

Spotlight On: Intellection

People strong in theme of intellection are thinkers. They thrive on being able to mentally focus on issues, ideas, and reflection. People with Intellection require time to process thoughts and ideas. They require opportunity to meditate on issues and problems. They are considered to be introspective.

As a coworker, people with intellection are often mistaken as quiet or "loners." However, they can be a groups' best asset, because they are thinking while others are talking. Given the opportunity to step away from an issue, they will be able to identify solutions or pose deeper questions to the group. When working with a person strong in intellection, provide them with data, strategies, and informa-

tion. Then, offer them the time necessary for their intellection to work through the issue and bring solutions to the table.

As a teacher, those with intellection create a rich environment in the classroom. They are able to lead deep discussions with students as well as create stimulating questions. Students respond well to teachers with intellection, because they sense the great depth of knowledge and care a teacher with intellection provides. Teachers with intellection usually have the right book or research article to enrich the learning environment for students. Additionally, teachers with intellection under-

stand the time needed for students to process information and ideas.

Words that describe input thinkers, reflectors, philosophers, theorists, and questioners.



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Books about Strengths:

- Teach with your Strengths by Liesveld & Miller
- StrengthsQuest by Clifton & Anderson
- How Full is Your Bucket by Rath & Clifton

Strengths: A three step process

Our district has been implementing the Strengths program for several years. There are three phases of this program and this month, I ask a question: where are you in the process?

The first step is having an

understanding about your personal strengths and how they effect your life. Reading the book is the first part of the process. Then, you must consider when, where, and how your themes emerge every day. Identifying how you work in

daily tasks and personal relationships is essential to being able to represent yourself to others and use your strengths to find satisfaction in your work and personal life.

The second step in the process



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Do you RECOGNIZE

us.....



Thanks to the support of BISD, Strengths is becoming part of the culture of our district. The more we know about ourselves and our talents, the stronger we will be as educators.

Any employee is eligible to take part in the assessment and training. New teachers receive training at the beginning of their service in the district. Veteran teachers and staff are taking part in the assessment and receiving coaching during staff development. The district has several Strength Coaches available to assist individuals and groups understand the assessment and how to apply it in the workplace. If you need further information, contact Jennifer Gotuaco via email.

The three step process, cont'd.

is to learn how to utilize your strengths in your life. Once you identify where and how they emerge, you can apply the principles of Strengths to decision-making, career planning, and life satisfaction.

Many teachers have an innate understanding that they love teaching. They can identify why they became a teacher. These teachers use their strengths every day, but only upon taking the test do they see that their gifts of Relator, Developer, and Includer are integral to their success in the classroom. By further developing these gifts into strengths, they can become the most effective and productive teachers we have in our workforce. Ultimately, it is the students

who benefit. When a teacher begins to plan lessons and make decisions guided by their strengths, the students win, both academically and socially.

The third step in the process is applying your strengths to working relationships. On each campus, teachers are asked to work with colleagues, administrators, and parents. When a person has an understanding of how they best accomplish tasks, they are more effective when working with others. Often, we encounter conflict with our peers. When each person approaches the situation from a strengths perspective, conflict can be reduced, as each one has the ability to see how the other person's work. This

leads to greater respect of each person's gifts as well as a greater benefit to our most prized product—the students.

Where are you in the three step process? Have you taken the Clifton StrengthFinder? Do you know and understand your own themes of talent? How have you applied these in your life? Are you using them to be more effective? Have you changed the way you normally accomplish tasks so that you are a more productive person? Finally, how do you interact with others? Do you take time to find out their themes of talent and rely on the way others think and see things? If you want more information, please contact a strengths coach (see above.)