

WISCONSIN BUSINESS EDUCATION JOURNAL

Spring 2002

Volume 50 Number 2

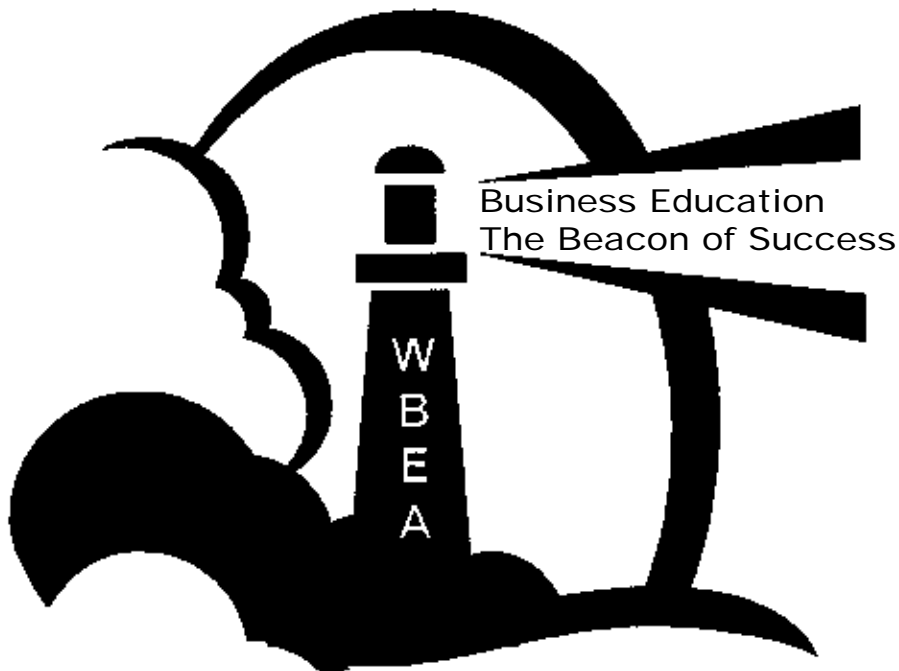
<http://www.wbeaonline.org>

ON THE INSIDE: Message from President / Spring Convention / Tips and Tricks / Executive Board Candidates / Member News / Perceptions of Educator Externships

2 0 0 2

S p r i n g

C o n v e n t i o n



Business Education
The Beacon of Success

WBEA

F o n d d u L a c

April 25-27, 2002

Don't Miss Out

Registration Due March 20

Change Your Bookmark!

The WBEA website has a new name, a new look, and new features. We will be adding more interactivity and links. Please submit ideas and feedback about the new website. We want to build a website that keeps our members updated and informed.

www.wbeaonline.org



WISCONSIN BUSINESS EDUCATION JOURNAL

www.wbeaonline.org

News from Wisconsin Business Education Association

Notes from the Editor	2
Message from the President	3
2002 Spring Convention Highlights	4
2002 Spring Convention Schedule	5
2002 Spring Convention Tours and Workshops	6
2002 Spring Convention Sectionals	7
2002 Spring Convention Sectional Details	8
WBEA Executive Board Candidates	10
2002 Spring Convention Registration	11
WBEA 2001-2002 Membership and Application	13
WBEA Forms and Deadlines	14

News from other Business and Education Associations

NCBEA and ISBEA News	15
Post-Secondary News	16
DPI and FBLA News	18
WBEA Member News	19

Editor:

Lisa Olson

Research Editor:

Harriet Rogers

Business Manager:

Mark Probst

WBEA Executive Board

WBEA Executive Board Action Summary	22
-------------------------------------	----

What Research Tells Us

Perceptions of Wisconsin Educators Toward Workplace Skills and Competencies through Educator Externships	23
---	----

Tips and Tricks

Job Interview, Shared Folders and Job Campaign	29
--	----

Wisconsin Business Education Association Directory

Executive Board	30
District Representatives	31
Representatives and Additional Appointments	32

Circulation: 800

WBEJ is published three times each year by and for the Wisconsin Business Education Association.

Deadlines for WBEJ

Newsletter May 6, 2002
Fall August 15, 2002
Spring January 15, 2003



Send materials to:
Lisa Olson
Hartford Union High School
805 Cedar Street
Hartford, WI 53027
262-673-8950 Ext. 300
262-673-8943 FAX
lisa.olson@huhs.org

Welcome to another issue of the Wisconsin Business Education Journal, an excellent opportunity for business educators to share their thoughts and ideas relating to business and marketing education. The WBE Journal is a refereed journal. Please read the "Call for Articles" in this issue for more details about submitting articles.

In this issue, you will notice some changes to the content of the journal. I have added a Tips and Tricks section where members are encouraged to submit ideas to share with fellow business educators. I have also added a Member News section to highlight accomplishments of our WBEA members. This section also highlights an outstanding idea or concept in a business education program. I encourage all of you to submit ideas and articles for these sections.

Another change in this issue is the absence of printed forms. With the unveiling of our new website URL and look to the website, I strongly encourage all members to visit the WBEA website. All forms are available in Microsoft Word and Adobe Acrobat (.pdf) format. This means you don't have to pull out the 'ol typewriter to type your forms. You will be able to key directly on the online forms. At this point we are not accepting payment or submission of forms online, but please look for these features in the future. Current and back issues of the WBE Journal will also be available online.

Please note the following when submitting materials to WBEJ:

- ▶ If you are sending materials on disk or as an e-mail attachment, a hard copy would also be appreciated.
- ▶ If you are including a photo, black and white is preferred. If you are sending a digital photo or have scanned in the photo, please use **at least 240 dpi** for the resolution.
- ▶ Please remember to inform Sandralee Thiele, Membership/Information Processing Officer, of any address or name changes. Doing so will assure that you will receive all the WBEA mailings. The membership year runs from July 1-June 30. Check your mailing label for P01-02 to see if your dues are current. If not, please use the membership renewal form in this issue to update your membership.
- ▶ If you are aware of any WBEA member who is not receiving their copy of the WBEJ, please contact me. If you have an address change after you have paid your dues or if you are a lifetime member, please contact Sandralee Thiele, Membership/Information Processing Officer.

Serving as the WBEJ Editor is a rewarding and enjoyable experience. Just a reminder that the deadline for the Spring Newsletter is May 6, 2002.

Susan Sharkey
2001-2002 WBEA President



Professional Goals

The start of a new year is usually a time for people to set personal goals for the upcoming year as well as a time for reflection of the past year. I encourage you to do the same professionally. What is your vision for your professional life and/or your Business Education Department? How do your goals match the mission and objectives of WBEA? Do your actions keep you on track or create busy work that slows down your progress?

Students of Steven Covey's 7 Habits of Highly Effective People are encouraged to complete an exercise to determine what actions are urgent, important, or unimportant. The idea is to concentrate the majority of our limited time on the actions that are important before they become urgent. Often this is easier said than done. As you go about your activities, mentally decide the category. Reflect how the "urgent" items can be prevented in the future.

I hope you find an appropriate balance to continue your enthusiasm for quality teaching while at the same time participating in activities that refresh your energy.

Keep Us Informed

If you know of a state business educator who has been honored with an award, appointment/election to an office, or unique experience, let us know so we can spread the good news. Send your information to the WBE Journal editor, Lisa Olson, or me prior to the journal deadlines. We would like to recognize our members' accomplishments in upcoming WBEJ issues.

Share Your Ideas

Why reinvent the wheel if you have found a successful project or strategy? If you have a clever way to present a topic, increase student participation, integrate skills, or manage resources, share this with WBEA members in upcoming publications. Send your ideas to Lisa Olson for publication in the journal.

Spring Convention – April 25-27 – A Time for Renewal in Fond du Lac

Janet Allison and her Convention Committee are enthusiastically finalizing plans for the Annual Convention at the Holiday Inn in Fond du Lac. Interesting tours, workshops, and sectionals have been planned to keep you up-to-date on trends in Business Education. Topics include: sports marketing, accounting monopoly, PowerPoint, elementary keyboarding, National Board for Professional Teaching Standards, and speech recognition. Check out our web site <http://www.wbeaonline.org> for details and registration information. Contact jallison@bloomer.net if you are interested in facilitating a sectional (no prep work, and you are assured a seat and handouts at the presentation).

I look forward to seeing you in Fond du Lac!

CONVENTION 2002
HOLIDAY INN FOND DU LAC
APRIL 25-27



Plans are nearly complete for the spring convention. The committee hopes you will come to participate. We have a great program planned for you starting on Thursday, April 25 with business tours and hands-on workshops.

Janet Allison, Convention Coordinator



THE HOTEL: As you enter the door, you will feel the cozy welcome of the Holiday Inn. The warm fire in the fireplace, the friendly faces at the registration desk, and the large area surrounding the pool are ready and waiting for you. Room rates match the State rate of \$62 single and \$72 double. (To be tax deductible, you must provide your school's tax number.) Call 920.923.1440 for reservations and tell them you are with WBEA. In your room you will find a hair dryer, coffeemaker, microwave oven, and refrigerator.

REGISTRATION: The official registration flyer will be mailed to you in February. Please follow the directions carefully to ensure that you are enrolled in the correct workshops, tours, etc. Kathy Krueger is in charge of registration this year. Her registration booth will be located in the pool area on Thursday and Friday, as will be the exhibits. The registration deadline is March 20. On-site registrations are possible, but the fee increases and luncheon tickets may not be available. School purchase orders cannot be accepted as payment. In the past, we have not always been able to secure funds that were promised on purchase orders (can you believe that?)

ENTERTAINMENT: Once again, Thomson Learning (South-Western Publishing Co.) will sponsor a pizza party on Thursday night after the exhibits close. Friday night we will board busses to travel to Fond du Lac's Lighthouse for an indoor picnic and entertainment. The hotel has a DJ in the pub for your enjoyment after the lighthouse experience. Saturday morning, early, the Russ Hosler Fun Run/Walk will take place. It is sponsored by Dr. Mary Margaret Hosler and Glencoe/McGraw-Hill Publishing Company. Be sure to register and pay for this event if you wish to participate. Your registration fee will be returned when you arrive on Saturday morning. (By charging a registration fee, we know how many T-shirts to order.) Refreshments will be served to participants, and \$50-bills will be awarded to three lucky early birds.

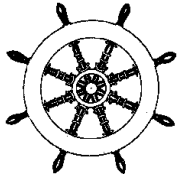
WORKSHOPS, TOURS, AND SECTIONALS: Please refer to the charts included at the end of this article to see what has been planned so far. A few changes may be made before April, but these titles will give you a pretty good picture of the topics that will be addressed.

MEAL FUNCTIONS: Menu choices always receive "comments" on the evaluation sheets. We have selected a meatless item as a choice for both Friday and Saturday. The cost is as reasonable as possible. On Saturday WBEA presents awards to its outstanding educators and, for the first time ever, the Russell Hosler Award will be awarded to a deserving nominee. Cathy Probst has agreed to provide soothing piano music for us again this year.

Schedule for 2002 WBEA Convention

Thursday

2:00 Busses Leave for Business
Tours & Workshops
4:30 Busses return
5:30-8:30 Convention Registration
5:30-8:30 Exhibits Open
6:30-7:00 WBEA Board Meeting
8:30-10:00 Pizza Party

**Friday**

7:30-3:30 Registration
8:30-5:30 Exhibits
8:30-10:30 Opening Session
10:30-11:15 Coffee Break in Exhibit Hall
11:30-12:15 Sectionals
12:15-1:00 Exhibits
1:00-1:45 Lunch
1:45-2:15 Cookies in Exhibit Hall
2:15-3:00 Sectionals
3:15-4:00 Sectionals
4:15-5:00 Annual Business Meeting
5:15 Door Prize Drawings in Exhibit Hall
5:45 Busses leave for Friday Night at the Lighthouse

Saturday

6:30 a.m. Russ Hosler Fun Run/Walk
7:30-9:00 Registration
8:30-9:30 Opening Session (no breakfast)
9:45-12:00 Hands-on Workshops
9:45-10:30 Sectionals
10:45-11:30 Sectionals
11:30-12:20 Hotel Checkout
12:30-1:45 Awards Luncheon
2:00-3:00 WBEA Board Meeting

KEYNOTERS: Matt Glowacki will open the convention on Friday morning. Matt is from Sun Prairie. His birth drew attention because even though he was healthy, Matt was born without legs. That certainly hasn't kept him from participating in athletic events, forming a variety of successful businesses, earning the rank of Eagle Scout, and much more. Matt has addressed many school audiences on his mission to educate. His philosophy is that expectations are the guideposts to reaching potential. He was recently pictured in my local newspaper playing basketball with a high school athlete. I'm sure you will find his address very stirring.

Bryan Albrecht is the Saturday morning keynote speaker, sponsored by Delta Pi Epsilon. Bryan is a Department of Public Instruction Division Director. In this position, he is responsible for state and national leadership in Career and Technical Education. A few of his many achievements include the administration of a team of 30 professional staff with the responsibility of administering more than \$20 million in school aid funding. He serves on many state and national boards and councils that govern education and workforce development. Bryan has provided comprehensive leadership in establishing Wisconsin's School-to-Work System, including the implementation of a \$27 million federal grant, technical knowledge and support in the design of the Youth Apprenticeship Program, Tech Prep, and Wisconsin's career guidance initiatives. Bryan is a forward-looking person who will alert us to future developments in our profession. I'm sure you will find this address very interesting also.

EXHIBITS: Once again Mark Probst is scouring the area for exhibitors. He has found several new exhibitors whose wares we hope will interest you. To entice you to visit the exhibit area, coffee and cookies will be served in the exhibit area around the pool.

DOOR PRIZES: There will be many opportunities for you to win. Look for the drawing schedule in your registration materials when you arrive.

THE COMMITTEE and I hope that you will make plans to attend the 2002 WBEA Convention. Committee members are Bob Bohnsack, Mary Lou Donnelly, Mary Alice Eisch, Kathy Kiger, Kathy Krueger, Ann Marquardt, Marilyn McAdams, Mark Probst, Sue Sharkey, Bonnie Smith, Sandralee Thiele, Tina Trumbower, and Jennifer Wegner. If you have questions, please e-mail me, jallison@bloomer.net and I will try to answer them for you.

Thursday and Saturday Tours and Workshops

Thursday Tour

1 Tour of Kristmas Kringle Shoppe Jerry Mielke	Hand-blown glass ornaments, collectibles, and more! Tour with the owner to discover the story behind the store. A fascinating peek at international trade and the collectibles industry.
--	--

Thursday Workshops

2 Blackboard: The Basics Terri Langen, Fox Valley Tech College	This session will introduce participants to Blackboard, courseware widely used for delivering full-blown courses and for housing resources for courses and training sessions via the Internet. Included in the overview is a look at fully developed courses and resources for traditional classroom-based courses. The session will also introduce participants to the work area used by instructors to design, develop, and deliver their Blackboard courses and resources.
3 Video Capture and Sound Editing on the PC Denise Leong, Waupun Schools Marian College	Learn how to capture video from a VCR and edit the clips for use in programs such as PowerPoint using the Dazzle Video Creator hardware and software. Also learn how to download MP3 music files, rip CD's, and edit music and sounds for use in PowerPoint using a program called Sound Companion. Join the world of multimedia and spice up those PowerPoint slides.
4 Microsoft Project Nancy Linger, MPTC	MS Project software allows users to control simple or complex projects by scheduling and tracking activities on the PC. Walk through the phases of project management with MS Project: Defining, creating, tracking, and closing the project. Enter and update project tasks and resources. View the project as a Gantt chart, PERT chart, or calendar.
5 Financial Player Center Ron Hoyne	A partnership between FPC and NBEA has allowed 100 sets of free teaching materials to be distributed in Wisconsin. Materials include a CD-ROM and teacher's manual that teachers can take back into the class to implement. The materials are only available through a seminar or computer workshop.

Saturday Workshops

6 Getting Started with FrontPage Susan Stoddart, Marian College	MS FrontPage is a program for creating Web pages and managing Web sites without having to learn complicated computer codes or instructions. You will be introduced to the basics of FrontPage 2000 as you create a single Web page, link pages, format text, and add graphic images.
7 MOUS Workshop DDC	This workshop is for Business and Technology teachers wishing to integrate MS Office User Specialist (MOUS) certification into curriculum. Following the presentation, participants will have an opportunity to work with DDC testing Center MOUS prep software.

Saturday Tour

8 Fond du Lac Area Job & Career Center Tour Renee Henke	The FDL J&CC has five partner agencies providing access to jobs locally, statewide, and nationwide. Information regarding the labor market, referrals to other state agency services (equal rights, unemployment, apprenticeships, and testing), and other services are provided to veterans and others. Vocational rehabilitation services are also available.
---	---

Friday and Saturday Sectionals

<p>Your Expectations for Everyday Life <i>Matt Glowacki</i> <i>Keynote Speaker Follow-up</i></p>	<p>Sports Marketing <i>Joseph Ternans</i> <i>Monmouth University</i></p>	<p>What Do Your Customers Really Want? <i>Carol Ann Schneider</i> <i>SEEK Inc.</i></p>	<p>National Board for Professional Teaching Standards <i>Gloria Meyer</i> <i>Lewis High School</i></p>	<p>Meeting Standards in Elementary Keyboarding <i>Harnett Rogers</i> <i>UTW Whitewater</i> <i>Sue Sichter, East Troy Schools</i></p>
<p>No car chase, just great career options for kids! <i>Larry Schmidt</i> <i>WT Institute of CPAs</i> <i>Jodi Twister</i> <i>Timber & Aluc</i></p>	<p>Accounting Monopoly <i>Sandy Gidwinski</i> <i>Grafton High School</i></p>	<p>Making Integration Personal, Fun, and Practical <i>Sheila Puent</i> <i>Wisconsin Schools</i></p>	<p>Finance Curriculum: Ideas and Project <i>Mike Behan</i> <i>Cal-Ethnic-Trempiness</i></p>	<p>Financial Knowledge for Investing <i>Ronald Hoyne, CPA</i> <i>Financial Player Center, Inc</i></p>
<p>Developing Economic Literacy in Business Classes <i>Barbara Johnson</i> <i>UTW Sapenoy</i></p>	<p>PowerPoint <i>Sharon Fisher-Larson</i> <i>Sponsored by: Glencoe/McGraw-Hill</i></p>	<p>PowerPoint continued (Double Session)</p>	<p>Speech Recognition <i>Pat Wassen</i> <i>Northcentral Technical College</i> <i>Judi Olson</i> <i>DC Everest High School</i></p>	<p>The Classroom of Tomorrow <i>Kathy Kiger</i> <i>Hortonsville High School</i></p>
<p>Business Education Curriculum <i>Lisa Olson</i> <i>Hartford Union High School</i></p>	<p>Computer Ethics in Education <i>Valerie Schmidt</i> <i>Hortonsville High School</i></p>	<p>Personal Law--A Civil Law Course for High School Students <i>Krisen Voss</i> <i>Evan Claire Memorial</i></p>	<p>Accounting Tips and Tricks <i>Pg Baumgartner</i> <i>Arcadia High School</i></p>	<p>Move Over Martha Stewart and Varina White <i>Kristin Mackey and Pg Baumgartner</i> <i>Arcadia High School</i></p>
<p>IT-2000: Learning for the 21st Century <i>Brian Wachawa & First Technologies</i></p>	<p>The State Report <i>Joni Looch</i> <i>Beth Schweth</i> <i>Mike Tokheim</i></p>	<p>Teaching Personal Finance <i>Dr. Larry Regel</i> <i>Northern Michigan University</i></p>	<p>New Teacher Panel <i>Christine Slater</i> <i>Christine Czap</i> <i>Mark Wisse</i></p>	<p>ACT* Now! (*Accept Classroom Technology) <i>Barb Fortney</i></p>
<p>SAM: True Assessment for MS Office <i>Trish Bobit</i> <i>Course Technology</i></p>	<p>DDC <i>Leslie Kolber</i></p>	<p>Gregg-McGraw Hill <i>Jeff Faltner</i></p>		

Matt Glowacki
Friday Keynote Speaker



Bryan Albrecht
Saturday Keynote Speaker



Convention Registration
due March 20, 2002

Registration Form on
Page 11
or visit

www.wbeaonline.org
to complete online form

Friday, April 26 11:30-12:15

YOUR EXPECTATIONS FOR EVERYDAY LIFE

Matt Glowacki – Keynote Speaker Follow-up

In this breakout session, Matt will enumerate on the many topics brought to light in his speech. It promises to be as enlightening as it is entertaining. Be ready to find out the answers to all your questions from disabled edict to how to motivate yourself to see people differently.

NO CAR CHASES, JUST GREAT CAREER OPTIONS FOR KIDS!

LeRoy Schmidt, WI Institute of CPAs and Jodi Timler, Timler & Assoc.

Do you ever wish that TV writers would create a really “hot” show like *Ally McBeal* or *ER* for business? If only it could be that easy to attract more students to business and accounting classes. But there are things that you can do to bring more students into business classes each year. The Wisconsin Institute of CPAs (WICPA), the statewide professional organization serving 8,000 certified public accountants, can help. The WICPA has programs to let teachers, students and parents know about accounting as a challenging and rewarding career. In this session, WICPA representatives will talk about new efforts to partner with teachers and attract more students to accounting. Please come and learn about how you can partner with this resource-rich organization, including having CPAs speak at your school and obtaining dynamite curriculum materials.

DEVELOPING ECONOMIC LITERACY IN BUSINESS CLASSES

Barb Johnson – UW-Superior

Come see the latest, hot-off-the-press, materials available for teaching Financial Fitness for Life for grades 6-8 or 9-12. Be there for the whole session and walk away with your choice of teaching materials that sell for over \$25, compliments of EconomicsWisconsin (formerly the Wisconsin Council on Economic Education). To receive the free teaching materials, sign in BEFORE 11:30 in the session location.

BUSINESS EDUCATION CURRICULUM

Lisa Olson – Hartford Union High School

Will your business education department

survive the future? Business education curriculum is critical for the success of your business education department. This sectional will look at how to analyze your current business education curriculum using national and state standards, industry trends, and local business needs. Participants will be able to share success stories in their district and learn tips and tricks for implementing new courses and revising curriculum.

IT-2000. LEARNING FOR THE 21ST CENTURY

Brad Wachowiak – First Technologies

IT2000 is an integrated delivery system that provides students with new and challenging learning opportunities in Information Technology. The curriculum available creates an effective IT skills core program which can be expanded to address business driven certification, such as A+, NET+, MOUS and MCSE. First Technologies provides curriculum, computer hardware and software, lab equipment and furniture to teachers, administrators and school districts across the states of Wisconsin, Minnesota, North and South Dakota. First Technologies provides on-site training, workshops and follow-up service for instructors at all levels throughout these states.

SAM: TRUE ASSESSMENT FOR MS OFFICE

Trish Bobst – Course Technology

SAM: True Assessment for MS Office & MOUS Certification Prep SAM (Skills Assessment Manager) is a revolutionary assessment program from Course Technology that measures students’ proficiency and efficiency in Microsoft Office. See SAM’s easy-to-use interface, flexible scheduling and exam customization and view detailed reports for both the student and teacher. SAM includes a library of predefined exams that map chapter-by-chapter to Course Technology’s very successful Office series texts: Shelly Cashman, South-Western, Illustrated, Mastering & Using, and New Perspectives. In addition, SAM includes practice exams for the Microsoft Office User Specialist certification tests at Proficient and Expert level — a great test prep tool! A trail version of SAM will be given to each participant.

Friday, April 26 2:00-2:45

SPORTS MARKETING

Joe Terrian – Marquette University

This session will provide an overview of marketing examples of corporate sponsorship in professional sports as well as exploration for sports marketing careers.

POWERUP WITH POWERPOINT

Sharon Fisher-Larson – Glencoe/McGraw-Hill

Participants will be introduced to PowerPoint features that will help them in teaching, developing and presenting PowerPoint presentations more effectively and efficiently. PowerPoint 2002 will be featured with references made to 2000. Participants will receive a disk with sample PowerPoint presentations that can be used in class.

COMPUTER ETHICS IN EDUCATION

Valerie Schmitz – Hortonville High School

This session will basically be an overview of ethics (and ethical questions/issues) as it relates to the information age - very interesting stuff! Students create an Acceptable Use Policy in an online course called computer ethics in education

THE STATE REPORT

Joni Looock, Bette Schmitt, and Mike Tokheim

Listen for state updates on issues in business education at the middle school, secondary, and post secondary levels from the State Consultants. Session attendees will receive the latest materials from the state office and hear about issues of importance at the state and federal level.

Friday, April 26 3:00-3:45

WHAT DO YOUR CUSTOMERS REALLY WANT?

Carol Ann Schneider – SEEK Inc.

This marketing presentation is all about value-added selling. Business owners feel that our schools are too focused on marketing and too little is being done to teach students to sell. This session will help to encourage the teaching of more sales techniques.

MAKING INTEGRATION PERSONAL, FUN, AND PRACTICAL

Sheila Piunti – Winneconne High School

Every 35 days you have 25-30 eighth graders to “entertain”—what do you do? Come and explore some possibilities to integrate American History and Consumer Education using Access, Excel, Word, PowerPoint, and the Internet. Just think of all the state standards that apply! Take home project handouts you can use now!!

PERSONAL LAW--A CIVIL LAW COURSE FOR HIGH SCHOOL STUDENTS

Krisan Vine – Eau Claire Memorial HS

One of Krisan Vine’s very favorite courses of instruction is Personal Law, which she has been teaching for over 25 years. Let her share her enthusiasm for this stimulating area of constant change with you. In this sectional, learn how to select legal topics; deliver relevant information; plan field trips; include resource people; access available technology, text, and supplementary materials; and grow professionally. Attend this session if you are an experienced instructor looking for a new idea or if you are an inexperienced teacher looking to add this “bread and butter” business course to your existing curriculum or as a unit in one of your current courses. Law-related education is an exciting area that offers practical knowledge for every student in your school!

TEACHING PERSONAL FINANCE

Larry Pagel – Northern Michigan University

This session will provide an overview of topics to be included in a Personal Finance class, along with teaching strategies and a variety of Websites and activities that can be used with students. Pick up new ideas you can use in your Personal Finance class.

Saturday, April 27 9:45-10:30

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Gloria Meyer, NBCT – Lomira High School

Jump inside the NBPTS Blue Box and find out what it will take for you to achieve National Board Certification. Learn about the process, time and cost commitments, available support and resources, and how it connects with the Master Educator license.

FINANCE CURRICULUM: IDEAS AND PROJECTS

Mike Behan – Gale-Ettrick-Trempealeau

Come learn how I got a course called Finance, Money, and Banking required as a course to graduate from my high school. Course content and sources of information will be provided, all of which fulfills state standards. Projects and ideas to excite students about Finance will be handed out. Useful internet sites also will be evaluated. Come with nothing and leave with a packet full of useful, hands-on information.

SPEECH RECOGNITION

Pat Wissen – Northcentral Technical College and Judi Olson – DC Everest

Talks in Class? That’s a Good Thing! Give your students a reason to speak out during class with speech recognition software. Training in speech recognition helps student increase their overall productivity as they achieve 110-150 wpm typing speeds at 90 -100 wpm within 15 - 40 hours of training. Attend this session to see a demonstration using DragonNaturallySpeaking and receive ideas for lessons plans for teaching this new technology in business education.

ACCOUNTING TIPS AND TRICKS

Peg Baumgartner – Arcadia High School

What accounting text is best? What is the hardest concept to teach? Do you have any acronyms that help students? This and much more will be answered in this session. Participants will be seated at round tables. A question will be posed and participants will have about 5-10 minutes for the participants to go around and share ideas. Then another question will be posed. Between each question, however, 1 person will move so you always have a different “mix” at your table.

NEW TEACHERS’ PANEL

Christine Slater, Christine Grap, and Mark Wiese

Whether you are a soon-to-be teacher, just getting started in your teaching career or a seasoned veteran, you will find this presentation helpful. Listen as these instructors share ideas and ask for your input as well.

Saturday, April 27 10:45-11:30

**MEETING STANDARDS IN
ELEMENTARY KEYBOARDING**

Dr. Harriet Rogers – UW-Whitewater

Mrs. Sue Sickler, East Troy School District

This session will focus on meeting DPI's standards for Keyboarding in the elementary grades. Successful ideas will be shared on improving keyboarding speed and accuracy using current software packages. Creative ways to introduce Microsoft's Excel and Access will also be discussed along with many other successful activities.

**FINANCIAL KNOWLEDGE FOR
INVESTING**

Ronald Hoyne, CPA

CEO, Financial Players Center, LLC

Learn about "Financial Knowledge for Investing", the interactive software program for the classroom. This program fully teaches the time value of money as it relates to personal finance. This can be

used in a number of classes, including Accounting, Business Math, Consumer Economics, Entrepreneurship, Introduction to Business, Economics, Personal Finance, Finance, Management, Marketing, Computers, Keyboarding, Careers, etc. Geared for high school and above. The goal is to reach 100 teachers in Wisconsin. Attendees will learn how to receive teaching materials.

**THE CLASSROOM OF
TOMORROW**

Kathy Kiger – Hortonville High School

Are you interested in teaching in the classroom of tomorrow? Would you like to know more on how and what it takes to teach on-line? If so, this sectional is for you. You will get a first-hand introduction to the basics of applying for, training and the actual teaching of an on-line course.

**MOVE OVER MARTHA STEWART
AND VANNA WHITE!**

*Kristin Matchey and Peg Baumgartner –
Arcadia High School*

Make your classroom more exciting—get some great bulletin board ideas to draw student interest and decorate your walls. Put some enthusiasm in your students—get some new ideas on games we play for unit reviews. Come prepared to share your bulletin board ideas.

**ACT* NOW! (*ACCEPT
CLASSROOM TECHNOLOGY)**

Barb Portzen

It's here. The Digital Age has taken over our lives. Sure, you can give presentations. But do you know how to use color for special effects? when to use clip art? text? photos? animation? Can you balance content with glitz? What about humor? Should you use sound and video? We'll explore how to prepare students to incorporate technology into their presentations. This is NOT about how to create a PowerPoint presentation!

**wbea executive board
candidates**

Election of WBEA Executive Board members will take place at the Annual Business Meeting at 4:15 p.m. on Friday, April 26.

PRESIDENT ELECT



Patricia Wissen is an instructor and team leader for the Office Technology Department at Northcentral Technical College in Wausau. Prior to being employed at NTC, Pat worked for over 20 years at Merrill High School. She earned her bachelor's degree from UW-Eau Claire and her master's degree from UW-Stevens Point. Previously, Pat's involvement in WBEA includes being secretary from 1995-1999. She was a member of the Convention Planning Committee for three state conventions and also helped plan several Fall Seminars. Pat and her husband, Mike, have two daughters. For recreation she enjoys golfing, downhill skiing, traveling, and playing bridge.

TREASURER

Jennifer Gipp has been teaching at Oconto Falls High School for the past six years. During this time, besides teaching a variety of business courses including Accounting I and II, Desktop Publishing, Yearbook Productions, Computer Applications, and Business Concepts, she has been very active as an adviser for the yearbook, school newspaper, and FBLA. She received her undergraduate degree in Business Education from the University of Wisconsin—Eau Claire, and just completed her masters' degree this past summer in Educational Technology from Marian College in Fond du Lac. Jennifer spends her free time with her husband, Corey, and infant son, Hunter.





COME TO THE 2002 WBEA CONVENTION

Make reservations at the:
 Holiday Inn
 625 West Rolling Meadows Drive
 Fond du Lac, WI 54937
 920.923.1440

DEADLINE FOR RESERVATIONS: March 20
 State Rates: \$62 Single, \$72 Double (Plus Tax)
 (Send letter indicating tax exempt number with your reservation.)

A \$15 processing fee will be charged for cancellations prior to the registration deadline of March 20. No refunds can be made after the registration deadline.

CONVENTION 2002 REGISTRATION FORM

Name _____ Home Address _____
 School _____ City, State, ZIP _____
 Full School Address/City, State, ZIP _____
 Phone No. _____ E-mail _____

- Thursday Hands-on Workshops & Business Tours**
Indicate 1st, 2nd, AND 3rd Choice
- ___ 1. Tour of Kristmas Kringle Shoppe
 - ___ 2. Blackboard: The Basics
 - ___ 3. Video Capture & Sound Editing on the PC
 - ___ 4. Microsoft Project
 - ___ 5. Financial Player Center Presents...

- Saturday Hands-on Workshops & Business Tours**
Indicate 1st, 2nd, AND 3rd Choice
- ___ 6. Getting Started with FrontPage
 - ___ 7. MOUS Workshop
 - ___ 8. Fond du Lac Area Job & Career Center

Mail Registration Form to:
 Kathy Krueger
 Business Technology Department
 Fox Valley Technical College
 150 N. Campbell Road
 Oshkosh, WI 54903-2217

- Convention Registration Fee* \$60 _____
- Non-Member Pre-Registration \$95 _____
- Students, Retirees, Non-Teaching Guests \$30 _____
- On-Site & After March 25 Member Registration \$70 _____
- Thursday Hands-on Workshop or Tour \$25 _____
- (Indicate 1st, 2nd, & 3rd choice)**
- Friday Luncheon (Indicate Choice)
- ___ Meatless Pasta Primavera \$9
- ___ Chicken Stir-Fry \$11.25 \$ _____
- Friday Night Food & Fun at Lighthouse (includes bus) \$15 _____
- Hosler Fun/Run/Walk (refund on site) \$ 5 _____
- Saturday Hands-On Workshop \$25 _____
- (Indicate 1st, 2nd, & 3rd choice)**
- Saturday Awards Luncheon (Indicate Choice)
- ___ Meatless Stuffed Pasta Shells \$10
- ___ Sirloin Beef Tips/Noodles \$10 \$10 _____
- Professional Dues **(7/1/01-6/30/02) \$35 _____
- Retired Member Dues **(7/1/01-6/30/02) \$10 _____
- Student Dues **(7/1/01-6/30/02) \$ 5 _____
- Check Complimentary Event If You Will Attend
- ___ Thursday Night Pizza Party Comp. SW

MAKE CHECK PAYABLE TO WBEA

School Purchase Orders can no longer be accepted. CHECK NO. _____ TOTAL ENCLOSED \$ _____

MUST BE POSTMARKED BY MARCH 20, 2002

*CONVENTION REGISTRATION is required for sectional, workshop, and tour attendance.
 **Please complete the WBEA membership form on page 13 if you are paying professional dues at this time.

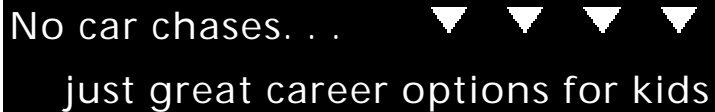


Call for Articles

We would like to remind business educators that the Wisconsin Business Education Journal is now a refereed journal that will be listed in the Cabell's Directory of Publishing Opportunities in Education. The purpose of the WBE Journal is to provide relevant, pertinent information regarding teaching strategies, nonresearch-based articles, and research-based studies related to business education and marketing education.

Articles are published twice a year—Fall and Spring. Our target audience is middle/secondary, post-secondary Business and Marketing teachers, and university teacher educators. All manuscripts will be given a “blind review” by external reviewers. The deadline date for submission of manuscripts for the Fall 2002 issue is June 1, 2002. The deadline date for submission of manuscripts for the Spring 2003 issue is November 1, 2002.

Manuscripts should follow the publication guidelines (available on WBEA web site located at www.wbeaonline.org). Questions about publishing in the Wisconsin Business Education Journal should be directed to Dr. Harriet Rogers at UW-Whitewater by phone at 262.472.5437 or by e-mail at rogersh@mail.uww.edu. Please share this announcement with your colleagues!



No car chases. . .
just great career options for kids

Do you ever wish that TV writers would create a really “hot” show like *Ally McBeal* or *ER* for business and accounting? The characters could conduct cliffhanger business deals or scramble to compile multimillion financial reports on deadline. If only it could be that easy to attract more students to business and accounting classes. Unfortunately, there are still too many negative stereotypes for writers to create a TV show about accounting.

But there are things that you can do to bring a few more students into business classes each year. The Wisconsin Institute of CPAs (WICPA), the statewide professional organization serving 8,000 certified public accountants, can help. The WICPA lets teachers, students and parents know about accounting as a challenging and rewarding career. For example, the WICPA can supply you with high-quality curriculum materials that will challenge and excite your students. And, it can send a CPA to speak to your class.

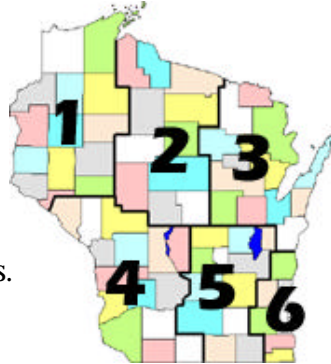
Fewer students are choosing accounting as a career, yet the opportunities are more diverse, more exciting and more financially rewarding than ever before. Also, accounting professionals will continue to be in demand. This accounting-graduate shortage has ignited a call for action here in Wisconsin. The WICPA plans to tell business educators about its new efforts to partner with teachers and attract more students to accounting. WICPA representatives will be at the Wisconsin Business Educators Association Spring Convention to present a session on Friday, April 26 at 11:30 a.m. that explains these new initiatives. Also, there will be a WICPA table in the exhibit hall.

You are invited to attend the April 26 convention session at 11:30 and speak to WICPA representatives about how you can partner with this resource-rich organization. Or, call Mary Murray at (800) 772-6939 ext. 3005 if you can't wait until April to learn more!

2001-2002 WBEA MEMBERSHIP APPLICATION

Please read your label: Membership year runs from July 1 - June 30

- P01-02 Professional dues paid for 2001-2002**
- S01-02 Student dues paid for 2001-2002**
- L?? Last time LIFE member directory was updated**



Please complete **all information** listed below.
 Please place a check mark in front of your preferred mailing address.

For more information about WBEA, visit <http://www.wbeaonline.org>

NAME _____ DATE _____

_____ School Name _____

School Address _____

City, State, ZIP _____

School Phone Number (____) _____ FAX (____) _____

School E-mail Address _____

_____ Home Address _____

City, State, ZIP _____

Home Phone Number (____) _____ FAX (____) _____

Home E-mail Address _____

Using your preferred address from above, indicate the county and WBEA District in which your school/home is located:

County _____ WBEA District _____ (see map above; same as FBLA)

WISCONSIN BUSINESS EDUCATION ASSOCIATION

_____ \$35 . . . Professional _____ \$10 . . . Retired _____ \$5 . . . Student _____ \$525 . . . Lifetime

NATIONAL BUSINESS EDUCATION ASSOCIATION

_____ \$65 . . . Professional _____ \$95 . . . Professional & ISBE _____ \$35 . . . Student _____ \$40 . . . Retired*
 (*Must have been a continuous member for past 10 years)

Total amount enclosed _____ Check Number _____ Check Date _____

Please make checks payable to **WBEA**. Send application and dues to:
Sandralee Thiele, Membership/Information Processing Officer, N2524 Hill Street, Darien, WI 53114-1358.
 NOTE: Purchase orders can no longer be processed for payment of dues!

Duplicate this form and share it with potential WBEA members in your department or community!

One of the features of our new WBEA website is the ability to post forms online. This feature will allow us to update forms in a more timely fashion, save publication space, and allow members to complete forms in Microsoft Word or Adobe Acrobat. Below is a list and due dates of the forms available online. Please visit the WBEA website at www.wbeaonline.org and select Forms.

WBEA Membership Formavailable anytime; dues run from July 1 to June 30

WBEA 2002 Spring Convention Registrationdue March 20, 2002

WBEA Spring Convention Volunteer Formavailable anytime

Lorraine Missling Outstanding Achievement Awarddue November 30, 2002

Outstanding Business Educator Awardsdue November 30, 2002

Friend of WBEA Awarddue November 30, 2002

The Russel J. Hosler Award in Business Educationdue November 1, 2002

WBEA Shirt Order Form available anytime; allow 6-8 weeks for delivery

did you know?

WBEA awards students scholarships to business education teacher majors each year. These scholarships help future business educators with tuition costs and encourage their participation in WBEA and professional business education activities. You may make a tax-deductible contribution directly to the WBEA Student Scholarship Fund. Send your contribution to the WBEA treasurer and designate your donation as Student Scholarship Fund. You will receive a receipt for your tax-deductible donation.

Spring Into New Ideas and Opportunities By Joining or Renewing Your Membership in NBEA

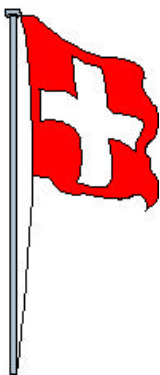
by donna m. weidman
wisconsin membership coordinator for NBEA

As you might recall, the National Business Education Association is the professional association designed for business educators. As a member of NBEA, you receive:

- ▶ The Business Education Forum, a magazine devoted to the needs of business educators.
- ▶ The annual business education Yearbook.
- ▶ The hands-on publication Keying In.
- ▶ Membership in the North Central Business Education Association.
- ▶ Professional liability insurance.
- ▶ An opportunity to attend the Annual Convention - Philadelphia, March 27-30, 2002.
- ▶ Access to financial services.
- ▶ Leadership development.

There are many other reasons to join your professional organization . . . too many to list here. Please use the membership form at <http://www.nbea.org> to join online. Your professional support is important.

Wisconsin Representatives at Zurich ISBE 2000 Conference



Back row: Lee Kantin, Judy Olson-Sutton, John Waldman, Richard James, Sandralee Thiele

Second row: Clyde Allison, Dr. Lila Waldman, Christine Grap's mother

Front row: Janet Allison, Marcia James, Logan James, Christine Grap

For more information on the International Society for Business Education
visit <http://www.siec-isbe.org/>

WBEA NEWS from UW-Whitewater

Please remember to promote your profession with your students. If you know of students who plan to major in Business Education at UW-Whitewater and who can demonstrate financial need, have them contact the Business Education Department. They may be eligible for the Mary Hermanson Brooks Scholarship. This \$3,500 scholarship defrays tuition costs of one new freshman who chooses business education as a major.

More good news is that the Master of Science Business Education major spearheaded a scholarship for graduate students in this program. Joel Jarmel established the Roslyn and Sheldon Jarmel Scholarship that gives \$500 annually to a graduate student who meets academic and professional organization criteria. Also, the Goodhue family has doubled the principal of the Maude S. Goodhue scholarship.

Finally, the Department has been authorized to install a wireless network. Next semester, students will have the opportunity to connect to the Internet using a wireless connection. This lab is being funded through Enrollment Management 21 monies.

The International Business Education Conference in Mainz

Check your euros! Yes, you can use euros this summer at the ISBE Conference in Mainz, Germany. Wisconsin teachers will be able to network with business teachers from around the world as both groups enjoy the workshops, seminars, and tours offered to the attendees. Please visit the www.siec-isbe.org site for details of the program. The conference will be held July 30-August 2 in a castle! Pre- and post-conference tours are available. UW-Whitewater will offer graduate credit.

Scholarships Available for "Teaching International Business Conference"

The UW-Whitewater Global Business Resource Center proudly presents the second annual conference on teaching international business July 8-11 from 1 - 5 p.m. There will be a mix of speakers representing all facets of international business.

Scholarships for up to \$150 for each participant of the conference are available. Also included in the conference fee are curriculum resources and curriculum guides that can be used when teaching international business topics.

Speakers from the public and private sector will address topics that should be included in any international course. For full information and a scholarship application, contact Richard F. James via jamesr@mail.uww.edu.

Faculty News

- ▶ Bob Schramm now directs the on-line MBA program.
- ▶ Mellanie Herbert has retired; she divides her time between Northern Wisconsin and Tucson, Arizona.
- ▶ Dan Norris and Mark Stone are holding the positions formerly held by Bob and Mellanie. Both Dan and Mark worked for the Technology, Information, and Resources unit on this campus; now, both are pursuing their doctoral degrees.
- ▶ Dan Norris will be spearheading the installation of a new wireless lab next semester.
- ▶ Jo Ann Oravec received the College Research Award last year.
- ▶ Neil Dortch and Mary Margaret Hosler are putting graduate courses online using Blackboard.
- ▶ Jean Mausehund is the state supervisor for Phi Beta Lambda.
- ▶ Richard James is sponsoring annual International Business Institutes.
- ▶ Roger Yin is working with the Admissions Office in getting video on the www.uww.edu web site.
- ▶ Marcia James is the coordinator for OSRA's February 2003 research conference in Las Vegas.
- ▶ Finally, Judy Schulte, our popular program assistant, has received a promotion!

SUMMER COURSES at UW-Whitewater

Here are our summer graduate offerings—two are online and one is held in Germany!

BSEDCNA 772 Business Technologies—May 28 through July 6—online, Schramm

BSEDCNA778 Network Administration for the End User C-3001 10:45 AM - 1:25 PM Yin Weeks 1-3

BSEDCNA740 Business and Professional Communication Oravec C-3008 6:30 - 9:50 PM MW Weeks 7-12.

BSEDCNA460/660 Principles of Career & Technical Education Hosler C-3008 7:30 - 10:10 AM M-F Weeks 4-5

BSEDCNA461/661 Organization & Administration of Career & Technical Programs James, R. C-3008 7:30 - 10:10 AM Weeks 7-9

BSEDCNA462/662 Coordination Techniques James, R. C-3008 2:00 - 3:30 PM Weeks 8-9

BSEDCNA762 Curriculum Issues and Design in Business & Marketing Education Hosler C3005 2:00 - 4:40 PM Weeks 4-6

SCHBUSMG782 Collective Negotiation in Education Peterson W 6:00 - 10:00 PM Weeks 1-10 Email for distance locations.

BSEDCNA750 Improvement of Instruction of Business Education Hosler (on-line) Weeks 7-9

BSEDCNA779 Office Systems: Case Studies James, M. Arranged.

BSEDCNA793 Occupational Practice Mausehund email for spring meeting Arranged.

BSEDCNA798 Individualized Studies James, M. Arranged.

SCHBUSMG778 Internship in School Business Management, Statz Arranged.

BSEDCNA796 01 International Society for Business Education James, M. July 30 - August 3, 1 credit, Location - Mainz, Germany.

Contact Dr. Marcia James at (262)472-1322 for additional information.

BSEDCNA496/696 02 Teaching International Business James, R C-3002 July 8 - 11 1:00 - 5:00 PM 1 credit

BSEDCNA496/696 03 Marketing Education Update—MarkED National Conclave, James, R. July 28 - 30 Austin, TX Arranged.

SUMMER COURSES at Mount Mary College

EDU 407.01/507.01 Supervision Of Student Teachers (1 credit); June 17 - June 21 M,T,W,Th,F (1 week) 8:00 - 10:45 AM;
Ethel Cahill, M.A.

EDU 395.02/595.02 Intervention Strategies For Student Conflict (1 credit); June 17 - June 21 M,T,W,Th,F (1 week)
8:00 AM - 11:30 AM; Bob Thomas, M.A.

EDU 395.03/595.03 Differentiated Instruction (2 credits); June 17 - June 28 M,T,W,Th,F (2 weeks) 8:30AM - 11:30 AM;
Jacquelyn Drummer, M.S.

EDU 320.01/590.01 Keyboarding: Instructional Methodology K-6 For Business Teachers (2 Credits); June 17 and June 18 M,T
9:00 AM - 12:00 PM; S. Christyn Willems, SSND, M.A.

EDU 461.01/561.01 Assessment (3 credits); June 18 - August 1 T/Th (7 weeks - No class July 4) 8:00 AM - 11:45 AM;
Susie Jans-Thomas, Ph.D.

EDU 395.08/595.08 Character Education (1 credit); July 8 - July 17 M/W (2 weeks) 8:00 AM - 11:45 AM;
Simcha Guttman, M.S.

EDU 395.11/595.11 Working With Parents As Partners (1 credit); July 8 - July 12 M,T,W,Th,F (1 week) 1:30 PM - 4:30 PM;
Kristi Cole, MLIS

EDU 395.16/603.01 Special Topics In Diversity: Adapting The Curriculum For Students With Special Needs (3 credits);
July 15 - July 19 M,T,W,Th,F (1 week) 8:00 AM - 4:30 PM; Sue Loesl, M.A., ATR-BC

EDU 395.14/595.14 National Board Certification: Reflecting On Teaching (1 credit); July 17 - August 1 M,W,Th (2 weeks)
9:00 AM - 11:30AM; Debra Dosemagen, M.A., NBCT

Business Education List Serve

Welcome to business-ed--the Business Education List Serve.

To subscribe to business-ed

1. Send an email message to **majordomo@badger.state.wi.us**
2. In the body of the message (leave the subject line blank), enter: **subscribe business-ed**
3. Do not enter your name or any other information in the message.

To send a message to the list

1. Address an e-mail **business-ed@badger.state.wi.us**

Your message will then be sent to everyone subscribed to the Business Ed list.

To receive a list of subscribed members

1. Send an email message to **majordomo@badger.state.wi.us**
2. In the body of the message (leave the subject line blank) enter: **who business-ed**
3. You will then receive a list of current business-ed subscribers.

To unsubscribe to business-ed

1. Send an email message to: **majordomo@badger.state.wi.us**
2. In the body of the message (leave the subject line blank) enter: **unsubscribe business-ed**

Your email address will then be removed from the list.



Please notify other educators about the business-ed email discussion list, and save this for future reference. If you have any problems or questions related to the business-ed list, please contact Joni Look, Business Education Consultant; WI Department of Public Instruction at 608-266-2348 or joan.lock@dpi.state.wi.us.

The Wisconsin CTSO Fire Truck Project

In response to the tragedy of 9/11, Wisconsin Career and Technical Student Organizations (CTSOs) have created the Fire Truck Project, whose goal is to raise \$448,000 for the purchase of a 1000 GPM Pumper Fire Engine, manufactured by Seagrave Fire Apparatus of Clintonville, Wisconsin. Once the goal is reached, the truck will be purchased and sent to the Fire Department of New York. A plaque will be placed on the truck recognizing the CTSO accomplishment and a dedication ceremony will be planned by the FDNY.

The mission of the "The Wisconsin CTSO Fire Truck Project" is to create a unified team effort at state and local levels between Wisconsin's 6 CTSOs, whose combined Wisconsin membership is over 36,000. They will provide leadership to numerous school and community groups working together to reach the financial goal. FBLA, Future Business Leaders of America, is one of the CTSOs working toward the fire truck purchase. Others are DECA, FCCLA, FFA, HOSA, and Skills USA.

Other individuals and groups supporting this effort include Governor Scott McCallum; State Superintendent Elizabeth Burmaster; Bryan Albrecht, Career and Technical Education Division Director, Department of Public

Instruction; Wisconsin State Firefighters Association; Wisconsin State Fire Chiefs' Association; Carolyn Kelly, Wisconsin State Fire Marshal, Department of Justice; Rollie Myers, Sales and Marketing, Seagrave Fire Apparatus; and Stephan Rush, Assistant Commissioner for Budget and Finance, Fire Department of New York.

Business Education contacts for the project are FBLA State President, Kirsten Huth, Hartford Union High School and Joan Look, FBLA State Chair. All donations are tax deductible. Donations can be made to:

CTSO Fire Truck Fund
c/o Park Bank
P.O. Box 8983
Madison WI 53703-8983



2001 Friend of WBEA

Dick Ludwig was deservedly recognized as a Friend of WBEA at the 2001 State Convention. As a publishing sales representative for many years, Dick was a visible supporter of the education of business. He regularly made school visits throughout the state to find how he could help instructors obtain and use materials for classes. As a regular exhibitor at state conventions, he networked with educators to stay in touch with what was happening in business education.

Dick personalized his sales presentations to ensure the materials he recommended would enhance the business education programs at individual schools. With his usual enthusiasm, he informed instructors of trends and upcoming publisher developments. He not only modeled excellent customer service when assisting business educators with selecting publications, he also gently provided encouragement and pep talks for instructors during his visits.

The members of WBEA have been fortunate to have Dick Ludwig as a friend of business education in our state.

School-Based Enterprise at Platteville High School

by wally trouten

Since 1999, Platteville HS has operated Hillmen Outlets, the student-run school store. The product offering resembles a convenience store such as soft drinks, food items, spirit wear clothing and school supplies. Each student in the class is assigned an area of responsibility. They manage the ordering, selling promotion and general upkeep of the store. In each class, one student is chosen as Store Manager, and others take on the roles of Merchandising, Operations and Promotions.

Classroom time is divided between learning activities in identifying and establishing store policies, buying & pricing product, personal selling/customer service, inventory control, promotion as well as store security and time for the students to work on their assigned duties. We have utilized a wide variety of speakers, including the sales representatives from our vendors. A field trip designed to enhance the topics discussed is taken at the end of each semester. Hillmen Outlets is a member of the local Chamber of Commerce and is viewed as part of the Business Community in Platteville.

There are risks, and it takes a lot of time to maintain the organization of a student run operation, but the rewards have gone beyond the individual class/store. It has become a focal point for the students, a service to the teachers, coaches and administration as well as a bond between Community and School.

If you know of an outstanding business education program to highlight in this section, please contact the WBE Journal Editor.

More Teachers Certify



Sherrie Stuessy

Congratulations to Sherrie Stuessy and Lisa Olson, who have earned National Board Certification in Career and Technical Education. Sherrie currently teaches and advises FBLA at Belleville High School and has served as WBEA President. Lisa Olson is finishing her tenth year of teaching business education and advising the FBLA Chapter at Hartford Union High School. Lisa currently serves as the WBE Journal Editor.



Lisa Olson

National Board Certification is a voluntary process involving a rigorous performance-based assessment. It has become a prestigious step for many teachers in their quest for professional growth and quality schools. Lisa and Sherrie join Gloria Meyer, Lomira High School, in being the only National Board Certified Teacher in Career and Technical Education - Business in Wisconsin. For more information, visit www.nbpts.org

NCBEA Postsecondary Award

On November 4-6, 2001, the North Central Business Education Association (NCBEA) held its joint conference in Red Wing, Minnesota. Congratulations to **Patricia King**, who received the Postsecondary Teacher of the Year Award. She is an office systems technology instructor at Blackhawk Technical College in Janesville, Wisconsin. She has served as the Wisconsin Business Education Association president and NCBEA newsletter editor. She has also been honored as the WBEA Outstanding Postsecondary Educator and Blackhawk Technical College Vocational Teacher of the Year.

Educator Resources for Students with Special Needs

submitted by lottie m. krueger

Web sites covering general special needs:

www.cec.sped.org/ - Council for Exceptional Children. Dedicated to improving educational outcomes for individuals with exceptionalities, students, with disabilities, and/or the gifted.

www.nichcy.org - National Information Center for Children and Youth with Disabilities. Provides information and makes referrals in all disability areas. Services include: personal responses to specific questions, publications, referrals to other organizations and sources of help, and information searches of databases and libraries.

<http://seriweb.com> - Special Education Resources on the Internet. A collection of Internet accessible information resources designed to make online special education resources more easily and readily available in one location.

<http://fctd.ucp.org/fctd/talink.htm> - The purpose of the Family Center on Technology and Disability is to assist organizations and programs that serve families of children with disabilities by providing information and support on accessing and using assistive technology.

www.familyvillage.wisc.edu/index.html - A global community that integrates information, resources, and communication opportunities on the Internet for persons with cognitive and other disabilities, for their families, and those who provide them services and support.

www.schoolnet.ca/sne/e/resources.html - Special Needs Education project, an Internet service providing resources for parents, teachers, schools, and others involved in the education of students with special needs.

www.ibm.com/able/guidelines.html - IBM's Accessibility Center

www.at-center.com/windows.html - Windows shareware and freeware for people with disabilities.

<http://idea.uoregon.edu/~ncite/index.html> - National Center to Improve the Tools of Educators. Purpose is to advance the quality and effectiveness of technology, media, and materials (TMM) for individuals with disabilities.

www.thelearningstudio.com/articleCSUN.html - Teaching methods and learning tools for student productivity. The article explains how *Keyboard Coach's* goal is to aid in the *acquisition* of keyboarding for the disabled.

www.teachersfirst.com - A collection of lessons and web resources for the K-1classroom.

www.skillstutor.com - software that helps students and teachers, and can be used from home for homebound students. The software can be customized to the curriculum and integrated into instruction.

Web sites covering mental/psychological special needs:

www.ldonline.org/ - Interactive guide to learning disabilities for parents, teachers, and other professionals.

www.ldonline.org/ld_indepth/technology/product_list/keyboarding.html - Updated list of keyboarding resources useful to students and adults with learning disabilities. Includes links to related articles, development practice books, and software tutorials and games.

www.air.org/cecp - Center for Effective Collaboration and Practice, American Institutes for Research. Supports and promotes a reoriented national preparedness to foster the development and the adjustment of children with or at risk of developing serious emotional disturbance.

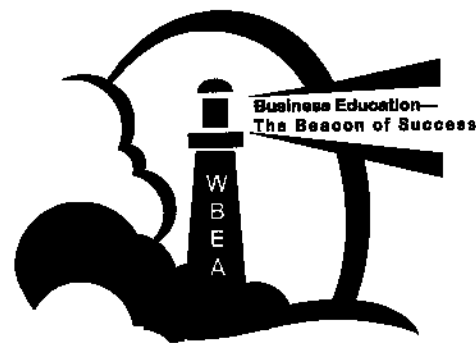
www.aacap.org/web/aacap - American Academy of Child & Adolescent Psychiatry. Assists in understanding developmental, behavioral, emotional and mental disorders affecting children.

Articles

2002

Spring Issue

What Research Tells Us



Perceptions of Wisconsin Educators Toward Workplace Skills and Competencies through Educator Externships

submitted by *Delta Pi Epsilon Research Team*

Bill McPherson (Alpha & Gamma)
Terry D. Roach (Gamma Theta)

Carolyn Rainey
Harriet Rogers (Beta Theta)

Due to the length of the WBEA Executive Board meeting minutes, a summary of each meeting has been provided. A complete copy of each set of minutes may be found on the WBEA website at www.wbeaonline.org.

April 26, 2001 Board Meeting - Milwaukee

Minutes of January 2001 meeting were approved
Pre-convention report was shared
Joan Looch was recognized for receiving the 2001 NBEA National Administrator of the Year Award

April 28, 2001 Board Meeting - Milwaukee

No appointments were made at this meeting
Next board meetings were scheduled: September 15, 2001-Green Lake, January 12, 2002-Stevens Point
Survey requesting input on convention dates will be distributed via spring newsletter, web site, FBLA listserv

September 15, 2001 Board Meeting – Green Lake

Approved new board appointments
Approved proposed 2001-2002 budget
Approved raising membership dues \$5 per member beginning with 2002-2003 school year
Reviewed 2001 Convention Report
Made decision to award up to \$2,500 in student scholarships
Announced elected positions to be filled in 2002: President-Elect, Treasurer
Approved selection of 2002 Friend of WBEA: Sharon Turner

January 12, 2002 – Stevens Point

Approved minutes of April 2001 and September 2001
Reviewed membership report: 255 membership renewals
Announced that October 12, 2002, Fall Seminar will be joint conference with N-CBEA at NTC in Wausau
Made decisions on scholarship and award winners to be announced at 2002 Spring Convention
Announced sites for future spring conventions: 2003-Green Bay, 2004-Wisconsin Rapids, 2005-Appleton, 2006-tbd, 2007-Wausau
Agreed to hold 50/50 raffle at Spring Convention
Agreed changes to job descriptions: create Webmaster position, revise Business Manager position
Agreed to make changes to web site
Agreed to contribute item for NBEA silent auction

WBEA Mission Statement

The purpose of this organization shall be to develop and execute a sustained and planned program for Wisconsin business education teachers through conferences, bulletins, research studies, and educational investigations.

The objectives of the organization are:

- ▶ To maintain close and effective contacts with the field of business;
- ▶ To interpret the value and requirements of business education to school administrators, guidance counselors, boards of education and the public;
- ▶ To promote the professional spirit among the business educators of Wisconsin;
- ▶ To promote the interests of business education in all the business teacher preparation courses;
- ▶ To promote the interests of business education at all educational levels within the state of Wisconsin;
- ▶ To cooperate with other agencies endeavoring to improve business education on the state, national, and international levels.

taken from the March 2000 Wisconsin Business Education Bylaws

For a complete copy of the WBEA Bylaws and Constitution, please visit the WBEA web site at www.wbeaonline.org.

Perceptions of Wisconsin Educators toward Workplace Skills and Competencies through Educator Externships

by bill mcpherson, ph.d.
carolyn rainey, ed.d.
terry d. roach, ph.d.
harriet rogers, ph.d.

Schools across the nation are in the midst of educational reform. Many opportunities and strategies exist to improve the quality of education in kindergarten through twelfth grades. Lee Doyle, Director of Corporate Affairs for BellSouth (1998), stated that “the most effective and productive investments we can make to build future capacity is to invest in teachers—especially when it comes to preparing students for the world of work.” Teacher training is essential. “The more work-related skills students learn in today’s classrooms, the better prepared they will be to assume positions in tomorrow’s workforce. But teachers can’t teach what they haven’t experienced and don’t understand” (Doyle, 1998, p. 1). The case for focusing on teacher training is driven by new evidence that students’ academic achievement is advanced by work-based learning experiences.

The Association for Supervision and Curriculum Development published a curriculum update on School-to-Work—Linking Learning to Livelihoods. The update reported on the teacher training focus of the North Clackamas School District outside Portland, Oregon. Their teacher training was aimed at getting teachers out of the classroom to identify how the Secretary of Labor’s SCANS competencies are used in the workplace. Teachers were to get a better idea of how to mesh the context of the workplace into the content of a curriculum that meets state standards (Hess 1997, p. 3).

L. Allen Phelps (1998) stated that since many of today’s teachers have lacked opportunities to understand the qualities and richness of learning outside of school, a substantial national effort is emerging to support educators’ workplace learning. Since the enactment of the School-to-Work Opportunities Act of 1994, educator externship programs have increased progressively across the nation. An “externship” is generally defined as an opportunity for educators to get hands-on experience working in businesses, industries, and service organizations in order to expand and enhance the educator’s understanding of the world of work. In addition, they provide educators opportunities to get needed work experiences while maintaining teaching contracts.

Educators have stated many benefits as a result of completing externships. Most externs stated that they learn “cutting-edge” skills that they can teach in the classroom. Externs hear from employers that they should teach students verbal and written communication skills and responsibility. Educators and employers have stated that externships open and maintain lines of communication between business and education. Valuable resources are gained from externships. School districts across the nation are seeing these benefits for all educators at all educational levels, resulting in a boom of teacher externships. Some are offered by school districts; others are linked to state and federal funding; while others are administered by colleges or universities (Ries, 1999, p. 14).

The State of Wisconsin was one of the first eight states to receive federal funding under the School-to-Work Act of 1994 for school-to-work initiatives. Seeing the increased interest and success of externships, the Wisconsin Department of Public Instruction created a model for educator externships. “The primary purpose of an externship is to influence those who write, promote, or support curricula to make curricular changes that will help students make connections between school, work, and the community” (Colussy, 1999, p. 1). The externship model lists eight benefits for educators. Through externships, educators achieve a greater understanding of technological advances in business and industry; diversity in the workplace; expected workplace competencies and behaviors; the relationship of school subject areas to business and industry operations; connections between secondary, postsecondary, and industry training opportunities; the importance of networking with business and industry; and the potential for ongoing classroom-business partnerships (Colussy, 1999, p. 2).

Purpose of the Study

The purpose of this study was to ascertain the perceptions and attitudes of school personnel toward educator externships. Additionally, what effect did the externship experience have on learning workplace competencies and skills?

Literature Review

Research indicates that student achievement is increased when educators develop authentic and relevant instruction. To create relevant instruction, educators need current, real-world experiences. The School-to-Work Opportunities Act of 1994 addressed the critical need to produce closer connections between education and the workplace. School-to-Work legislation was intended to give teachers, counselors, and administrators opportunities to see relevant business operations with the objective of bringing students essential information about today's workplace.

Externship or "educator-in-the-workplace" programs were designed in response to the need for work-based professional development. A 1996 survey by the National Society for Experiential Education (NSEE) reported.

We learned that for over fifty years American businesses have welcomed individual academic and vocational educators into their workspaces for the summer, for periods ranging from one-day job shadowing experience to eight-week industrial fellowships. We found that the body of knowledge surrounding these programs is typically casual and unstructured and that it has been difficult to show measurable impact for students (Doyle, 1998, p. 2).

The externship programs were developed with the understanding that many of today's teachers lack the opportunity to experience the qualities and richness of learning outside of school. The emerging national agenda is characterized by new professional preparation standards as well as insights about educators' workplace learning and its central importance to new school initiatives. New standards for certifying both beginning and accomplished teachers emphasize the critical connections that educators must have with employees, community leaders, and local government agencies if students are to leave high school with the ability and capacity to apply their learning to real-world situations. Evidence from the nation's leading examples of high quality school-to-work programs indicate professional development and teachers' connections to workplaces and employers, which are the foundations for program development and implementation.

Workplace Skills

Carnevale, Gainer & Meltzer (1990) listed strategies for developing the seven essential skills that employers want. The first skill area listed is Learning to Learn. "Knowing how to learn is the most basic of all skills because it is the key that unlocks future success" (Carnevale, Gainer & Meltzer, 1990). To develop these skills, the authors suggest

reading, attending lectures, direct on-the-job training, action/hands-on learning, coaching by a supervisor or other expert, self-development, and training courses outside of work.

For the second skill of Reading, Writing and Computation, strategies at the worksite include locating information needed for the job; decision-making and problem solving; following detailed, sequential directions to complete a task; identifying and eliminating irrelevant information about a topic; using a critical thinking approach to the writing process; using common business forms; writing common business correspondence; determining which computational process to apply to a job problem; using materials that simulate job situations; and brainstorming (Carnevale, Gainer & Meltzer, 1990).

Strategies for developing Communication Skills (including Speaking and Listening) are: providing factual information about nonverbal, vocal, verbal communication, and influence of diverse backgrounds; video taping nonverbal, vocal, and verbal communication styles; role playing; small group problem solving, case studies; active listening to customer complaints; and providing opportunities for worker's suggestions for quality improvement (Carnevale, Gainer & Meltzer, 1990).

In the area of Creative Thinking/Problem Solving, some of the strategies include reflective thinking followed by group discussion, journal keeping, deductive thinking, inductive thinking, and identifying the interrelationships of parts of a whole (Carnevale, Gainer & Meltzer, 1990).

To promote Self-Esteem, Motivation/Goal Setting, and Employability/Career Development, Carnevale, Gainer and Meltzer (1990) present a lengthy list of strategies including using training materials to clarify values, assess self-concept, and develop interpersonal relationships; and to develop short and long-range goals, negotiate goals with supervisors, and assess goal attainment. Also, training materials emphasize personality traits of work ethic, pride in work, and getting along with others.

To promote Interpersonal/Negotiation/ Teamwork skills, strategies include forming relationships, observing and interpreting body language, giving and receiving responses, understanding the phases of teambuilding, and passing the leadership function around. (Carnevale, Gainer & Meltzer, 1990).

Secretary's Commission on Achieving Necessary Skills (SCANS)

The workplace competencies and skills that employees need were also addressed in the Secretary's Commission on

Achieving Necessary Skills (SCANS) report. The SCANS report (<http://www.ttrc.doleta.gov/SCANS/work.html>) listed five competencies needed for effective work performance. The competencies are paraphrased as follows:

- ▶ allocation of time, capital, materials, facilities, and human resources
- ▶ interpersonal skills such as working in teams, serving clients, exercising leadership, and working with cultural diversity
- ▶ information: acquiring, interpreting, evaluating, organizing, and maintaining data including electronic data
- ▶ systems: understanding, monitoring, evaluating, correcting, and improving systems
- ▶ technology: selecting technology for the task; maintaining technology and troubleshooting.

The SCANS report also listed three foundation skills needed for effective work performance.

- basic skills: reading, writing, arithmetic, mathematics, listening, and speaking
- thinking skills: creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning
- personal qualities: responsibility, self-esteem, sociability, self-management, and integrity/honesty

Methodology

The primary units for analysis were elementary, middle, secondary school and technical college teachers, counselors, specialists, and administrators from the Blackhawk Technical College Tech Prep/School-to-Work Consortium and the Gateway Technical College Tech Prep/School-to-Work Consortium. A list of 285 educators was compiled from data supplied by the School-to-Work coordinators of the two consortiums identifying externs who had completed externships from 1995 to 1998. Externs chose to work at a variety of worksites including retail/manufacturing businesses, construction, engineering firms, hospitals, police departments, newspaper companies, radio and broadcasting companies, social services, or veterinary clinics.

A total of 285 survey questionnaires were mailed to educators who had completed externships between 1995 and 1998. Of the 285 questionnaires mailed, three were returned with no forwarding address; two did not complete their externship, and one was a duplication. Of the remaining 279 questionnaires, 121 responses were received, resulting in a 43% response rate.

Findings

The first question on the survey asked participants to identify their major school responsibilities. The largest response was from 80 classroom teachers (66.1%), with 14 (11.6%) from special education teachers, eight (6.6%) from guidance counselors, six (5.0%) from principals or assistant principals, and five (4.1%) from specialists. Eight responses (6.6%) checked "other" and indicated that they were social workers (2), librarian, coordinator, family and consumer educator, technology educator, at-risk educator, or student assistance educator.

Most educators, 72 or 60.0%, worked 31 - 40 hours, while 19 (15.8%) educators worked 11 - 20 hours and 18 (15.0%) educators completed more than 41 hours in their externships. Only two externs worked ten or fewer hours. One respondent did not indicate an answer.

Externs performed a variety of work responsibilities. Based on their descriptions of their work, responses were classified as observational, hands-on, or both. Examples of observational experiences involved mostly job shadowing employees or observing employees in various departments within the company. Hands-on experiences involved externs directly working in construction, building, engineering, retail stores, auto repairing, libraries, or employment offices. The category "Both" involved a combination of observing and hands-on experiences. Fifty-four educators (44.6%) described their job as observational, while 29 externs (24%) indicated having direct hands-on type experiences. Thirty-three externs (27.3%) had a combination of observational and hands-on work experiences. Insufficient information was given in five responses.

Externs were asked to identify what year(s) they completed their externships. Fourteen externs completed multiple externships, which resulted in N=133. The largest number of participants, 46 or 34.6%, completed their externships in 1997, with 34 (25.6%) in 1998, and 26 (19.5%) in 1996. Eleven externs indicated completing their externships prior to 1995.

Participants were asked to indicate how their externships had an effect on their responsibilities as educators. Most of the participants perceived that their externship "Greatly contributed" or "Somewhat contributed" to their school responsibilities, 37.2% and 48.0%, respectively. Sixteen (13.2%) educators marked "Minimally contributed," with one response indicating "Not contributed" and one marking "N/A" in affecting their school responsibilities.

One of the most important questions asked on the questionnaire was the perceptions of educators as to the

effect their externships had on the improvement of teaching or school responsibility. Most externs indicated that their externships greatly contributed (34.5%) or somewhat contributed (48.7%) to improving their teaching or school responsibility. Sixteen externs perceived that their externship experience only minimally contributed.

Respondents were asked to identify the areas in which their externship experiences increased their knowledge of workplace skills that were needed by today's workers. Externs could check all skills that applied, which resulted in 1063 total responses. The top three workplace skills identified by participants were teamwork, interpersonal skills, and problem solving (N=121, 86.0%, 83.5%, and 81.8%, respectively). Closely following were listening skills (78.5%), organizational effectiveness (75.2%), and oral communication skills (72.7%). Other skills included motivation skills, creative thinking, personal/career development, goal setting, leadership, reading,

Improvement	Number	Percent
Greatly Contributed	41	4.5
Somewhat Contributed	58	48.7
Minimally Contributed	16	13.4
Not Contributed	2	1.7
N/A	2	1.7
Totals	119*	100.0

**Two participants did not answer this question.*

computational and writing skills.

Externs were asked whether the externship experience offered ideas for developing workplace skills in students. The questionnaire requested responses to six types or subsets of skills: learning to learn; reading, writing, computation; creative thinking/problem solving; communication; interpersonal/negotiation/teamwork; and self-esteem, motivation/goal setting, and employability/career development skills. Extern respondents were directed to check all items that applied, which resulted in 1,543 responses.

Learning to learn. The majority of the 109 respondents of this subset agreed that the externship experiences offered ideas for learning to learn; specifically, ideas for action/hands-on strategies (65%) and self-development strategies (55%).

Reading, writing, and computation. One hundred seven respondents to this survey question agreed that the externships provided ideas for developing workplace skills. Ideas for following detailed, sequential directions to complete a task were marked by 72% of the respondents. Respondents also gained ideas for determining which computational process to apply to a job problem and for locating information for job tasks.

Creative thinking/problem solving. One hundred eleven extern educators responded to this subset. Classroom teachers and support personnel combined gained ideas for developing the workplace skills of decision making and problem solving as indicated by 93 (83.8%) of the respondents. Secondly, the majority of the respondents indicated ideas were gained for brainstorming (64%) and for identifying the interrelationships of job tasks (58.6%).

Communication: speaking and listening. The majority of the 111 respondents to this subset agreed that the externship experiences offered ideas for various communication strategies (68.5%), active listening (67.6%), nonverbal and verbal communication (56.8%), and small group problem solving (55.9%). Others gained ideas about diversity awareness.

Interpersonal/negotiation/teamwork. More externs (112) responded to this subset than any of the other five subsets. Of these 112, 86.6% indicated they gained ideas about the workplace skills of functioning as a unit and building a sense of loyalty. Ideas for group interaction, forming relationships, and team building were also reported.

Self-esteem, motivation/goal setting, and employability/career development. One hundred three respondents to this question agreed that the externships provided ideas for short and long-range goals (80.9%). Ideas for training materials emphasizing personality traits were reported by 61.2%, while 51.4% gained ideas for recognizing achievements.

Conclusions

The data in this study support the conclusion that externship experiences are of value to elementary, middle, secondary school and technical college teachers, counselors, specialists, and administrators. Most of the educators reported that their externship either greatly contributed or somewhat contributed to the improvements of their teaching or school responsibilities. Externs reported increased knowledge of workplace skills as a result of their externship experience, which is one of the main goals of externship programs.

Demographics

Most participants in this study were elementary, middle, secondary public school and technical college classroom teachers. Supporting personnel, specifically, special education teachers, guidance counselors, specialists, principals, and assistant principals were also represented in this study. Most of the participants completed their externship in either 1997 or 1998. More than a majority of externs worked thirty hours or more at their worksites. Externship responsibilities of participants involved mostly observational experiences compared to actual hands-on work experiences. Most worksites were from retail/manufacturing businesses, construction sites, engineering firms, hospitals, police departments, newspaper companies, radio/broadcasting companies, social services, and veterinary clinics.

Externship Effect

Almost all of the externs indicated that their externship either greatly contributed or somewhat contributed to their teaching or school responsibility regardless of the amount of hours worked. However, a higher percentage of externs who worked more than 40 hours indicated that their externship greatly contributed to their school or teaching responsibility. A large percentage of externs perceived that their externship greatly or somewhat contributed to improving their teaching or school responsibility regardless of the type of work performed—observational, hands-on, or both. However, externs who completed hands-on experiences or a combination of observational and hands-on experiences indicated that their externship had a greater effect on their school responsibilities compared to externs who had only observational experiences. This finding leads to the conclusion that externs may receive greater value from externships that require more involvement in the worksite. Some participants responded that greater value could be realized if clearer communication was established between the extern and the employer as to work expectations.

Workplace Knowledge

All participants indicated that the value and merits of their externships were well worth their efforts. The externships did provide valuable experiences and workplace information to help make the externs better teachers. Most externs reported increased knowledge of workplace skills in teamwork, interpersonal skills, problem solving, listening, organizational effectiveness, oral communication, motivation, creative-thinking, personal and career development, and goal-setting skills. Writing

skills and mathematical computation were the least impacted areas in the externship experience.

Developing Workplace Skills in Students

Externs indicated that they gained ideas for developing workplace skills in students. Specifically, more than 60 percent of the respondents indicated that they gained ideas for action/hands-on strategies; following detailed, sequential directions to complete a task; decision making and problem solving; brainstorming; active listening; behaving as members of a functioning unit/sense of loyalty; forming relationships; and ideas for training materials emphasizing personality traits and goal setting.

Externship Benefits

The data in this study strongly support the objectives as stated in the Wisconsin Educator Externship Model. A large number of externs indicated that as a result of their externship, they had a greater recognition of workplace competencies and behaviors. Likewise, a large percentage of externs gained a greater recognition of connecting school to businesses. Many externs reported gaining current information and technological advances and acknowledged the importance of networking with businesses. The majority of the participants in this study evaluated the externship as a worthwhile experience.


References

- Carnevale, A. P., Gainer, L. J. & Meltzer, A. S. (1990). *Workplace basics: The essential skills employers want*. San Francisco, CA: Jossey-Bass Publishers.
- Colussy, Connie M. (1999). *Educator Externships*. Madison, WI: Wisconsin Department of Public Instruction.
- Doyle, Lee. (1998). A new model for business investment in educational change—shaping the “before, during, and after” of teacher internships. An Interim Report from the Bell South Foundation Initiative. <http://www.bellsouthcorp.com/bsf>.
- Hess, Mary Anne. (Fall 1997). *School-to-work—linking learning to livelihoods*. Curriculum Update. Alexandria, VA: Association For Supervision and Curriculum Development.
- Phelps, L. Allen. (March, 1998). *Changing work, changing learning: The imperative for teacher learning in workplaces and communities*. Teacher learning in the workplace and community. Madison, WI: National Center for Research in Vocational Education, 3-11.
- Ries, Eric. (October 1999). *Fit for the real world*. Techniques, 14-16.

continued on next page

School-to-Work Opportunities Act of 1994, Section 103. Work-based learning component [Online] Available: <http://www.stw.ed.gov/factsht/act.htm#Section103>.

The Secretary's Commission on Achieving Necessary Skills: identifying and describing the skills required by work. [Online] Available: <http://www.ttrc.doleta.gov/SCANS/work.html>.

about the authors 

Dr. Bill McPherson is a professor in the Technology Support and Training Department in the Eberly College of Business and Information Technology at Indiana University of Pennsylvania. His research interests include business communications, personality type, technology, and business education.

Dr. Carolyn Rainey is an Associate Professor in the Department of Administrative Services at Southeast Missouri State University. She is the Coordinator of Departmental internships, sponsoring 200 students from 1976 to the present. She has qualified for the MOUS Master Instructor Office 2000 certificate and is a Phi Beta Lambda Wall of Fame Adviser

Dr. Terry D. Roach is the Director of Business Programs at Arkansas State University--Fort Smith in the Department of Management and Marketing. His research interests include business communication, human resource management, and business teacher education.

Dr. Harriet Rogers is an Associate Professor at the University of Wisconsin—Whitewater. She is the Coordinator for Business Education in the College of Education and has teaching experience at all levels: elementary, middle, secondary, community college, and university. Her educational interests include: strategies in teaching Business Education, Elementary Keyboarding licensure, School-to-Work initiatives, and Educator Externships.

DON'T FORGET . . .

Saturday, October 12, 2002



hosted by


Marathon High School

held at

Northcentral Technical College
Wausau, Wisconsin



- 2003Green Bay
- 2004Wisconsin Rapids
- 2005Appleton
- 2006TBA
- 2007Wausau


 n e w f e a t u r e

Here's your chance to share great business education tips and tricks with fellow business educators. Submit any tips or tricks via e-mail or mailed copy to the WBE Journal editor by the WBE Journal deadlines.

Job Interview Tip: Saving Time

submitted by Janet Allison

When I taught 8th Grade Introduction to Business, one of the units I stressed was How to Get a Job. This unit involved preparing a simple resume, completing an application (I obtained one from the local Dairy Queen which hired many students), and writing a letter of application. We also studied the art of interviewing for a position.

Reading those resumes and application letters took a good deal of time. To cut some of the time, I had students in my COOP class go through several resumes/applications and determine whether or not the applicant could be hired. The COOP students did basic proofreading, and made suggestions for changes that would make the resume more attractive and informative.

By having someone other than myself look over the applications, the 8th Grade students took the project a bit more seriously. The COOP students had an opportunity to see the work of others and were able to improve their own.

Job Campaign Tip: The Real Test

submitted by Janet Allison

After my COOP students had prepared their best resume, we put them to the test. A friend of mine is a certified human resources specialist. My friend offered to review my students' resumes and cover letters and critique them. She even made suggestions for MY resume, etc. As the human resources specialist for a large firm, my friend had an opportunity to see many samples of good (and bad) work in the real world. After reviewing the resumes, my friend came to my class and met with the students to offer face-to-face advice. The students agreed that this was very beneficial to them.

Time Management Tip: Use Shared Folders

submitted by Susan Sharkey

Save time using Shared Folders rather than chasing to the copy machine whenever you need to duplicate class documents. (Murphy's Law dictates that the sooner you need copies, the longer the user line at the copy machine or the longer the wait for repairs.) Using Shared Folders through your computer network also promotes students taking responsibility for managing their class tasks.

For each class set up a shared folder on the network so the students have read-only access. (If you don't have rights to accomplish this, work through your network coordinator.) Students need to be able to retrieve and save the file to their private folders. When the student has the file saved in his/her own folder, the file can be altered. After completing any assigned task, the student then has the option to hand in a printed copy of the assignment or send the file to the instructor as an email attachment. This is the electronic version of leaving hard copies in a manila file folder or wire basket on the classroom counter so students can retrieve the work as needed.

Students, instructors, and parents all benefit from this strategy. Students are held responsible for collecting documents when absent avoiding the excuse that a student didn't know about an assignment. Through Internet and/or email, students are able to retrieve documents from home, which is useful during long-term absences. The instructor can "post" class schedules and announcements in the same manner (especially helpful for the instructor who teaches in multiple rooms or is not available in the building full-time). Parents have access to course information through the school's web site and an instructor's home page. Students will become familiar with this strategy as on-line learning becomes more common.

In one case, an instructor on military leave was able to remotely collect and provide feedback to students during the brief absence. During the teacher's absence, students were able to continue with meaningful lessons although they had a substitute teacher who did not have expertise in the subject. This also reduced the stress of catching up when the regular instructor returned to the classroom.

The main concern is how to use the extra time that would have been spent at the copy machine or looking through piles for make-up work. This time can be better used working with a student or designing a dynamic lesson.

School	Home	Terms of Office
	445 Scott Street Green Lake, WI 54941-9791 920-294-3971 sharkey@dotnet.com	Term: 1 year Expires: 6/30/02 Selection: President Elect Assumes
Suring High School P.O. Box 158 411 East Algoma Suring, WI 54174 414-842-2182 414-842-4570 FAX	8841 Clay Road Suring, WI 54174 920-842-2283 jbdickson@ez-net.com	Term: 1 year Expires: 6/30/02 Selection: Elected
Mount Mary College Milwaukee, WI 53222	3406 Mount Lane Hubertus, WI 53033 262-628--3494 mjherman@execpc.com	Term: 2 years Expires: 6/30/03 Selection: Elected
Delavan-Darien High School 150 Cummings Street Delavan, WI 53115-1699 262-728-2642 Ext. 4483 262-728-9713 FAX sthiele@ddschools.org	N2524 Hill Street Darien, WI 53114-1358 262-724-5564 sthiele@pensys.com	Term: 5 years Expires: 6/30/04 Selection: Appointed
Mishicot High School 660 Washington Street P.O. Box 280 Mishicot, WI 54228 920-755-4633, Ext. 156 920-755-2390 FAX jwegner@mishicot.k12.wi.us	2408 Adams Street Two Rivers, WI 54241 920-793-3756 jwegner@nconnect.net	Term: 2 years Expires: 6/30/02 Selection: Elected
Hartford Union High School 805 Cedar Street Hartford, WI 53027 262-673-8950 Ext. 300 262-673-8943 FAX lisa.olson@huhs.org	836 Hickory Lane Hartford, WI 53027 262-673-9249 olson@nconnect.net	Term: 2 years Expires: 6/30/02 Selection: Appointed
Hortonville High School 213 East Towne Drive Hortonville, WI 54944 920-779-7933 Ext. 2569 920-779-7935 FAX kathykiger@hasd.org	1901 Dexter New London, WI 54961 920-982-3767 kkig@juno.com	Term: 1 year Expires: 6/30/02 Selection: President Assumes

School	Home	Terms of Office
Unity High School P.O. Box 307 Balsam Lake, WI 54810-0307 715-825-2131 ext. 1010 715-825-4430 FAX aarndt@unity.k12.wi.us	P.O. Box 251 Milltown, WI 54858-0251 715-825-3755 alarndt@lakeland.ws	Term: 2 years Expires: 6/30/03 Selection: Appointed
D.C. Everest High School 6500 Alderson Street Weston, WI 54476 715-359-6561 Ext. 4109 715-355-7220 FAX jolson@dce.k12.wi.us	4823 Barbara's Lane Stevens Point, WI 54481 715-341-1017	Term: 2 years Expires: 6/30/02 Selection: Appointed
Clintonville High School 255 N. Main Street Clintonville, WI 54929 715-823-7215 715-823-1481 FAX	88 Green Tree Rd Clintonville, WI 54929 715-823-6304 mdonnell@frontiernet.net	Term: 2 years Expires: 6/30/03 Selection: Appointed
Platteville High School 701 East Madison Platteville, WI 53818 608-342-4420 (school) 608-342-4452 (bus. ed.) 608-342-4427 FAX wwtrouten@platteville.k12.wi.us	6786 N. Elm Street Platteville, WI 53818 608-348-9853 wwtrouten@hotmail.com	Term: 2 years Expires: 6/30/02 Selection: Appointed
Winneconne High School Wolf Run P.O. Box 5000 Winneconne, WI 54986 920-582-5810 Ext 1807 (mornings) piuntis@winneconne.k12.wi.us	1050 Westfield Lane Neenah, WI 54956 920-727-4748	Term: 2 years Expires: 6/30/03 Selection: Appointed
Templeton Middle School N59W22490 Silver Spring Road Sussex, WI 53089 262-246-6477 Ext. 4429 262-246-0465 FAX	N62W23753 Hickory Drive Sussex, WI 53089 td@worldnet.att.net	Term: 2 years Expires: 6/30/02 Selection: Appointed
UW-Whitewater	443 N. Tratt Street Whitewater, WI 53190 262-472-9433 414-588-9595 (cell) timfstar@yahoo.com	Term: 1 year Expires: 6/30/02 Selection: Appointed

School	Home	Terms of Office
CVTC770 Scheidler Road Chippewa Falls, WI 54729 715-723-0261 715-723-2227 FAXdweidman@chippewa.tec.wi.us	3112 Mercury Avenue Eau Claire, WI 54703 715-835-7735 donnamae@wolfmark.com	Term: 2 years Expires: 6/30/03 Selection: Elected
DPI - 125 South Webster Street P.O. Box 7841 Madison, WI 53707-7841 608-266-2348 608-267-9275 FAX joan.loock@dpi.state.wi.us	5383 Mariner's Cove #411 Madison, WI 53704 608-242-1124 jloock@execpc.com	Term: Continuous Selection: Appointed
DPI - 125 South Webster Street P.O. Box 7841 Madison, WI 53707-7841 608-267-0361 608-267-9275 FAX bette.schmitt@dpi.state.wi.us	3112 Sunrise Court Middleton, WI 53562 608-831-4275	Term: Continuous Selection: Appointed
WTCS - B310 Price Place P.O. Box 7874 Madison, WI 53707-7874 608-266-1287 608-266-1690 FAX tokheim@board.tec.wi.us	4905 Ralph Circle Madison, WI 53714 608-241-9476 stokheim@chorus.net	Term: Continuous Selection: Appointed
Wisconsin Lutheran High School 414-453-4567 Ext 1043 mgprobst@wlhs.k12.wi.us	2135 South 97 Street West Allis, WI 53227 414-545-4513 punsterman@earthlink.net	Term: 2 years Expires: 6/30/03 Selection: Appointed
UW-Whitewater - College of Education 4043 Winther Hall Whitewater, WI 53190 262-472-5437 262-472-1988 FAX rogersh@mail.uww.edu	4234 Parkview Drive Janesville, WI 53546608-755-0327 rogersh@charter.net	
Richland Center High School 23200 Hornet High Road Richland Center, WI 53581 wmorgenthaler@richland.k12.wi.us		Term: 1 year Expires: 6/30/02 Selection: Appointed
Baraboo High School 1201 Draper Street Baraboo, WI 53913 608-355-3940 mcarpenter@baraboo.k12.wi.us	242 Junction Rd. #32 Madison, WI 53717 608-833-1207 mcarp@chorus.net	Term: 2 years Expires: 6/30/03 Selection: Appointed
	20454 Cth DDBloomer, WI 54724- 9125715-568-5028 jallison@win.bright.net	Term: 3 years Expires: 6/30/02 Selection: Appointed

WBEA
CALENDAR

April 25-27, 2002Spring Convention, Fond du Lac
May 6, 2002Deadline for Wisconsin Business Education Newsletter
July 1, 20022002-2003 Membership Year Begins
August 15, 2002Deadline for Fall Wisconsin Business Education Journal
September, 2002Executive Board Meeting, Wisconsin Rapids
October 12, 2002Fall Seminar, NTC Wausau
November 1, 2002Deadline for WBEA Outstanding Awards Nominations
January, 2003Executive Board Meeting

WBE JOURNAL
Lisa Olson
Hartford Union High School
805 Cedar Street
Hartford, WI 53027

PRSR STD U.S. POSTAGE PAID HARTFORD, WI PERMIT NO. 40
