professionals, staff and anyone who wants to improve collaboration in their organization. It's a powerful personal interactive experience that shows you exactly how to build more effective partnerships, alliances, teams and relationships that really work.
- **Fundamentals of Human Resources** - April 13-14, 2010. Designed for Human Resource professionals and administrators, office managers, and any other non-specialists who are responsible for the Human Resource function. This class is to provide participants with an overview of key concepts and best practices in Human Resources.
- **Supervision: Core Competencies** - May 5-6, 2010. Designed for first and second levels of supervision. This course is to provide today's supervisor with practical skills that can be applied with confidence in the workplace. The skills supervisors need to be effective can be clearly defined, solidly learned, and wisely applied.
- **FMLA** - June 1, 2010. Designed for Human Resource Professionals who administer the FMLA. To provide participants with an overview of key concepts and best practices in Human Resource Management.
- **Harassment Law** - June 2, 2010. Designed for Non-management employees. Non-supervisory employees must know what constitutes illegal harassment and what is appropriate conduct in today's work environment.
- **Total Rewards**- June 24, 2010. Designed for General HR, Generalists and Compensation professionals who want to learn more about “Total Rewards” effect on the organization and competitive posture. To provide participants with a fresh perspective regarding “Total Rewards,” as well as the building blocks for developing a program to differentiate their organization from the rest of the pack.
- **Benefits Administration: The Basics A-Z** - June 22 & 23. Designed for HR Generalists and New benefit specialists responsible for planning, administering, and communicating employee benefit plans. To provide participants with an understanding of the basic concepts in all areas of the benefits field, including health & welfare, retirement, medical spending plans and administrative issues.

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- **Delegation Training** - July 13 & 14, 2010. Designed for Supervisors and middle managers. To provide participants with an opportunity assess, improve and refine their delegation skills using exercises, discussions and a case study.
- **Business Ethics** - September 14, 2010. Designed for managers, supervisors, and HR Professionals responsible for creating and or maintaining ethics programs in their organization. To assist managers in developing ethics awareness programs to create and reinforce a culture that encourages and rewards responsible, ethical decision making and behavior at all levels in the organization.
- **Retaining & Engaging Employees** - September 15, 2010. Designed for executives, HR professionals, managers, and supervisors who are responsible for sourcing and attracting and retaining employees. To provide participants with tools for determining what is causing the exodus from your organization.
- **Performance Documentation Skills** - September 15, 2010. Designed for Human Resource staff, supervisors, and managers who need to learn practical, defensible documentation techniques. To provide managers and supervisors with the critical skills necessary to effectively manage and evaluate employee performance. Participants will learn a performance documentation process and understand it's importance in preventing legal claims.
- **Conflict: Self Management** - October 5, 2010. Designed for all levels of management and staff who are interested in constructive conflict. To teach participants to understand and respond constructively to interpersonal conflicts. Many people in organizations respond to conflict by trying to avoid it, or by reacting inappropriately because they don't know what to do with the emotions or the content driving the conflict.
- **Leadership Thru Influence** - October 6-7, 2010. Designed for non-managing professionals, high-level leaders, managers, supervisors, staff personnel and self-directed or traditional work team members. To assist today's empowered employee who must accomplish organizational and personal goals by influencing upward, laterally, and downward-individually and in teams. In other words, in today's flatter, matrixed organizations, professionals- whether they manage others or not- must be able to exercise various kinds of influence to gain the resources, support, and cooperation that will allow them to achieve their strategic goals.
- **Developing Interpersonal Communication Skills** - November 10-12, 2010. Designed for anyone who wishes to develop more effective communication in the workplace. Participants must be able to attend all three days. To provide participants with the critical awareness needed to improve or modify their interpersonal communication in the workplace. This intensive seminar allows participants to work with and examine both internal and external experiences that impact their ability to interact effectively.
- **S/PHR 3 day Intensive Prep Course** - December 1-3, 2010. Designed for HR professionals needing to earn this Certification. For help in preparation for SPHR Certification.



*"Going to Kansas City,  
Kansas City Here I Come"*

**NAEOP  
ANNUAL CONFERENCE**

July 5-9, 2010  
Kansas City, Missouri

Westin Crown Center Hotel  
1 E. Pershing Road - (816) 474-4400

Room Rates are \$119.00

**Central Area - 2010**



**Key to NAEOP**



Picture Perfect - 2010 Fall WEAOP Conference



## 2010 WAEOP Committee Assignments

Finance:	Chair: Annette Ambrosino, Natrona Carol Glasgow, Natrona Michelle Sanders, Natrona	Public Relations: Chair: Kerri Hawthorne, Natrona Wendy Roth, Park County Paula Chapman, Natrona Jana Shepperson, Natrona
Scholarship:	Chair: Ambrosino, Natrona Lisa Brumley, Park County Kathy Frasier, Natrona Pam Marquez, Natrona	Elections: Chair: Wendy Mayberry, Natrona Kerri Hawthorne, Natrona
Minutes	Chair: Carol Glasgow, Natrona Jana Shepperson, Natrona	By Laws: Chair: Carol Glasgow, Natrona Gayle Schnorenberg, Natrona Ruth Putnam, Natrona
Annual Meeting:	Chair: Michelle Frank, Natrona Kathy Sedmak, Natrona Michelle Sanders, Natrona Pam Marquez, Natrona Cathy Bounds, Natrona	Awards: Chair: Judy Cole, Natrona Jana Shepperson, Natrona Paula Chapman, Natrona
		Membership: Chair: Wendy Mayberry, Natrona Kathy Sedmak, Natrona Paula Chapman, Natrona

## WAEOP Regional Directors

<u>AREA</u>	<u>TERM</u>	<u>COUNTY</u>	<u>REGIONAL DIRECTOR</u>
Area 1	2009-2010	Campbell/Crook/Weston	Linda Mohr (Campbell)
Area 2	2009-2010	Johnson/Sheridan	Paula Chapman (Natrona)
Area 3	2009-2010	Big Horn/Park	Rose Hill (Natrona)
Area 4	2009-2010	Hot Springs/Washakie	Michelle Sanders (Natrona)
Area 5	2009-2010	Sublette/Teton	Melba Blumberg (Natrona)
Area 6	2009-2010	Fremont	Kathy Sedmak (Natrona)
Area 7	2009-2010	Converse/Natrona	Carol Glasgow (Natrona)
Area 8	2009-2010	Lincoln/Uinta	Judy Cole (Natrona)
Area 9	2009-2010	Goshen/Niobrara/Platte	Kim Schrader (Platte)
Area 10	2009-2010	Albany/Laramie	Michelle Sanders (Natrona) Cathy Bounds (Natrona)
Area 11	2009-2010	Carbon/Sweetwater	Ruth Putnam (Natrona)

