



HERE AND THERE

National Newsletter PI OMEGA PI

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

Volume XLV

December 2002

Number 3

A Message from Melissa Schram

National Student Representative
Northwest Missouri State University

December has snuck up on us, yet again! I hope everyone has had a wonderful and fulfilling semester. Congratulations to those who graduated this semester; good luck to you. Also, with the spring semester upon us, there will be many of you student teaching. What a wonderful experience this is! Please feel free to contact me if you have any questions. I will be more than happy to help. Student teaching is such a wonderful experience. I wish you the best.

The school year is stressful, but rewarding. I hope that everyone has learned as much as I have this semester. As you make the transition from student to teacher, remember that you are not alone and every teacher has been exactly where you are. For those of you student teaching, it may seem overwhelming at first, but have confidence in yourself. You will do a wonderful job, as long as you are willing to put forth the effort.

Happy Holidays!

Pi Omega Pi
2003 Biennial Convention
April 17-19

President's Corner

Dr. Nancy Zeliff, President
National Council of Pi Omega Pi

Since our Society began 80 years ago, business education, public schools, and the training of teachers has dramatically changed. Progression and change is needed for organizations to survive. Traditions are important, but progress (not just survival) is imperative. With those thoughts in mind, the National Council asks Chapters to consider these suggestions for changes to Pi Omega Pi. We ask for feedback from Chapters to the Council members, **no later than February 1**. Therefore, when you return to campuses after the holiday break, please discuss these items and share your thoughts and ideas with the National Council.

Many of these suggestions may take the form of proposals to change the national Constitution and Bylaws. As outlined in those documents, Chapters must be notified at least 60 days in advance (by February 18, 2003) of any proposals of change. We ask your thoughtful and progressive thoughts!

National Competition Changes

Pi Omega Pi year would be changed to January – December. If this were to go into effect, it would begin with January 2004. **Rationale:** Current year is March 1 through February 28/29. With the competition ending in February, the National
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Please Note: There is a **new address** for the National Treasurer. Please use this address when you submit the new member form. Please **DO NOT** send Clarence White any items at Radford University. He is now in Knoxville, Tennessee.

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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: April, October, December, and February. Articles and news should be sent to:

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National Council 2001-2003

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Council and the judging chapter is hurried to complete judging and compute point totals for the National Convention. This is a concern when Easter falls in late March—giving these groups only one month to complete the competition awards. Chapters should find advantages to completing a competition year in the fall semester and beginning a new one in the spring semester.

Naming of the Top Ten Chapters would cease. Rather, all Chapters who complete a minimum set of required activities would be recognized as “Chapters of Excellence.” **Rationale:** Even financial incentives for Chapters to be involved in the National Competition have not proven successful. Chapter projects/reports may no longer be appropriate ways to show effectiveness and activity of local Chapters. Minimum requirements could include, submitting 3 of 4 Chapter activity reports to the *Here and There*, submitting 3 of 4 articles to the *Here and There*, and the completion and submission of an annual Chapter report (formally called the National Secretary-Historian Report).

Constitutional Changes

Article V – National Administration – Streamline the National Council to the following officers: President, President-Elect, Secretary-Treasurer, Editor, Student Representative, and Past President. **Rationale:** Most of the duties of the Secretary occur only at the National Council meetings. Delete the Historian title as the Secretary-Historian was previously combined. Although more representation on the National Council by sponsors is healthy, interest among sponsors to serve has not been overwhelming. Travel costs by Council Members to the annual meeting would also be reduced by one less Council member.

Article VIII – Dues and Fees, Section 1 - Upon installation, a Chapter will pay a fee of \$100. Chapters reactivating would have no reactivation fee. **Rationale:** For reactivation, no travel, lodging, or meal expenses of the installing officer would need to be paid. The new Chapter fee would

remain at the original \$100, and reactivating chapters would not pay a reactivation fee.

Various syntax and grammatical changes will also be proposed to various Articles.

Bylaws Changes

Article I – Establishment of Chapters, Section 1 – Sponsors must be a member of the local Pi Omega Pi Chapter or another chapter. Rewording of the requirements of departments and universities that have Pi Omega Pi would also be made. **Rationale:** Sponsors **need** to be members of the Society. Updating is needed in the description of environments in which business education programs exist and how teacher licensure is now granted.

Article I – Establishment of Chapters, Section 2 – Procedures for petitioning for a chapter. The procedures for new chapters will be updated. **Rationale:** There is interest to begin new chapters in Puerto Rico, and the Council feels the existing procedures can be simplified.

Article I – Establishment of Chapters Section 3 – To match the Constitution, the fee for a new Chapter will be \$100 with no travel costs of the installing officer that need to be paid. Reactivating Chapters would have no reactivation fee. **Rationale:** No travel, lodging, or meal expenses of the installing officer would need to be paid. The new Chapter fee would remain at the original \$100, and reactivating chapters would not pay a reactivation fee.

Article II – Membership – Members will be selected based on membership requirements as outlined in the constitution. Membership requirements of members will not change. **Rationale:** The voting by secret ballot and member-elect service references will be eliminated—leaving procedures for admitting members into local Chapters up to local chapters.

Article III – National Administration, Section 2 – As indicated in the Constitution changes proposed, the Council would be streamlined to President,

President-Elect, Secretary-Treasurer, Editor, Student Representative, and Past President.

Rationale: Most of the duties of the Secretary occur only at the National Council meetings. Delete the Historian title as the Secretary-Historian has been combined previously. Although more representation on the National Council by sponsors is healthy, interest among sponsors to serve has not been overwhelming. Travel costs by Council Members to the annual meeting would also be reduced by one less Council member.

Article III – National Administration, Section 3b – Not sending a chapter representative (student delegate, sponsor, alumni member) to three consecutive national conventions. *Three consecutive national conventions also include the Pi Omega Pi Breakfast held at the NBEA Convention in non-convention years.* **Rationale:** The Breakfast at the NBEA Convention in non-convention years was set up with this reason in mind. The statement in italics has never been added to the Bylaws.

Various syntax and grammatical changes will also be proposed to various Articles.

Remember to discuss these ideas with your chapter and provide feedback to any member of the National Council by **February 1!**

**Nominations
for
National Student Representative**

Chapters are asked to nominate a member for National Student Representative. Melissa Schram's term expires April 2003 at the convention in Dallas. A new student representative will be elected at that time.

**2003
Pi Omega Pi Biennial Convention
Wyndham Anatole Hotel
Dallas, Texas**

Combined Pi Omega Pi and NBEA Student Convention fee is \$90 and for Pi Omega Pi only it is \$40.

All Sponsors **MUST** register for NBEA separately and then pay the \$40 fee for Pi Omega Pi in addition.

Call for Papers

Chapters are encouraged to submit student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions on Friday, April 17. Please submit the proposal via email, fax, or mail by **February 15** to:

Dr. Ginny Richerson, President-Elect
Pi Omega Pi National Council
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3211 Alexander Hall,
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Chapter Activities

Beta Chapter

Northwest Missouri State University

Beta Chapter initiated five new members in October. The chapter is currently working on a Technology Workshop Day for the area 4-H groups in January. This is an opportunity for members and parents to work with web pages, PowerPoint, digital cameras, and much more!

Kappa Chapter

Indiana University of Pennsylvania

The Kappa Chapter of Pi Omega Pi has been working diligently to provide the IUP community with worthwhile projects. October brings the annual candy drive for the local organization, Chevy Chase Center. The Chevy Chase Center provides many services to the community such as computer and financial classes that Business Educators can appreciate. The Kappa Chapter collects Halloween candy from various locations throughout the community to provide non-profit organizations candy for its many trick-or-treaters.

In the month of November, the Kappa Chapter hosted a digital portfolio workshop in the Eberly College of Business, Indiana University of Pennsylvania. Business Education majors were invited to learn the basics of creating a digital portfolio through the use of Microsoft FrontPage. Digital portfolios are a great way to get recognized in the overcrowded job market and a necessary skill for all graduates. While at the workshop, students learned how to design a digital portfolio and what materials to include in it. Kappa Chapter treasurer Ken Wolfarth provided an excellent example of what the students should strive to attain in the look and feel of their digital portfolio.

Theta Chapter

Illinois State University

The Theta Chapter at Illinois State University held an initiation meeting in November. During the first part of the meeting, the chapter welcomed seven new members. Theta is excited about having these new members.

Later in the meeting, Dr. Margaret Erthal, Theta's Business Teacher Education Program Coordinator, presented "Thinking Outside the Box." Included in the presentation was an activity that provided members an unique opportunity to think critically about technology in Business Education.

Members also had the opportunity to attend the 40th annual Illinois Business Education Association Fall Conference in Springfield, Illinois, on November 7 and 8. The theme of the conference was "Changing Times Changing Lives." For some members it was the first opportunity to network with business educators on a large scale. During the conference, Dr. Glenn Bailey, Theta's chapter sponsor, made presentations on Microsoft Office Computer Integration Application for the Classroom and Microsoft FrontPage. Lisa Jacquot, Theta Chapter's Co-President, assisted Dr. Bailey with his presentations.

Theta Chapter is looking forward to having a great year, and also sending representatives to the national convention and the NBEA convention in Dallas in April.

Lambda Chapter

Fort Hays State University

This fall Lambda Chapter initiated two new members. The first activity was the annual Tiger Call. This is a fund raiser for Lambda. In November the chapter held a pizza party to get

to know each other better and made plans for the chapter's up-coming Christmas party. Lambda Chapter is looking forward to the spring initiation because several other students will be eligible to join. Lambda hopes to continue to grow.

Mu Chapter
Emporia State University

The MU chapter of Pi Omega Pi has been very busy. Several members participated in a float for the 2002 Emporia State University Homecoming parade in October. The theme was "Harvest Moon".

Members now have the opportunity to decorate two bulletin boards in the halls of ESU. Current members can stay informed and prospective members can learn about Pi Omega Pi and what it has to offer. Members donated canned food items to the Salvation Army in time for Thanksgiving. The group will also be doing a fundraiser for the Salvation Army in December. The shopping has already begun for the Salvation Army Adopt-a-Family program. Christmas presents as well as the traditional Christmas meal will be given to a family in need. Home Interior candles are currently being sold. This is a fundraiser for our chapter and the candles and accessories will be in just in time for Christmas gift giving.

Happy Holidays from Emporia State University
Pi Omega Pi.

Sigma Chapter
Southeastern Oklahoma State University

Sigma Chapter initiated two new members at the October meeting. One member volunteered to serve as an usher at the annual Dr. Linnie Ruth Hall Endowed Lecture. Members voted to sell candles through the holiday season to raise funds for travel to the national convention. At the November meeting, members discussed

Christmas activities and decided to collect and donate items for the local Crisis Center and to purchase a gift for an Angel Tree child. NBEA membership was discussed, and members were encouraged to join. Congratulations were extended to new member Morgan Young for being inducted into Cardinal Key, a national honor society for outstanding young women. The December dinner meeting date was set, and officer positions to be filled in January were discussed.

Psi Chapter
University of Wisconsin-Whitewater

Psi Chapter has been keeping busy as the semester moves along. The chapter's biggest event of the semester was their Local Project. This consisted of a Student Teacher panel at which over fifty students listened to current student teachers share their teaching experiences. The chapter enjoyed a Halloween social with their peers in the Marketing Education Association: hot cider was served and pumpkins were carved! Psi recently sold Kringles for a fundraiser to support the chapter's activities. Finally, the chapter held its formal initiation and was pleased to welcome five new members. Other upcoming events include a Holiday social with the Marketing Education Association, as well as a trip to the Wisconsin Business Education Association spring conference in Green Bay.

Alpha Beta Chapter
Eastern Kentucky University

In October, the Alpha Beta Chapter welcomed alumni member Dr. Myrena Jennings as a guest speaker. Dr. Jennings discussed the Kentucky Teacher Internship Program that is required for all first year teachers. Several members also worked in October to help establish an FBLA chapter in a regional high school.

In November, the club held three meetings. The first meeting was held to discuss the progress of

on-going projects. A guest speaker, Mr. Jon Akers, spoke at the second meeting and discussed his experience as an educator for thirty years. The last meeting of the month was a working meeting for officers. Plans were also finalized for a Christmas banquet with all student business organizations.

Alpha Delta Chapter
Bloomsburg University

The Bloomsburg University chapter of Pi Omega Pi met monthly to discuss chapter activities. Four new members were initiated into the chapter. Fundraising activities included "working at Dorney Park fundraiser," candy bar sale, 50/50 ticket sale, and candle sale.

Preparations are underway for the last meeting of the semester on December 4, 2002, which will also incorporate a pizza party and the drawing for the 50/50 ticket winner.

Future plans for the spring semester include a "teacher panel," additional fundraising activities and preparation for travel to the NBEA/Pi Omega Pi Conference in Dallas, Texas, in April.

Alpha Pi Chapter
Mississippi State University

The Alpha Pi Chapter recently conducted a Pi Omega Pi Deli Delivery Service for the faculty and staff of Mississippi State University as a fundraiser to help raise money for NBEA in Dallas. The Chapter also raffled donated concert tickets as a fundraiser. Both fundraisers were a success. A third fundraiser is in the planning process to implement next semester. Thus far, all chapter members are making plans to attend the conference. The chapter sponsor, Dr. Connie Forde, held a holiday dinner for Alpha Pi members at her residence. It was a joyous dinner and greatly appreciated. The chapter has completed two projects, and has planned to implement a third project.

The Alpha Pi Chapter of Pi Omega Pi wishes all chapters a safe and happy holiday!

Alpha Psi Chapter
Bowling Green State University

The Alpha Psi chapter at Bowling Green State University has been extremely busy this semester with classes. In the time Alpha Psi has devoted to Pi Omega Pi, they have been able to create a bulletin board in the education building of Bowling Green State University. The chapter completed the bulletin board in time for Parent's Weekend on campus, so they could promote the business education program at BGSU. Alpha Psi has finished the student organizations web pages for the BGSU business education department website, and is looking forward to it being published soon!

Beta Kappa Chapter
East Carolina University

The Beta Kappa Chapter met on November 18, 2002, to continue work on the National Project. In addition to working on the National Project, the chapter is busy planning an annual Christmas Dinner and Fall Induction ceremony to be held on December 10, 2002. The chapter will be inducting three new members this fall.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has been working on different projects for Pi Omega Pi and doing lots of fundraising. The chapter is selling Koozies to help fund the trip to Dallas in the spring. During the December meeting, Zeta Eta chapter will initiate new members as well as have a Christmas party. January will be a busy month as members work on the national project and finalize the details.

Member Articles**Business Simulations; Active Learning for Students** _____**Taya Moore**
Beta Chapter

Northwest Missouri State University

As educators, or soon-to-be educators, we are always trying to find new ways to teach information to students. New, creative ways of teaching can help to keep the topic interesting, and putting a little fun into the equation never hurt either. I know, as a business education major, I am always trying to find ways to make learning a fun experience. Well, there is now a new and innovative way to teach students, a computer simulation. Everyone has heard of learning how to fly a plane by using computer simulations; now there is a way to learn how to become a better manager via computer simulations.

Companies are now buying simulation software to help prepare managers for certain situations, and some predict that it will be very useful to teach skills to new employees or students that are choosing to go into the business field. Ulrich Boser discusses how companies are using the software to train their employees.

Individuals learn by repetition and often times by making mistakes. Simulations can help prepare students for the real world by allowing them to be in situations and experience the consequences and results. Learning from the simulations may prevent mistakes in the real office and business setting. Although it will surely not prevent all mistakes from happening, it could greatly benefit those using the computer programs.

Now that the software is available for these business simulations and is becoming more reasonably priced, this could become a valuable teaching tool in the future. Not only can universities use simulations to prepare their students, it is now affordable for secondary business education programs. Simple business programs could help students learn what it is really like to work in a particular career path and position. Simulations allow learners to experience what one would come in contact with on a daily basis.

Simulations also reinforce the use of technology. Using technological resources to the fullest and getting students involved in simulations of common business situations is a perfect way to engage the learner. Although these simulations will not take over the power of textbooks and teachers, they could certainly be a helpful addition. Not only would they be educational, but fun. Keeping students interested is part of the battle that can be won by incorporating simulations. After all, people learn a lot when they are involved and having fun.

Boser, Ulrich. "Gaming the system, one click at a time." *U.S. News and World Report*. Oct. 28, 2002: p60

Applying the Four Functions of Management to the Classroom _____**Jennifer Owen**
MU Chapter

Emporia State University

There are four basic functions that a manager should utilize in order to be an effective leader. I believe that these management concepts can also be applied to the classroom, because a teacher is essentially a manager (defined as someone who works with and through other people by coordinating their work activities in order to accomplish organizational goals).

The first function of management is planning. At this stage, teachers, who are also managers of the classroom, must define their goals for the school year and prepare lesson plans that integrate these goals. Alternative strategies for meeting goals should be established. Teachers must also make adjustments to lesson plans for students with special needs.

The second function is organizing. Organizing involves determining how tasks are to be grouped. For a business teacher this might mean determining at what level of achievement and learning the students are and giving them appropriate assignments as a result of this assessment.

Leading, the third function, entails motivating students, dealing with behavioral problems, communicating effectively, and being a positive adult influence.

The final function of management is controlling. Monitoring the performance and comprehension of the students would be an example of this function. Teachers can monitor performance through tests, although I don't believe that this should be the primary means of monitoring a student's performance, because certain kinds of testing are not always an accurate measurement of comprehension.

Planning, organizing, leading, and controlling are crucial functions in the management process. These concepts are also relevant to the education process. As a future business educator, I feel that it is important not only to teach these concepts, but also to manage the classroom as an example of these functions.

Robbins, Stephen P. and Coulter, Mary, *Management*, 7th Edition, Prentice Hall, 2002.

Student Teacher Panel

Julie Rasmussen
Psi Chapter

University of Wisconsin-Whitewater

On November 6, 2002, the Psi Chapter of Pi Omega Pi at the University of Wisconsin-Whitewater held a Student Teacher Panel on campus. There were two student interns who spoke about the experiences they were having in teaching. They discussed such things as the difference between internships and student teaching and advantages and disadvantages of both. They also talked about other topics such as grading, talking with parents, discipline, what to do when you do not know the material as well as you should, and classroom management. The panel was available to anyone who wanted to attend, although it was aimed towards business education majors. It was a great success, with more than 60 people attending. The Student Teacher Panel has become an annual event for Pi Omega Pi, serving as Psi Chapter's community project. During each of the past three years, the event has grown. We look forward to another successful event next year.

MAT Program Offers Professionals a Second Chance

Jennifer Allen
Alpha Beta

Eastern Kentucky University

In response to the teacher shortage, many colleges and universities are now offering a Master of Arts in Teaching degree. This new option is a blessing for those individuals who select a career path, and then after a few years in the business world, decide that field was not conducive to their personal plans. Whatever the reason, many professionals have decided to change careers and become teachers. I am one of those people. After seven years in the business world as an auditor for a major corporation, I am now getting a second chance to pursue another career. I am going to be a business education teacher!

In the past, certification was available through the normal course of classes, but now there is an exciting new alternative. Through the MAT program, a graduate receives his or her masters, certification, and a Rank II.

Not including pre-requisites, the program consists of 39 hours, including 12 hours of upper division content area courses, and a semester of student teaching. Students have two choices available: complete the program in 15 months, or take a job as a teacher, and take two years to complete the program. If you choose the second alternative, you receive a temporary two-year certificate, but would need to have some graduate courses already completed. The second choice is a wonderful alternative, but much more difficult than it sounds.

All of my fellow MAT students have undergraduate degrees in business, yet we all look forward to our new careers as teachers. We are regularly asked why we would want to leave our jobs to become teachers. There are several answers. Despite the fact that teachers put in long hours, may never get rich, and at times will not be appreciated or recognized, there are numerous benefits. In our business professional jobs we were tied to our desks. Long hours were the norm, and we often took work home to complete. But how often did we get the chance to touch a life? How often did we get to make a difference in the world in which we live? How much time did we get to spend with our families? The education that we will be providing will be the catalyst and basis for the foundation that the child will build upon throughout his or her entire life.

Teaching is a very demanding career. I had no idea of the amount of time and work that goes into creating a good lesson, and I realize I still have much to learn as I head into this new frontier. The difference is that I am excited and looking forward to going to work. Once I complete my studies, I hope to be the teacher that sparks the students' interest in the who, what, where, and why of how things work, and to show them how the concepts learned will relate to the real world around them. I look forward to not only being challenged, but challenging my students as well. I am going to have the incredible opportunity to help a young person become who they want to be. What more could you ask for from a job?

Teaching areas for which this program is available include: art, biological science, business and marketing, English, family and consumer sciences, health, mathematics, music, physical education, physical science, social science, Spanish, and technology education. In order to be admitted for candidacy to the MAT degree, students must have achieved or completed all of the following: clear admission to graduate school, 3.0 GPA in first nine hours of course work, passing GRE scores, and passing Praxis scores. For a graduate catalog, call 859-622-1742 or visit www.eku.edu.

Student Teaching

Marietta Kotch
Alpha Delta

Bloomsburg University

Student teaching is a requirement for all initial teacher licensure programs. It is considered to be the culminating experience in teacher preparation. In reality, however, it is but one more step on the journey toward becoming a professional educator.

During student teaching, the student teacher, cooperating teacher, and university supervisor function as colleagues and work together as a team. The cooperating teacher serves as a mentor, model, coach, and collaborator. The university supervisor, as the primary liaison between the university and the cooperating school, serves as a resource and facilitates the transition from "university student" to "student teacher."

In researching articles written by student and cooperating teachers, I have found some tips that might be helpful before, during and after your assignment:

- Make arrangements to meet your cooperating teacher a few days before your student teaching assignment is to begin. This will relieve you of a lot of the first day stresses such as where's the lunchroom, etc.
- Prepare a "biography" of yourself for your cooperating teacher. Include your name, e-mail, phone number, supervisor's name and other pertinent information.

- Familiarize yourself with the school in which you are assigned. Research their web site, find out who the principal is, the mission statement of the school, etc. This will give you a good understanding of where you are going to be for the next 12 to 15 weeks.
- Prepare a letter introducing yourself to your students and parents. This does not have to be lengthy, but it should include your role in the classroom, your educational background, and it should stress your appreciation and availability to students and parents.
- Review the curriculum. The cooperating teacher should know the topics for which you will be responsible and an approximate timeframe in which you will be teaching the lessons. Ask for teacher editions and workbooks to gather facts and ideas.
- When you begin your student teaching assignment, get to know the staff around you. This will help to make you feel more comfortable.
- Don't be afraid of making a mistake or asking questions.
- Attend all staff meetings and parent meetings if possible.
- Always be professional. You never know when a position could open up or who is watching you.
- Dress as professionally as your budget allows. Although a student teacher, you are still a *teacher* and need to portray that image.
- Always be willing to stay after school or come in early to help the students academically.
- Purchase a journal and leave it in the teacher's lounge with a note asking all the other teachers in the building to share their favorite teacher tips.
- Send thank you notes to your cooperating teacher, school principal, university supervisor and all others who assisted you during the assignment.

There's a great place on the Internet to obtain more information about student teaching experiences. You can even chat about your student teaching questions and observations. Go to http://teachers.net/mentors/student_teaching/. You can view other student teachers' questions and concerns, read their responses and/or submit a question or concern of your own.

I wish you the best of luck on your final journey to becoming a professional educator. Enjoy this experience – you will learn so much!

A to Z Teacher Tips: Student Teaching. Retrieved November 29, 2002, from <http://www.atozteacherstuff.com>

Student Teacher Chatboard. Retrieved November 29, 2002, from http://teachers.net/mentors/student_teaching/

Ten Tips for New Teachers. Retrieved November 29, 2002, from <http://www.teachersfirst.com/tenpoints.shtml>

National Board Certification: An Opportunity to Excel _____

Steve Barrington
Alpha Pi

Mississippi State University

A teacher who is certified by the National Board for Professional Teaching Standards is a symbol of professional teaching excellence. Teachers are required to participate in several exercises that are to help increase the knowledge and the skills that teachers practice. The National Board recognizes teachers that show a high level of commitment and show effective ways to enhance student learning. The National Board evaluates teachers on five levels. The levels are as follows (1) teachers must be committed to students and their learning,

(2) teachers must know the subject they teach and how to teach those subjects to students, (3) teachers must be responsible for managing and monitoring student learning, (4) teachers must think systematically about their practice and learn from experience, and (5) the teacher must become a part of the learning community. Being a part of the National Board Certified Teachers stands for professionalism in schools, and it is considered a very high honor.

During the 2000-2001 school year, Mississippi had 405 teachers earn the highest professional credential in the field of teaching, which is to be certified by the National Board for Professional Teaching Standards. Mississippi has a total of 1,159 teachers that have received this prestigious status. This places Mississippi sixth in the nation in the number of nationally certified teachers. Every teacher in Mississippi that has been nationally certified was required to complete a series of exercises to prove that they could be recognized for having the five levels in their classrooms that were mentioned earlier. Becoming nationally certified has its advantages in the long run. In Mississippi, teachers who receive the national certification receive an annual \$6,000 salary increase throughout the ten-year life span of the certificate. Mississippi will also reimburse teachers for the \$2,000 cost of participating in the program. All teachers are reimbursed upon completion of the program in Mississippi, even if the teacher does not receive the certification.

A teacher who becomes nationally certified is looked upon as having reached the highest of positions in the teaching profession. Becoming nationally certified has its advantages and maybe being nationally certified is the right thing for some to do. Every teacher should have an opportunity to be nationally certified, and if a teacher has that opportunity, they should not pass it up. Becoming nationally certified is a way for teachers to raise the bar in their classrooms and to show their students that hard work does pay off.

Mississippi Department of Education. Retrieved November 24, 2002, from <http://www.mde.k12.ms.us/extrel/news/nbc.htm>

National Board for Professional Teaching Standard. Retrieved November 24, 2002, from <http://www.nbpts.org/about/coreprops.cfm>

Writing a Letter

Amber Mauk
Alpha Chi Chapter

Eastern Illinois University

Good communication helps a writer get his or her audience to understand and react to a message. When writing a letter one should consider the audience, how they will react and respond to the message, and what the writer wants them to do. One should start a letter by stating the main point. In other words, tell the reader why you are writing to them. Then go into more detail about the main point. For example, explain the meaning, and give dates and times of when events are going to happen. The reader should have no questions or misunderstandings about the subject being discussed. The letter should end on a positive note. Keys to remember when writing a letter: keep it simple, use effective words, and be reader orientated by using words like you, instead of I.

Fostering Creativity in the Classroom**Veronica Hooper**

Alpha Psi

Bowling Green State University

Creativity in an organization is becoming a necessity in this day and age. If educators included creativity in their daily lessons, this could possibly assist students in becoming creative thinkers in the workforce. When managers are deciding whom to hire, they are going to be more impressed with prospective employees who have creative ideas compared to those who do what they have to do and only that. The idea that employees need to be creative leads back to the classroom. If educators begin to give students the creative classroom atmosphere, then the employees of the future may have what they need to become creative thinkers.

M. Driver presented a study about preparing students in business education to be creative thinkers when entering the labor force. This study was conducted by using creative instructional methods in four of her college management courses and was based on Driver's study of thirteen characteristics that should be followed when trying to incorporate creativity in the classroom. Those thirteen characteristics are "allowing time for creative thinking, rewarding creative ideas and products, encouraging sensible risks, allowing mistakes, imagining other viewpoints, encouraging explorations of the environment, questioning assumptions, refraining from evaluating/judging, fostering cooperation rather than competition, offering free rather than restricted choices, encouraging dissent and diversity, setting students up for success rather than failure, and requiring little if any rote learning" (Driver 29). Classes were conducted by encouraging students to think creatively, and lectures were designed to encourage diverse interpretations from the students. A survey was distributed to find out if students felt that they were encouraged to be creative thinkers.

This article is significant for business education because incorporating creativity into instructional teaching is a great way to get students prepared to work creatively in organizations. By promoting creative thinking in the classroom setting, business educators are allowing students to become aware of how to think creatively. This will help students once they obtain employment in an office and are asked to find a creative way to complete a task.

Through critiquing this article, I have become aware of some characteristics that will help me, as a future educator, to incorporate creative teaching methods into my classroom. I agree with Driver's (2001) study that a creative environment will promote creative thinking in the future. Overall, this article was very interesting and relevant to my life now and in the future. When writing lesson plans, I will always think back to this study and remind myself to think creatively in order to guide my students in the right direction.

M. Driver, *Journal of Education for Business*, (September/October 2001), 28 – 33 Fostering creativity in business education: Developing creative classroom environments to provide students with critical workplace competencies, pp 28-33.

The Influence of School Law on Teaching**Jennifer Diggs**

Beta Kappa

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Introduction to Teaching by Kauchak, Eggen, and Carter, contains a lot of useful information about laws and limitations for teachers. The legal system influences the way teachers must react in certain situations. Some

of the laws are stated very broadly and teachers must use their own judgment in how they should react. This article will discuss some of the most important laws for teaching.

Five laws influence the rights and responsibilities of teachers: employment, academic freedom, copyright laws, teacher liability, and teachers' private lives. Employment laws include licensure requirements and contracts. Licensure requirements are designed to make sure that teachers meet satisfactory levels of teaching competence and are fit to work with youth. The contract is a legal agreement between the teacher and the school or school system. Academic freedom gives teachers the right to choose teaching methods and content based on their own judgment. Next are copyright laws; these laws protect the property of authors. The copyright law limits to what teachers can copy and the quantity they are allowed to copy. Teacher liability is the extent teachers go to in order to protect the safety of the students. In addition, there are laws in effect that protect the private lives of teachers and insures that this will not affect their teaching status.

This book also discusses the legal issues surrounding religion in schools. These include the topics of school prayer, the allowance of religious clubs and organizations in the school, and religion in the curriculum. Currently the law does not permit any organized prayer in schools because it is unconstitutional. Religious student organizations and clubs are allowed in secondary schools and they must receive the same treatment as all other non-curriculum-related clubs and organizations. Public schools may not teach religion, but they may teach about religion in a secular context.

In addition to the laws that govern education and the teaching profession, there are also many laws that protect the rights of students. The rights of students include freedom of speech, permissible search and seizure, students' records and privacy, corporal punishment, students' rights in disciplinary actions, and protection of students with AIDS or other disabilities. It is important for teachers to be aware of their students' rights and allow them to exercise their rights.

I agree with the rights and the responsibilities of teachers because you cannot just throw anyone into the teaching profession. The employment laws are great because they help rule out those who cannot successfully teach. The only thing I really don't agree with in this chapter is the copyright on copying documents. I understand that authors want to make money off their product, but some schools cannot afford to order fifty workbooks for each student. The textbook states that teachers can only make a certain number of copies of the material. I believe this law is probably broken a lot because some schools don't have the money to supply certain materials for class. Teachers also use the books to incorporate extra material into the lesson. This requires them to copy materials but this is limited with the copyright law. I could understand if the teacher was using the information for resale, but they are using the information to influence different points of view, or just to help students get a better understanding of a subject matter.

This book has taught me a lot about the laws and responsibilities of teachers. I have a better understanding of what teachers can and cannot do in the teaching field. Although I disagree with the copyright law, I did find some laws and responsibilities in this chapter very helpful.

Introduction to Teaching: Becoming a Professional by Donald Kauchak, Paul Eggen, and Candace Carter,

A Teacher Homepage _____

Kellie Smith
Zeta Eta

Kansas State University

Having a teacher homepage can be very rewarding if done correctly. Start with a welcoming message that invites the visitor. There should be at least two links on the page—one for students and one for parents. What a great way to help the students stay on task and know what they missed if they were sick or at a school event. It is also an excellent way to keep in touch with parents and let them know what is going on in the classroom.

You can post things such as a calendar of events, project descriptions, deadlines, test days, etc. For tests, teachers can post the class average but it isn't recommended that test scores or individual grades be placed online. If a teacher has written permission from the parents, you can take digital pictures of the students hard at work or even take pictures of projects they have worked on in class.

If there are websites that are used in class frequently or websites that will be useful to the students, they can be posted to the teacher's website as well to make them more accessible. An advantage to using links from the teacher's site is that they aren't wandering the Internet trying to look for a website the teacher wants and having students finding all kinds of surprises. The teacher should also include a link of his/her e-mail address and have phone numbers posted so students and parents do not have problems getting a hold of them. If a teacher is involved in extra activities such as student council or a sporting event, she or he can display that information as well.

Delta Pi Epsilon

What is it?

Why is it Important to Future Business Education Teachers?

Dr. Ginny Richerson

Pi Omega Pi

President-Elect

Soon many of you will be graduating and joining the ranks of the greatest teaching profession of all - business education. You might be wondering what is life after Pi Omega Pi. The answer is to join Delta Pi Epsilon.

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As of December 2002

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