HERE AND THERE

National Newsletter
PI OMEGA PI

National Business Education Honor Society
Member of the Association of College Honor Societies

National Student Representative

Brookes Mayes
Alpha Pi Chapter - Mississippi State University

Greetings! I am so excited about this new school year, even more exciting that this year is a convention year for Pi Omega Pi! What does this mean for you? It means you should be making plans to travel to New Orleans during the week of April 20 - 23, 2011, to attend the 42nd Biennial Pi Omega Pi National Convention.

We want this to be the best convention year yet for Pi Omega Pi. We have been working on activities for the social for all chapters to attend on Thursday night, as well as some special speakers during our meetings on Friday and Saturday. We are planning to have a panel made up of different areas from the business education world. The panel will consist of a teacher, an author, someone from NBEA, and someone to speak on integrating technology. Besides meeting many distinguished people in the world of business education and obtaining many wonderful ideas for your future classroom, you will meet other Pi Omega Pi members that you will possibly spark not only a professional relationship with but also a friendship!

Also on Friday you will be able to give a presentation to your fellow Pi Omega Pi members. At the 2009 convention, we had some awesome presentations. I hope

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President's Report

Darla Stone
Zeta Eta Chapter - Kansas State University

The fall semester is well under way. Welcome back! We will be having our national Pi Omega Pi Conference in New Orleans, Louisiana, (nicknamed "The Big Easy") in conjunction with the 2011 National Business Education Association Annual Convention. We hope your chapters are already making plans and raising funds to attend. You may want to visit the http://www.nbea.org website to get information for conference registration and hotel accommodations.

Please take advantage of the incentive program available to those chapters who meet all of the following criteria:

$100—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), and attend two general sessions (Friday morning and Saturday morning), **or**

$250—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), attend two general sessions (Friday and Saturday morning), give a presentation (Friday afternoon), and attend at least one presentation other than their own chapter's (Friday afternoon).

Your chapters will receive a Call for Proposals in October with the proposals scheduled for submission in January. This is a rewarding experience and we hope every chapter will be involved in the presentation sessions.

This is an election year for the National Council as well as the National Student Representative. Please con-

National Council 2009-2011

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Here and There

Here and There is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: February, April, October, and December.

December articles and news should be sent to:

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Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

*Include a concise, comprehensive article title.
*Check for correct grammar and punctuation.
*Avoid the use of contractions.
*At a minimum, include one reference.
*Follow the APA (fifth edition) formatting and writing style.
*A minimum word length of 300 words and a maximum word length of 750 words are required.

Darla Stone

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sider the position of National Student Representative. The duties of the representative are to present the viewpoints of the students at the National Council meeting, work with the Editor of *Here and There*, work with the President-Elect in planning the National Convention, and preside at the National Convention. Serving as the National Student Representative is a great honor for your chapter and a wonderful learning experience for the student winner.
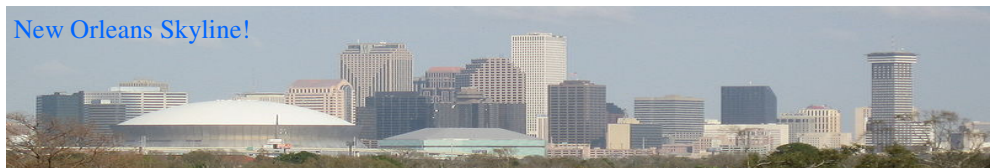
New Orleans Skyline!

Photo attributed to VerruckteDan at en.Wikipedia

Brookes Mayes

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you will plan to submit a proposal to be selected to give a presentation at the conference in New Orleans. The deadline for proposals is January 21, 2011.

A major benefit of my participation in Pi Omega Pi is the many Pi Omega Pi members I have added to my network of friends and professional colleagues. I can speak from experience that networking through Pi Omega Pi has greatly bene-fitted me in my first year of teaching. I am able to keep in touch with Pi Omega Pi alumni and bounce ideas off of them for different lessons. Lindsay Kallas from Kappa Chapter and I hope to be able to integrate Skype into our classroom so our students can work together. We hope to be able to bring in cultural differences and new skills to our students by do-ing this. Being able to work on projects with students 2,000 miles away will open new doors for many students.

I was unable to attend Mississippi Business Education Association in September, but I have heard some great things from it. I hope that some of you were able to attend your state's business educators association, and that you took some information back to share with your fellow members. We would all like to know something you learned. Please post one thing you learned from your state's meeting to Facebook. The first chapter that has the most posts on the Pi Omega Pi fan page by October 31 will receive Pi Omega Pi jump drives for each member in the chapter at the convention in New Orleans. Please find me on Facebook if you have any questions. I would love to get to talk with you about ideas for Pi Omega Pi, business education, and the New Orleans convention. I truly hope to see old and new faces in the "Crescent City" come April 2011.

Incentive

Convention Incentive…

$100 for your chapter!
- **Advisor & students register for POP convention and attend the Thursday evening social and the general sessions on Friday and Saturday**

$250 for your chapter!
- **Advisor & students register for POP convention, attend the Thursday evening social and the general sessions on Friday and Saturday, give a presentation on Friday afternoon, and attend at least one presentation other than their own chapter's presentation on Friday afternoon.**

Funds are presented to each chapter at the general session on Saturday morning to each chapter.

Call for Presentation Proposals
Pi Omega Pi Concurrent Sessions
42nd Biennial Convention
Friday, April 22, 2011
3:15 p.m. – 6:05 p.m.
New Orleans Marriott
New Orleans, LA

Chapter members are encouraged to submit proposals for student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions that will be held on Friday, April 22, 2011. These presentations are excellent professional development activities. Presentations will be 15-20 minutes in length. An LCD projector, overhead projector and screen will be provided. If other equipment is needed, it must be provided by participants. NO Internet connection is available.
Attendees appreciate handouts.

Please submit a proposal using the format described below by January 21, 2011, to Dr. Connie M. Forde at cforde@colled.msstate.edu. Chapters will be notified via email by February 11, 2011 of the acceptance or denial of the proposal. Chapters may submit more than one proposal.

Submit the following items in a one-page, single spaced proposal, 11- or 12-point font. Remember that Pi Omega Pi members-prospective business teachers-are the intended audience.

Chapter Activities

Beta Chapter
Northwest Missouri State University

The Beta Chapter at Northwest Missouri State University (NWMSU) had their first meeting of the trimester on Tuesday, September 21, 2010. Much was discussed at the meeting. The Beta Chapter discussed new members, initiation, officers, and the national conference. At the upcoming "Meet & Eat" meetings, new members will find out about the opportunities of becoming a Beta Chapter member. Initiation is tentatively set for October 20. The Beta Chapter members are looking forward to this school year and working on the new projects

Alpha Chi Chapter
Eastern Illinois University

Alpha Chi Chapter of Pi Omega Pi has many fun-filled activities planned for this fall. Currently, we are preparing for the upcoming Illinois Business Education Association's Conference in Effingham, Illinois, November 3-5. Several members have dedicated their time to hosting the receptions and opening ceremony as well as chairing individual sessions. We are all very excited to serve as hosts for this annual event.

Several members also took part in Charleston's Regional Fall Classic Institute on October 8. POP members served as technology assistants for teachers and presenters for the day's events. We were hoping to show off our expertise as well as learn a lot throughout the day.

We are off to a wonderful start this semester. Members are coming together and sharing their ideas for both the regional and national project competitions as well as plans for a new-member social after new members have been inducted.

Alpha Beta Chapter
Eastern Kentucky University

The Alpha Beta chapter at Eastern Kentucky University is in the process of recruiting new members into the organization. We look forward to continuing to build a strong chapter and adding insights from knowledgeable people. Currently one of our members is participating in his student teaching experience. He is enjoying the teaching experience and gaining valuable information and tips for teaching. Our members are continuing to gain professionally, and we are excited for the semester ahead. . .

Gamma Phi Chapter
North Carolina A&T State University

The Gamma Phi chapter from North Carolina A&T State University is back in action! The chapter inducted five new members on September 7, 2010. The new members were inducted by Dr. Thelma King & Dr. Betty Chapman, who currently serve as the chapter's advisors. New initiates include: Gwendolyn Smith (President), Nakita Malloy (Vice President), Cherrelle Coleman (Secretary), Terry Applewhite (Treasurer), and Franthia Darby.

Gamma Phi chapter members have moved quickly into volunteering their skills and services and co-hosting programs on campus. On Thursday, September 16, the School of Business and Economics hosted the first of its 2010-2011 Closing Bell Speaker Series and Gamma Phi members were in attendance. The presenters for the event were Ms. Patricia Miller Zollar of Neuberger Berman and Ms. Jackie King of Edward Jones Investments. Their topic was "Opportunities in the Financial Services Industry." They both placed emphasis on the value of the business courses students are taking now and the significance of learning how to invest wisely now as college students. The Gamma Phi chapter also co-sponsored a workshop entitled "Worker Rights and Responsibilities in the Workplace" on September 23. A representative from the Equal Employment Opportunity Commission was the speaker. Several students were in attendance.

Zeta Eta Chapter
Kansas State University

Zeta Eta chapter at Kansas State University started the year with a Welcome Back barbecue at the chapter sponsor's home. Members discussed plans for attending the combined Pi Omega Pi and NBEA conference in New Orleans. The budget was set and members brainstormed for ideas to raise funds. The chapter is currently taking orders for polo shirts and baseball caps with the College of Education logo with the PowerCat. Members participated in Cat Town at the KSU football game to take orders. The chapter is set to hand out flyers for Hunam's in the KSU Student Union in October to raise funds. Plans are being made to initiate new members at Zeta Eta's October meeting.

Beta Kappa Chapter
East Carolina University

Beta Kappans at East Carolina University have been busy planning for the upcoming year. An organizational meeting will be held in October in which officers for the 2010-11 academic year will be elected. The chapter is planning a fall induction ceremony and looking forward to an exciting year. .

Pi Omega Pi

WE'RE JAZZED
YOU'RE HERE!

NEW ORLEANS

New Orleans 2011

Alpha Pi
Mississippi State University

Alpha Pi members are busy designing our projects for national competition. Currently members are collecting erasers to pack 600 MSU book bags to be sent to children in Afghanistan. Chapter members join other organizations across campus that are also collecting school supplies to be included in the book bags. Students from across the University will meet to pack the book bags and load them for distribution.

Six members attended the Mississippi Business Education Association Convention held on September 24, 2010, in Gulfport, Mississippi, learning much from the excellent speakers and vendors, as well as networking with business educators from across the state. Chelsea Rushing, Alpha Pi president, was installed as student representative on the MBEA Board for 2010-2011. Congratulations, Chelsea.

Fall initiation ceremony was held on Thursday, September 30, 2010, with a reception following the initiation ceremony.

The chapter is also working on additional fundraising activities to defray expenses to the Pi Omega Pi National Convention in New Orleans. Members are looking forward to meeting other Pi Omega Pi members at this upcoming biennial convention and encourage all POP members to attend. New Orleans is a great city to experience with fellow Pi Omega Pi members.

Mu Chapter
Emporia State University

Mu Chapter will be initiating two new members in early November. Members are also in the process of finishing projects, creating the annual publication, and helping with several community service activities on the ESU campus, including acting as liaisons at the annual Business Career Day for high school students sponsored by the ESU School of Business and helping plan the District VII FBLA contest to be held on campus in February. Several members also attended the Kansas Business Education Association meeting in Wichita in October.

Member Articles

Legislative Impact on Business Education ----------------------

**Meredith Minear
Zeta Eta Chapter
Kansas State University**

Business education prepares students for business in the world of work; it also provides students with the knowledge and skills to take care of personal business. Business education has gone through changes in curriculum and changes in the way we teach. Technology has contributed greatly to these changes and has changed how we teach as well as what we teach. Throughout the years legislation pertaining to business education has had an impact. In 1862 the Morrill Act gave states 30,000 acres of land to establish colleges for agriculture, mechanical arts, and business instruction. Within the past 20 years, laws enacted that have impacted business education include Goals 2000, Tech-Prep, School-to-Work Opportunities, and No Child Left Behind. Each act has some similarities and some differences.

The Tech Prep program is an emphasis of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. This program provides assistance to states for the development and operation of programs consisting of the last two years of secondary education and at least two years of postsecondary education, designed to provide Tech Prep education to students leading to an associate degree or a two-year certificate. This program provides technical preparation in at least one field, competence in math, science, and communication. The number of Tech Prep programs in 1995 was 1,029 and it grows every year.

Goals 2000: Educate America Act (also known as Goals 2000) is a law that was signed in 1994. The act provides resources to states and communities to ensure that all students reach their full potential. Eight goals were written to help with concerns like school readiness, school completion, student academic achievement, leadership in math and science, adult literacy, safe and drug free schools, teacher professional development and parental involvement. These goals were to be completed by the year 2000. Some of these goals were very attainable, but others were not. For instance, one goal was that high school graduation rate would increase to 90 percent. According to Alliance for Excellent Education in 2009, "nationally one third of students leave high school without a diploma."

In 2001 No Child Left Behind (NCLB) was passed because our government felt that too many children were being left behind in their education. NCLB focuses on increasing accountability for schools, more choices for parents and students, greater flexibility for states, school districts and schools, and it put reading first. This act is about challenging state standards in math and reading by testing kids grades 3-8 and showing progression during their 12 years of school by testing them annually. The results are broken down into socio-economic level, race, disability, and limited English language skills so that no child or group is left behind. The parents and students are given more options based on state standards. If the school fails to meet state standards, parents have the choice to move their child to a better school and the Local Education Agency has to allow it.

Putting reading first is another component of NCLB; the intent is that every student will be able to read by the end of his or her third grade year. By improving reading instruction programs in the earlier grades, the outcome is that students' reading ability is improving.

Goals 2000 and the NCLB are similar laws. Goals 2000 had goals that were to be reached by the year 2000 to improve the academic abilities of students. Both had a provision that today's society be literate; the only difference is that Goals 2000 included the literacy of every adult; NCLB puts emphasis on reading at a younger age.

Tech Prep, Goals 2000, and School-to-Work share many similarities but they are very different from NCLB. These three acts help people become prepared for life after secondary school whether it is postsecondary education or a job in the world of work. NCLB is more about the schools and testing that holds the schools accountable. NCLB puts emphasis on reading at a young age because everyone needs to know how to read to succeed in life. These acts are meant to help and I feel that they do, although some cause confusion and frustration, their overall concept is good.

References

Scott, John L. and Michelle Sarkees-Wircenski (2008). *Overview Of Career & Technical Education*, 4th Edition. American Technical Publishers, Inc.

Alliance for Excellent Education. *Understanding High School Graduation Rates (Updated July 2009).* Retrieved September 28, 2010, from http://www.all4ed.org/publication_material/understanding_HSgradrates

Differentiation in the Classroom

Michael Martin
Alpha Beta Chapter
Eastern Kentucky

Differentiation in school is the hot new topic. Schools want to make sure that teachers know what it means and how to implement it in our classrooms. As future teachers, we need to make sure that we understand what differentiation means and how we can incorporate it in our classrooms. Though differentiation is on the minds of all school administrators these days, differentiation has been around for a long time. Why now? Why is differentiation so important? The simple reason is because it works. Not everyone can learn information the same way. It is important to understand differentiation because it is crucial in make sure that all students have a fair chance at a solid education.

According to Carol Tomlinson, "differentiation consists of the efforts of teachers to respond to variance among learners in the classroom" (2000, p. 1). This simply means that teachers put forth an effort to adjust educational practices to suit a range of students. Tomlinson goes on to describe four classroom elements that can be adjusted for that can be differentiated for students. These four elements are; content, process, products, and learning environment. Differentiating these items can mean the difference between a D and an A grade for a student.

Differentiation should not be difficult for teachers. Differentiating content can be as easy as giving the students information they need to know in different ways. Some students may be visual learners, others may be auditory, and still others might be kinesthetic learners. Providing the information they need to know in multiple ways will help different students learn their way, without singling them out.

Process is an especially easy item to differentiate in smaller classrooms. The fewer the students you have, the more time you could spend with each one. With fewer students, you can present the information students need to know, and when using formative assessments, you can have students work at their own pace with varying levels of difficulty based on student need. This way, students can learn the necessary information at a comfort level that suits them.

Differentiating products can be the easiest to accomplish. Allowing students to choose the way they want to show you, as their teacher, that they know the information can boost students' confidence. Allowing them to present what they know in different ways can help aid the learning process. Some students may prefer to provide what they know orally, in written form, or in projects that they have created. This also gives students room for creativity. When students get to choose how they get to do things, they are more likely to try hard and be interested in what they are learning about.

Providing an adequate learning environment can be established from day one and can be a good source for promoting differentiation. Letting students know that while working they must be quiet helps students who need silence while working. Tomlinson states that students may need to move around in order to learn better and students should be allowed to do so. From day one you should let students know that this is an option, as long as they do not disturb the other students.

Simply changing the way you present a lesson for an entire class is not differentiation. Differentiation involves presenting the information in different ways for different students. Differentiation helps students learn the way they learn best. Differentiation is an important tool that we can all implement in our classrooms.

Reference
Tomlinson, C. (2000). *Differentiation of Instruction in the Elementary Grades*. Retrieved October 1, 2010, from http://ceep.crc.uiuc.edu/eecearchive/digests/2000/tomlin00.pdf

Websites with insurance education resources:
www.fefe.arizona.edu (must register but it is free to do so)
www.nefe.org
www.griffithfoundation.org/oii/ (excellent web site!)

The Low Budget Technology Classroom - - - - - - - - - - - - - - - - - -

Jeff Bradley
Alpha Pi Chapter
Mississippi State University

Budget cuts are becoming ever more present in schools today, and these cuts can be very detrimental to the technology classroom. Technology teachers require more than books and chalk, and resources such as computers and software can become out of date quickly and need updating. On average, technology classrooms are updated every 3 to 10 years depending on the school; however, new technology releases all the time, leaving a technology teacher struggling to keep up with the change. There are, however, several ways to improvise when a school's budget does not allow for today's newest technology.

Software for a technology classroom can be very expensive, so expensive that some schools teach the class without the students ever using the software. This is a reality for today's technology teacher. It is important for a technology teacher to improvise in these situations. One way of doing this is by looking to open source software. There are thousands of people writing programs to compete with the large names like Microsoft and Adobe. Most of this software can be obtained at a lower price or even free. This free software is known as "freeware".

One of the well-recognized developers of open source software is Sun Microsystems, now owned by Oracle. Sun developed an open source alternative to *Microsoft Office*. This software can be obtained free for personal use or educational use. Many people may feel that this free software has limited features or is poorly designed, but this is not the case. Sun developed this software to perform just as the competition's office software. It has all the main features that are expected from an office package. The package includes a word processor, spreadsheet program, database creator, calculation program, presentation creator, and a drawing tool. They also have many free tutorials available online, which in some cases could be used instead of a textbook.

Office software is not the only thing that a technology teacher may not have the budget to purchase. Desktop publishing teachers often lack the commonly used Adobe software. Programs such as *Photoshop* and *InDesign* cost hundreds of dollars per computer. There are alternatives to this software. A well-known program called *Gimp* will allow students to preform many of the same task as *Photoshop* and is available for free. *Gimp* is a full-featured photo-editing and graphic design program. It uses much of the same terminology as *Photoshop*, and books can often be adapted to use this program. Two popular alternatives to *InDesign* are *Scribus* and *Open Office Draw*. Both these programs can do the same basic functions of *InDesign*. They do, however, function differently than *InDesign*, but both programs can be used successfully as alternatives.

Open source software can allow technology teachers to have access to the tools they need to teach. Many schools are looking at this software as alternatives to mainstream alternatives. By using less expensive software, they can relieve strain on the budget and possibly allow teachers to secure newer or additional equipment to use in the classroom. It is beneficial to all technology teachers to become familiar with open source programming and to research alternative ways of teaching a class.

References

Oracle. (n.d.). Retrieved 9 22, 2010, from Open Office: http://why.openoffice.org/why_free.html

Scribus. (n.d.). *Open Source Desktop Publishing*. Retrieved 9 22, 2010, from Scribus: http://www.scribus.net/

Keyboarding: Necessary or Not

Heather Stauffer
Kappa Chapter
Indiana University of Pennsylvania

I walked into my 9th grade keyboarding class thinking: what more I could possibly learn? At the time, I could type about 30 words per minute, which I thought was standard. I thought the class was a waste of my time; however, I needed to take it in order to graduate.

When the teacher put an orange cover over the keys, I was lost. I thought that I knew the keys, but the truth was I only "knew" the keys when looking at them. The orange cover helped me learn the keys without looking at them. I learned to type 60-70 words per minute without looking at the keys. I became more educated than I thought I would in the basic keyboarding class which I originally deemed a waste of my time.

Three years later when I was deciding a major for college, I had no idea what I wanted to do for a career. I wanted to teach but was uncertain of the topic. I remembered my keyboarding class from 9th grade and did a job shadow program with the teacher. That is how I found out what I want to do with the rest of my life. During my first year in college, I had to take another basic keyboarding class, and it made my keyboarding skills stronger. Keyboarding can be fun or serious depending on what you have to do. I love just playing my old keyboarding games when I have the time. When I have to write a paper, though, the keying is not for fun, instead it takes less time to write the paper because of the skills I have been taught.

Technology is changing, and using a computer is no longer necessary to learn the QWERTY keyboard. I have a phone with a QWERTY keyboard that I love. I can now practice keying without a computer even though my fingers are not on the home row.

There are now more ways than ever to learn keyboarding. I have found an article about when, why, and how to teach keyboarding. "The best method of teaching students to keyboard is to type quickly, accurately, and with correct technique," (Starr, 2001). Linda Starr (2001) also states that schools just teach how to compute with computers but not how to keyboard. She suggests starting keyboarding in the 1st grade when the students are learning their names. Technique is the number one rule to keyboarding correctly. If you don't have technique, then you will not be a great keyboarder.

Some do not believe keyboarding is an important skill, but it is. Many people in an office setting frown upon others who are 'hunt and peck' typists. Having keyboarding experience is a helpful skill when writing extensive research papers. What could have been a daunting task can now be completed in a fraction of the time. Is keyboarding necessary or a waste of time? Keyboarding is not a waste of time; in fact, it saves time. I am going to try and help students learn to type one key at a time.

Reference

Starr, L. (2001, February 02). *Teaching keyboarding -- when? why? how?*. Retrieved from http://www.educationworld.com/a_tech/tech/tech072.shtml

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Get an Idea From SHARE An IDEA!

The Mountain-Plains Business Education Association has an annual "share-an-idea" contest for its members. M-PBEA members submit teaching units or other "ideas" they have utilized in the classroom. The 2009 and 2010 ideas are currently available at this website: www.mpbea.org/share.htm. Some great ideas/usable teaching units can be found each year!

Why Don't We Just Dance?

**Danielle Zastrow
Beta Chapter
Northwest Missouri State**

I would like for you to take a moment and imagine yourself in a ballroom. You are dressed like royalty and about to be introduced to your dream prince/ princess. You ask him/her to dance, and he/she accepts your offer. You are ecstatic and treat this dance as your first date. The date goes well and he/she would like to continue with the relationship. The relationship progresses and has a great possibility towards becoming a marriage; all you have to do is work hard for it. So you continue through life working your hardest for this relationship in hopes it may advance to marriage. In the end, do you get to marry your prince/princess?

Now back to reality! In this story, you are the school district and your prince/princess is a business. Your first dance that became a date is the school district's partnership with a business. Your relationship with your prince/princess is the relationship between the school district and a business. In order for a partnership between a school and business to be established, there needs to be sound planning, the needs of the parties involved must be met, and the partnership must be monitored and adjusted when necessary. Other elements that must be present for a partnership to be successful are "trust, clear and honest communication, sincere respect, and shared goals and objectives" between both parties (Johnston, 2009).

Think of a partnership between a school district and a business as a waltz. The waltz looks well-planned, organized, and well executed. Now, think of the partnership as a tango. Now the dancers are moving, it seems effortlessly, across the dance floor adjusting to their surroundings with other dancers and the changing tempo. In all forms of dancing, there are times in which the leader may fluctuate from partner to partner with the changing times. This is also the case with a partnership between a school and business. Partners must be prepared to "adjust quickly, spontaneously and with a measure of trust to changing conditions or evolving objectives" (Johnston, 2009).

Some key elements that may affect the beginning of the partnership between schools and businesses are time, authority/decision making, communication, and fatigue. These elements may make or break any further development of the partnership.

When considering partnership projects, ask the following questions in order to properly evaluate and assure that the partnership is continuing to improve the way it was intended:

a. Scope: who is involved and served?
b. Fidelity: is the program delivering what it promised?
c. Impact: what is the outcome?
d. Cost/Benefit: is it worth doing this way?"

Just as with a relationship between two people, schools and businesses need to be up front about what they expect from the partnership. Make it known that partnerships with businesses are not always monetarily driven and that some businesses may not want the partnership to be made public. Partnerships offer great opportunities for both schools and businesses, just as a dance with a prince/princess would for you.

Work with businesses to create core district goals, build bridges to the business community, cultivate candid relationships with the business community, make your district accessible, and make it easy to work with the school district. This will lead to a successful partnership and an enjoyable dance!

Reference

Johnston, J. Howard. (2009). Dancing Partners: Schools & Businesses. *School Administrator,* 24-28.

(Continued from page 11), Positive Effects

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Tomko, Colleen F. "Inclusion." *Kids Together Inc. (TM) disability, inclusion, rights, information & resources*. Kids Together, Inc., 1996. Web. 27 Oct. 2009. <http://www.kidstogether.org/inclusion.htm>.

Tompkins, Richard, and Pat Deloney. "Inclusion: The Pros and Cons: Credits & Disclaimers." *Welcome to SEDL: Advancing Research, Improving Education*. Southwest Educational Development Laboratory, 2009. Web. 28 Oct. 2009. <http://www.sedl.org/change/issues/issues43.html>.

The Positive Effects of Inclusion in the Classroom

**Mary Beth Turner
Beta Kappa
East Carolina University**

Inclusion is defined as "educating students with disabilities in regular classrooms in their neighborhood school, with collaborative support services as needed" (Ornstein). Beginning in 1992, the National Association for State Boards of Education began to fully endorse inclusion within classrooms (Cromwell). Now inclusion is popular within many school systems and has many positive effects. Inclusion is most effective when used properly. It is not achieved by just putting the special needs child in with a regular class; it takes proper preparation, support, and planning (Tomko). There must be adequate resources for students, reduced class sizes (depending on the severity of the children with special needs), sufficient funding, collaboration between teachers and family, and professional skill development in different areas that the teacher may need to use (Cromwell). Teachers need to be skilled in cooperative learning as well as tutoring and other areas to effectively implement inclusion into their classrooms.

When dealing with inclusion in the classroom, the classroom must not be looked at by how it is, but by how it can be (Tomko). Adaptions are made within the classroom to be sure to cover all material in a way so that all students can learn at the same pace. Teachers must use a proactive approach while teaching an inclusion class. They must try to include all students and make sure that the learning is at a pace that every student can excel. Once a teacher achieves these goals within his/ her classroom, all students will benefit from inclusion.

Inclusion is beneficial for the average student to become more accepting to other people. Being in a classroom with disabled peers allows the "normal" and AIG children to become more tolerant of people with disabilities (Tompkins). They can also gain friendship, an understanding, and a positive attitude towards these peers. Studies show that children that are in classrooms which use inclusion tend to be more "accepting, understanding, and socially aware of differences" in out of classroom settings (Tompkins). Since all the students will be working together, they are exposed to the different types of children. The students with disabilities feel they will be a beneficial member to society while in inclusion classrooms (Tomko). They are learning things that the average student is learning which in turn gives them a boost of confidence.

There are various ways that inclusion is used within a classroom. Many teachers use the peer tutoring method. In this method, students such as the AIG children, usually finish their work faster than those with disabilities. The students that have finished the assigned task early are then allowed to help, or tutor, those students that are having a harder time with the task at hand. This method not only helps the student being tutored, but also reinforces the idea with the student that is giving the tutoring (Thousand). Mastery learning is another approach teachers can use in an inclusion setting. With this, mastery learning "focuses on the specifics of what a student is to learn and then allows sufficient opportunities for the student to gain 'mastery' given feedback and time to correct" (Thousand). Activity based learning is a third approach that a teacher can take within an inclusion classroom. By using this tactic, the teacher gives emphasis to learning in natural settings (Thousand). Activity based learning can help children learn in "community settings" (Thousand). This is a way that students can be better prepared for the real world. Other methods of teaching with an inclusion classroom include multilevel instruction, cooperative based learning, and various forms of technology (Thousand). These are all very effective means to teach in an inclusion setting.

Using inclusion in a classroom has many benefits. It not only benefits the slow learners, but also those that excel. Inclusion is a way that students of all learning abilities can come together as one to learn together. By using this method the children in the classroom not only have the opportunity to gain friends that are a little different than they are, but they also get to see how others think. If inclusion is use properly within a classroom, and there are varying levels of learning within the room, then inclusion can be a very successful tool for success.

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