

YOUNG EDUCATORS SOCIETY



ADVISOR HANDBOOK

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An Introduction To the YOUNG EDUCATORS SOCIETY OF MICHIGAN

The Young Educators Society of Michigan (YES) was established in 1987 to encourage under-represented minority youth to consider the field of teaching as a career. Our nation is currently experiencing a severe shortage of minority teachers to serve as role models in elementary and secondary schools at a time when minority enrollments are increasing dramatically. Of the minority students entering higher education, relatively few are choosing to pursue degrees in the field of Education; hence the establishment of YES.

YES is patterned after the Future Teachers Clubs of America that were quite successful in attracting young people into teaching in the 1950's and 60's; its focus, however, is on urban school districts with large minority populations. YES primarily services students in grades 7-12, but is open to all students at all levels.

YES is unique in that universities, community colleges, and local school districts are cooperating and collaborating rather than competing for a distinct population.

The goals of YES are:

- A. To recruit students, particularly under-represented minority students, for YES chapters that provide academic support and access to role models and mentors.
- B. To encourage high school graduates, particularly under-represented minorities, to enter teacher preparation programs.
- C. To provide a state-wide model for recruiting teacher candidates by
 - 1. Encouraging an inter-district communication network
 - 2. Sponsoring an annual conference for students and educators
 - 3. Encouraging colleges and universities to host campus visits
 - 4. Serving as a catalyst for joint recruiting efforts by teacher education institutions, professional education organizations, the State Department of Education and related agencies
 - 5. Providing opportunities for YES members to work with children to learn first hand what potential satisfaction teaching offers
- D. To explore with students the opportunities available in the field of education
- E. To provide guidance for high school students preparing to enter teacher preparation programs.

- F. To cultivate qualities of leadership, character, and scholarship among students
- G. To bring to students greater understanding of the value of education in American society
- H. To render service to schools, communities, and the State.

A Brief History

In early 1987, a small group of staff and administrators at Eastern Michigan University met to discuss growing concerns over sharp declines in the numbers of minority students pursuing careers in the teaching profession. They decided the most effective means of addressing this issue would be to organize teacher interest clubs in junior and senior high schools in districts where there were high minority populations. This basic approach had been used successfully in the past by the Future Teachers of America Clubs to attract talented young people into the profession. The Eastern Michigan group reasoned that concentrating such clubs in urban districts would be a sound approach to attracting bright minority students into teaching.

On April 2, 1987 the Eastern Michigan group sent invitations to selected urban school districts with high minority enrollments asking superintendents to send representatives to a planning meeting to discuss the possibility of establishing teacher interest clubs in their secondary schools.

On May 6, 1987, Eastern Michigan University hosted the first meeting of a group which would eventually form the nucleus of the Steering Committee for the Young Educators Society (YES). In attendance were 20 administrators, counselors, and teachers from five school districts: Ann Arbor, Detroit, Flint, Lansing, and Saginaw. This initial planning group decided to organize a Leadership Meeting to be held that Fall, and invite school districts and Universities with teacher preparation programs who were interested in working to develop the students clubs envisioned by the group. One objective was to examine a similar program in Milwaukee that could possibly provide a model for starting clubs in Michigan. In addition, the group planned to hold an orientation session for school representatives interested in starting chapters. A program planning committee was appointed and charged with organizing a fall meeting of secondary students, teachers and administrators, and representatives from teacher preparation institutions across the State.

On October 27, 1987 Eastern Michigan University hosted the Leadership Meeting. 50 Students and 40 teachers and administrators from five school districts attended. Sixteen universities and colleges with teacher preparation programs sent representatives. Major topics of discussion were purposes of the group, possible activities, standards for membership, and networking among the various constituents. It was at this meeting that the group voted to establish a State Steering Committee to cultivate and support the development of chapters in secondary schools across the

State. This group also introduced the idea of holding meetings and conferences at different locations around the state to expose students to different college campuses.

That same year, the Steering Committee began meeting on a regular basis. Chapters were activated in a number of districts and a variety of activities were developed and shared by participating clubs. Plans were begun early in the school year to hold the first Spring Conference. The theme was to be "Careers in Education".

The Conference was held on April 21, 1988 at the University of Michigan. Two hundred and seventy-five students and sponsors, representing 40 chapters in seven school districts, attended. Representatives from twelve colleges and universities set up exhibits designed to inform students about teaching as a professional career. The Conference program offered presentations on more than twenty different subjects related to the teaching profession, and students shared and discussed chapter activities. This conference established the pattern that would be followed by other institutions hosting future conferences. A standard evaluation form was developed for measuring the success of conference sessions. These evaluations have been used to help in selecting topics for subsequent conferences.

In September 1988, the Michigan Education Association (MEA) underwrote the cost of developing the YES logo and purchasing the initial order of YES pins which were distributed to club members attending the 1989 Spring Conference. In May 1989, a committee was appointed to develop by-laws for the organization. The committee completed its work in December 1990, and the by-laws were unanimously approved by the Steering Committee on January 25, 1990. The by-laws officially established the name of the organization as ***Young Educators Society of Michigan***, and changed the name of the Steering Committee to ***The Executive Board***.

By May of 1992, there were over 800 members in chapters in Ann Arbor, Detroit, Grand Rapids, Lansing, Muskegon, Pontiac, Port Huron, Saginaw, South Field and Ypsilanti, and plans were underway to expand into other districts across the State.

Establishing A Chapter

I. Forming the Chapter

A YES chapter may be established in any school on the initiative of interested students and faculty. A group of 5 students working with a single faculty person can form the nucleus for a chapter. Students sometimes develop interest in forming a new chapter when they are invited to participate in the activities of an active chapter or otherwise become acquainted with YES members. An active YES chapter can do much to assist in the formation of a new one.

II. Advisor

A. Selection

The advisor is one key to successful YES chapter.

1. Advisors should be members of their education association/ federation.
2. Advisors may be appointed by the school principal or may volunteer to sponsor the chapter. The education association/ federation can help by recommending members who are well qualified and have shown leadership ability.
3. Co-Advisors. It is often desirable for a male and a female to work together with a chapter. Leadership from both sexes helps to attract more members and to emphasize the opportunities for men as well as women in the profession. A counselor is also helpful as a co-advisor.

B. Responsibilities

1. Attracting qualified students – A strong program of projects and activities, together with outstanding advisors and student leaders, will attract and sustain student interest in education as a career.
2. Developing competent leadership – The advisor has a key role in identifying and developing student leadership. Although the advisor is more experienced, students exercising responsibility for the selection of their own leadership and in the development of their own programs, will be a key factor in the response of the entire student group to the YES experience. The advisor can assist informally in encouraging any chapter members to assume leadership responsibilities, both elected and appointed, so that the value of that experience is known to as many members as possible.
3. Planning programs and activities – The advisor is a resource person who can assist chapter leaders in planning programs and activities for the year. Decisions about specific programs and projects should emerge from discussion and interaction between

chapter members and the advisors. The advisor's role is often to ensure that projects are appropriate to the aims and nature of the group, that they are feasible and practical, sufficiently varied in subject and style, and within the scope of the chapter's budget. However, student participation in shaping the program is vital to the success of the chapter.

III. Suggestions for Starting a Chapter

- A. Have the advisor speak about the chapter at a faculty meeting to inform teachers about the chapter and the potential of the Young Educators Society.
- B. Make sure there is an article about the chapter in the first edition of the school newspaper, or any other school communication.
- C. Have a theme party inviting interested students to learn about the chapter (post chapter entrance requirements Prior to party.)
- D. Have teachers recommend names of good students from all curricular areas to attract as wide a range of potential members as possible.
- E. Investigate those students taking human service classes as potential chapter members. Ask teachers of such classes to recommend students who might be good teacher candidates.
- F. Make sure the selected advisor is dynamic and a good role model that is well liked by students.
- G. Work with and sell the club idea to the PTO/PTA. Solicit their support and input.
- H. Involve your school principal by keeping him/her aware of activities.
- I. Solicit support and input from other teachers.
- J. Widen the circle of interest. Informally publicize the fact that a chapter is being formed in your school by arranging a meeting for all students interested in exploring the teaching profession. From such a meeting definite chapter plans can evolve, for example, the selection of a nominating committee, the appointment of a committee chairperson and a plan for election of club officers. Some schools have held assemblies

promoting education as a career with special emphasis on YES and the opportunity it provides for learning about college and the teaching profession.

IV. Name the Club

Most chapters take the name of the school, but occasionally the chapter may opt to use a name that has special meaning or importance. Each chapter is responsible for choosing its own name. To avoid duplication in records and services, no two chapters in a given state should have the same name.

V. Organization and Chartering

A. Policies and procedures for the Young Educator Society are established and monitored by the YES Executive Board, which consists of representative from local school districts, colleges and universities, professional organizations, the State Department of Education, and the community at large. A State Chairperson presides at meetings of the Executive Board, which is governed by the by-laws contained in this manual.

B. The local chapter is the basic unit of YES. Each chapter is chartered by the State Executive Board. Local schools must apply to the Executive Board for chapters. Upon receipt of a charter request, the Membership Development Committee of the Executive Board will send the necessary application materials to the requesting school. When completed materials have been returned, the committee will review them and make a recommendation to the Board relative to granting a charter. This process generally requires four to six weeks. As a rule, membership in a chapter is limited to students enrolled in a single school.

C. A group of small schools in a rural or sparsely settled area may be granted a YES charter at the recommendation of the Membership Development Committee if no individual school in the group holds its own charter.

D. Individual charters are encouraged to form YES regional associations. Each chapter must hold its own charter before it is eligible to join such an association. The regional association does not hold a charter.

VI. Colors and Name

The YES color, first used by the Laramie (Wyoming) FTA charter in 1936, are black, white, and flame red. The red flame signifies high ideals and leaderships. Black and white are traditionally used for the caps and gowns of those graduating from colleges and universities. High ideals, leadership, and

the pursuit of higher learning are the fundamental concepts that motivated the founding of the Young Educators Society of Michigan.

VII. Logo/Pin

The logo and pin were designed by the Graphics Communication Department of the Michigan Education Association. Information about the pin can be obtained from members of the Young Educators Society Executive Board.

Membership

Eligibility

Individuals are the key to success for any organization. Student and advisory leadership should capitalize on the diversity of students, recognizing that breadth of experience is important not only to the chapter but to the goals of education in a democratic society. Chapters are encouraged to set objective standards for membership such as scholarship; however, serious interest in exploring a career in education is important to YES purposes.

Recruitment

Request nominations from teachers. In April or early May and again in September send a letter to every member of the faculty explaining the goals of YES and asking him or her to recommend students for membership.

There are a variety of ways to interest potential members in the activities of YES. Personal contact between active and potential members is an effective approach. Posters, photographs, and attractive announcements are useful devices for publicizing the YES calendar of activities for the year. A statement of aims and purposes of YES, distributed to interested students is an effective device for stimulating interest in the chapter.

The opportunity for meaningful experiences through YES participation should be emphasized – experiences that enable the student to learn first hand about the realities and rewards of teaching. YES offers a genuine opportunity for young people to learn about teaching and education while at the same time contributing service to the school and community.

Make sure your occupational specialists and counselors advising students on careers have accurate, up-to-date information on teacher salaries, certification requirements and employment opportunities. Solicit their support in encouraging students to join the chapter.

Presentation Of The Charter

The ceremony described here was created and practiced by The Future Teachers of America clubs. Typically, Officers from an established chapter install their respective counterparts in the new chapter. The ceremony may be modified at the chapter's discretion.

Charter Ceremony

YES President: Today we have come together officially to launch the _____ YES Chapter of _____ School.

We have chosen the name _____ YES Chapter in honor of _____.

Principal: This YES Chapter joins the YES Movement by virtue of a charter issued by the Executive Board Of The Young Educators Society of Michigan. The _____ (local teachers association/federation) pledges its wholehearted support to YES. It gives me great pleasure to present this charter to you. It reads: (reads charter.)

I suggest that you who are charter members write your names on the back of your charter and that you frame and hang it where it may be seen by all who enter this building. The charter, as it is renewed each year, becomes a professional symbol of which you may be very proud.

On you, the officers and members of the _____ YES Chapter, rests the responsibility for making this chapter a success. In accepting this

charter, you, the officers, and the members of this chapter accept the honor and the responsibility of carrying out the purposes of YES. (Presents charter to YES president.)

YES President: We, the officers and members of the _____
YES Chapter of _____ School, accept the responsibility now entrusted to us and earnestly promise to be worthy of our opportunities. We will seek sincerely to make our chapter a vital force in the life of our school and our community.

YES Advisor or Representative of Local Education/Federation Association: May you who are the charter members of the _____ Chapter of the Young Educators Society always be proud of your privilege and responsibility. With your YES membership comes recognition by the _____
Education Association/Federation. We also welcome you as associate members of the _____ (local education association/federation). In keeping with the unity of the state education association/federation and the local education unit, may you resolve to work together in the spirit of loyalty to our ideals and service to humanity. Wherever you go and however long you may live, may you always do your part to build and strengthen the education profession.

Installation Procedures

Installation of Officers:

Installing Officer: (Illuminating a candle representing the YES symbol.) The torch is the universal symbol of the quest for truth and knowledge. This emblem represents the high ideals and purposes of YES. It indicates that your chapter has met the high standards required for granting of a YES charter.

(The officers step forward)

_____, you, as president, are to preside over meetings and see that the work of the chapter advances daily.

_____, you, as vice president, will act as the right hand of the president. You will preside in the president' s absence.

_____, you, as secretary, will handle all correspondence, take minutes, and assist the treasurer on renewals and reporting.

_____, you, as treasurer, are to collect and distribute funds.

_____, you, as historian, must bring the history of your chapter up-to-date and prepare the YES scrapbook.

_____, you, as parliamentarian, must guide your chapter in the study and practice of parliamentary law.

Finally, _____, you, as faculty advisor(s), are to advise and guide the members. You will seek to provide valuable pre-professional experiences which are realistic, exciting, and challenging.

Installing Officer: You are now fully installed officers of the _____
Chapter of YES.

Initiation Of New Members

(Prepare a table with one large candle or torch and one small candle for each new member.)

President: Will the Secretary present the candidates for membership?

(The Secretary asks new members to form a semicircle facing officers, members, and sponsors.)

Secretary: President, I wish to present these students who desire to become Young Educators.

President: As president of the (name of chapter) YES chapter, I accept you as candidates for membership.

Vice-President: As prospective Future Educators of America, you are about to enter one of the most significant youth organizations in our country.

Historian: The American system of free public education rests upon ideals set forth by Horace Mann, who is known as the father of the American Public School system. He began his great work as secretary of the Massachusetts National Education Association. The lighted candles represent the spirit of our great united teaching profession. They symbolize our deep belief that only the best of our youth may teach our children. YES

chapters in schools have as their major purpose the exploration of the nature of teaching, its opportunities and responsibilities.

New members: We accept our membership in YES.

The President will lead new members in the Young Educators' pledge, which was adapted from the pledge of the Future Teachers of America.

The Young Educators Pledge

President: Being a good teacher requires a great deal of energy.

Members: *I will try to remain physically fit and healthy.*

President: Being a good teacher requires a love for learning.

Members: *I will strive to make learning a lifelong process.*

President: Being a good teacher requires honesty and integrity.

Members: *I will seek the truth and live by it.*

President: Being a good teacher requires a positive personality.

Members: *I will try to be an optimistic and enthusiastic person.*

President: Being a good teacher requires helpfulness and caring.

Members: *I will look for ways that I may serve my community.*

President: Being a good teacher requires knowledge.

Members: *I will seek knowledge so that I may pass it on to others.*

President: Being a good teacher requires leadership.

Members: *I will continually strive to improve my leadership skills so that I can make a positive difference in my school and community.*

President: Being a good teacher requires establishing a learning community where ALL students have an equal opportunity to learn.

ALL: *I will strive to help all students acquire the skills and knowledge they need to succeed in the changing world in which we live.*

Duties And Responsibilities Of Members

Some chapters develop formal lists of responsibilities for YES Membership, such as regular attendance at meetings, minimum scholastic achievement, prompt payment of dues, and so forth. These, however, are less important than a program of activities which capitalize on the interests and talents of the members. Students need to be actively involved in the organizations in which they participate. Opportunities for leadership and a variety of responsibilities for every member of the chapter are important.

Service Awards

YES chapters use a variety of means to recognize outstanding leadership and the contributions of members. Special assemblies, the presentation of certificates, or simply a personal note from the advisor (this should never replace the personal word of encouragement) all contribute to effective chapter activity.

Merit Awards

Merit Awards are given to YES members upon completion of a determined number of hours of service rendered by the individual. Local chapters are encouraged to plan any type of activity which will allow a student to work to receive an award. Most chapters establish their own number of hours (35 hours, 50 hours and some even more). The Chapter is encouraged to think of many activities that would be helpful in the promotion of the profession of Education.

After the chapter has determined the number of hours required for receiving awards, they should begin keeping records of the names of students and numbers of hours so that these records can be submitted to the YES Executive Board. Awards may be presented at any special occasion: graduation, chapter banquets, or other special recognition ceremonies.