



HERE and THERE

PI OMEGA PI

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



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President's Message



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Greetings on Behalf of the National Council of Pi Omega Pi:

We are weeks away from our annual meeting in Las Vegas. Your president and council members are looking forward to seeing you there! Dr. Elizabeth Hodge, President-elect, has prepared an exciting meeting for the membership.

The POP Council will meet on Thursday, March 24th. If you have any concerns for the Council to address, please email your president those concerns.

Your president attended the Association of College Honor Societies Council Meeting 2016 in Savannah, Georgia on February 11-13. The theme was "Engagement is Our Key to Success." The highlight of the meeting was the presentation by motivational speaker, Tru Pettigrew, at the closing luncheon on Saturday. Tru gave us a fun-filled hour revealing the seven biggest millennial expectations of themselves and your organizations.

Three points the presenter stated that will help us with bridging generation gaps across all generations:

1. Don't project your expectations onto others;
2. Try to project equality and not sameness; and
3. When what you experience from someone doesn't meet what you expected, don't lower your expectations; help him or her elevate the experience. That's always the best way to bridge the gap.

Your president will present a written report to the Council and membership on other issues that were presented at the conference in the near future.

Graduating seniors, please do not forget to order your honors regalia for spring graduation. See you in Las Vegas!

- Emma A. Faulk, PRP
President

Chapter News

Alpha Pi Chapter News Mississippi State University

The Alpha Pi chapter has three members completing teaching internships this semester. One of the interns will be the first student to graduate from our online Technology Teacher Education degree. Plans are underway to send out invitations to new initiates of Pi Omega Pi.



Beta Chapter News Northwest Missouri State University

Beta Chapter has concluded their work for submissions for the National Competition for 2015, including an Alumni Newsletter and the Annual Report. We look forward to chapter submissions from across the nation as we serve as the Judging Chapter this year. The FBLA District I Conference was held on campus on February 16. We assisted with the planning and served as event judges. The Keynote Speaker was Mike Arbuckle from the World Champion Kansas City Royals! His presentation was on "Good Leaders—A Key to Success on the Baseball Diamond and in Life." We also are planning our recruitment of new members and spring initiation.

Beta Kappa Chapter News East Carolina University

The Atlantic Coast Business, Marketing, and Information Technologies Education Conference in Raleigh will be here soon. Beta Kappa is looking forward to inducting and meeting new members. With the help of these new inductees, the chapter will be very competitive this year. The chapter also looks forward to creating and completing a service project. Beta Kappa is excited about the upcoming year, and poised to start and finish this competition year strong.

Psi Chapter News University of Wisconsin-Whitewater

The Psi chapter at UW-Whitewater is tanned, rested, and ready for action! We've gotten the year off to a fast start and have already hosted a mini-DECA competition. The chapter inducted five new members in January, with each taking a leadership role in the organization. The new members are Dr. Karla Sager (advisor), Tim Kasza (President), Garrett Sterken (Vice President), Kurt Nickelsburg (Treasurer), and Ryan Vlies (Secretary and DAC).

Psi chapter is also actively recruiting new members to bolster our ranks. More members were inducted February 22 at our spring semester general member ceremony. We look forward to continuing to build a strong and productive chapter. Currently one of our members is participating in student teaching. She is enjoying the teaching opportunity and gaining very practical experience. We plan to have a student teacher debriefing session at the end of the semester so that our members can benefit from her newfound insights.



Zeta Lambda Chapter News North Carolina State University

Members started the New Year planning to sponsor a Spring Semester Professional Growth Unit (PGU) for students within the College of Education. All undergraduate students have to earn 4.5 PGUs by attending presentations and/or workshops before graduation. Dr. Jimmy Smith, chapter advisor, will be presenting "Differentiating Instruction to Reach All Students." The session will be a hands-on experience to learn about instructional strategies to engage students with all types of learning styles.

Other spring activities include chapter members evaluating state-level FBLA projects for this year's State Leadership Conference. Also, chapter members will be participating in the NC DECA and NC FBLA state competitive events. These two experiences expose chapter members to the duties and responsibilities of being a chapter advisor.

Articles

“Homework for Students”

by Scott Haddock, **Beta Kappa Chapter**, East Carolina University

I was recently in a class where I watched a video called *Race to Nowhere*. This was a great example of how schools put a lot of pressure on students. The video showed how many students were under pressure from school work. Some students were becoming physically sick because of the stress. As teachers, we must find a medium for the homework and pressure we put on our students. It is difficult for us as teachers though because we have stress from others to make sure that students understand the material. As a business and marketing teacher, I plan on not assigning a lot of homework. My teacher in high school only had us study as homework. Almost all of his students passed the Microsoft certification test. This is proof that homework is not always a key to success. Teaching well and planning is a key to success. Teachers must remember to be diligent with their students and work hard as a team. Sending a student home with work is not necessarily the best idea. Homework sometimes is needed, but too much can start to cause serious problems.



When I was in middle school, I had a lot of homework. I remember coming home and having to work on school work until dinner. I was hopefully finished by that point, but sometimes I still had to study or do more work. I thought it was so unfair. It was unfair to me that I could not do other activities I wanted. I could not spend time with my family as much unless they were helping me with my homework. It was a difficult time for me because I wanted to be a good student, but I felt like I was missing out. I do not want my students to ever feel the way I did. It is important students have fun while learning. This goes for in and out of the classroom. Students must be able to do fun things outside of school and homework.

Students need to learn and understand certain materials as they grow older, but they also need time to be a kid. It is unfair to take a person's childhood away from them. School should not be a place where students feel stressed or uneasy. As teachers we need to make some of our lessons more fun and less stressful. Adding a fun flavor to the lesson can be all a student needs to not feel stressed. Stress can cause multiple health problems. Why should we subject children to these problems? Students are not going to be able to learn when they are stressed. Many state that there has to be a limit because after a certain amount of time, there are no positive results from homework (Galloway, Conner, & Pope 2013). So too much homework may actually harm a student rather than help them. If a student is stressed, they may start to have test anxiety or be too focused on the stress and not even pay attention to the lesson they are learning. Katz, Buzukashvili, and Feingold (2012) all state how homework can often impact families' connections in a harmful manner. It is tough to learn or concentrate when you are focused on too many things.

I encourage all future teachers to watch *Race to Nowhere* and think about how they will assign work for their students. We cannot simply give our students homework and expect them to learn the material. Homework is helpful but too much can cause problems. When we are teaching business classes like finance, marketing, and other non-Microsoft classes, we will be able to give students homework. Sometimes we will have to assign homework, but we should never feel that we have to assign homework every night. I know this video made a great impact on me and I will remember it when I become a teacher. I will make sure my students do not feel too stressed, and if they do I will encourage them to discuss their issues with me. We must always be there for our students.

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Articles (continued...)

“Tips to get Families Engaged”

by Drew Bruner, **Beta Chapter**, Northwest Missouri State University

Getting and keeping students engaged is a necessity for teachers; but getting parents and families engaged is just as important. When families know what is going on in school, it can benefit both teachers and students. Forming a positive relationship with the parents of students could be useful in the future if there are situations that need to be resolved with the student. There are multiple ways to gain the engagement of families.

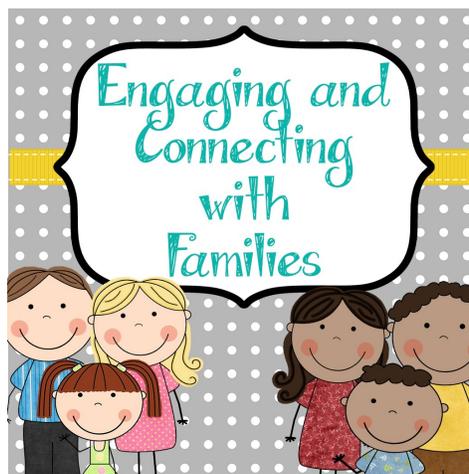
Having a pleasant, upbeat, and motivational attitude is an easy and effective way to build positive and productive relationships with parents. Having a pleasant attitude when communicating with anyone starts a relationship off on the right foot. Also delivering positive messages about the students can gain parental respect. Parental respect will be a teacher's ally if it is necessary to contact parents in the future about an issue with their child or if assistance by the parents is needed.

Getting a school district or building involved in electronic or social media is an essential part of today's world. A school building and district connected to Twitter, Facebook, or other social media can be a way to get families involved and keep them up to date on school events (Dietz, 2016). A small post saying what events are going on that week or a Tweet each day that keeps everyone up to date could be just enough to keep parents and patrons in the community informed about a school. An up-to-date school Web site with individual teachers having their own Web pages is good to have so parents know what is happening in the school and classroom and to know more about their child's teacher.

Engaging families and students can be challenging, but it is far from impossible. It takes a great deal of time, energy, and effort. However, it is so important and worthwhile to teachers, families, and students.

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Articles (continued...)

“Mentoring Alternately Licensed Teachers”

by Kurt Nickelsburg, **Psi Chapter**, University of Wisconsin—Whitewater

Increasingly, the number of teachers available for any given position is dwindling. It is anticipated that by the beginning of the next school year, California will have a shortfall of over 100,000 university-trained teachers, and many other states are reporting similar problems (Steadman & Simmons, 2007). In career and technical fields, this number has grown at an alarming rate. For example, Wisconsin will have only one university-trained professional for every four available positions this year, and this lack of formally trained teachers appears to be increasing (Johnson, 2016).

While many factors have created this shortfall, there has been a decided lack of success in stemming the tide. Since the development of the first alternative licensing program in 1983, it has become customary for states and school districts to take advantage of alternative licensing opportunities. Currently, over 20% of all teachers in America reached the profession through an alternative form of licensing (Walsh & Jacobs, 2007).

Alternative licensing programs vary from state to state, but share similar qualities in that industry professionals with little to no formal training are thrust into the role of teacher through the granting of emergency licensing or permanent licensing (Stephens, 2015). While many positive outcomes can be achieved from hiring an alternately licensed teacher, these individuals reach the profession relatively unprepared. For example, those involved in university programs can spend more than a semester in K-12 classrooms with a mentor who can provide on-the-spot feedback and a general release of responsibility from the cooperating teacher. In contrast, alternately licensed teachers are thrust into the role of educator typically without the benefit of intensive classroom experience. Given the nature of many public schools in which teachers can become “siloe” within their own world, alternately licensed teachers may become isolated from their university-trained colleagues and feel adrift within the profession and their schools (Walsh & Jacobs, 2007).

Since we are unlikely to see an end to the hiring of alternately licensed teachers, it will be incumbent upon those who have received formal training to assist in mentoring and setting up programs to assist these teachers. The university-trained business teacher is uniquely qualified to assist in this endeavor, as our field has a history of mentorship for training. Both as part of our programs and within the realm of the business world, the idea of mentorship for those joining a profession can help chart a course for our students into the world of business and as managers, charting a course for our employees future success.

While many alternative licensing programs and school districts claim to offer mentorship to these new teachers, only 1/3 of the programs and districts offer more than a perfunctory mentorship or assistance role (Walsh & Jacobs, 2007). However, alternately licensed business teachers will have been exposed to mentorship programs and the success they bring within the business world. These programs can be as simple as “defining goals,” “identifying mentors,” “designing training materials,” and “measuring results,” or they can be more complex (Huhman, 2015). Bringing these ideas to a school district, or at the very least our business education departments, can have a dramatic impact on the success of the department and in the development of young people.

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Articles (continued...)

“Testing Tips for Teachers”

by Missy Worrells, **Alpha Pi Chapter**, Mississippi State University

Creating a test from scratch is a process that is far more complex than any student realizes. A good test cannot be whipped up the night before it is administered. A teacher needs to allow several hours for preparation. One of the most challenging and rewarding classes I had in college was a semester long class that teaches strategies for designing and grading tests. *Evaluating Learning* is taught by Dr. Donna Gainer of Mississippi State University. She always passes on a bits of wisdom to help her students as they transition into first year teachers. Below is a collection of tips for creating a test from scratch.

Create the Unit

We want our students to have genuine learning experiences rather than teaching to a test, but at the same time we want to set our students up to succeed. When planning a new unit, create assessments before creating lesson plans. This will ensure the lessons and activities in that unit will help students build up the knowledge and skills they will need to do well on the test.

Avoid Fatigue

Make tests easier to grade by lining answer blanks up along one side of the page. Lay an answer strip next to the page and the blanks will line up with the key. It is also helpful to use a bright color on the answer key to help tired eyes distinguish between the key and the test.

Tricky Questions

Dichotomous choice questions are a great way to add variety, but try to avoid True or False questions. They are often confusing for students and cannot be used to accurately gauge comprehension. A better way to see what students have learned is to require them to correct a false statement to make it true.

Ordering Answers

Arrange multiple choice answers alphabetically. The answers will randomize themselves and remove the stress of determining how to arrange answers.

Bonus Tip: Have you ever heard students say that when guessing, the best answer to pick is C because it is most likely to be the right answer? Actually, the correct answer on a teacher written test is usually B. Once teachers become tired while ordering answers they will begin making the correct answer B on most questions. The reason? A is the first choice—that makes it too easy. C is too obvious. B then becomes the best choice. Alphabetizing choices prevents having too many B answers on the answer sheet.



Teachers have the power to influence student outcomes by making a few simple changes to the tests they create. By writing better tests, we become better teachers and our students will be better learners.

Reference:

All testing tips were obtained from Dr. Donna Gainer, who teaches at Mississippi State University in the College of Education.

Pi Omega Pi Announcements

2016 Pi Omega Pi Convention Meeting & Social

Pi Omega Pi National Council Meeting

Thursday, March 24, 2016

8:00 a.m. – 12:00 p.m.

Location: Suite 1545—Cosmopolitan Hotel

Pi Omega Pi Social

Thursday, March 24, 2016

5:30 p.m. – 7:00 p.m.

Location: Condesa 8 (2nd Level) - Cosmopolitan Hotel

Did You Submit a Proposal to Present at NBEA 2016?

Many thanks to all who submitted proposals for student-led and student-delivered presentations for the Pi Omega Pi sessions that will be held on Thursday, March 24, 2016. These presentations are excellent professional development activities. Presentations will be 15-20 minutes in length. Remember that a computer projector, overhead projector, screen, and Internet connection through a Verizon HotSpot will be provided. If other equipment is needed, it must be provided by participants.



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