

THIS & THAT

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Spring Issue, 2004

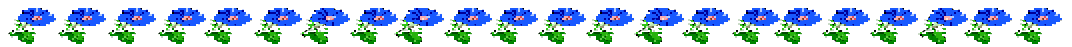
A Newsletter for Nebraska Business Educators

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*Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.
~Alfred, Lord Tennyson*



OVERALL BE ENROLLMENTS UP!

Comparative information on Nebraska's public and non-public schools Business Education course enrollments for the 2001-2002 and 2002-2003 school years reported to NDE show an overall increase of 2%.

Grade 9 - 12 courses with an increase of over 25% include Business Computer Applications, Business Economics, E-Commerce, Personal Finance, Business Math, Business English/Communications, Entrepreneurship and Cooperative Business Internship. Although some of these large increases may be the result of changes in reported course titles, the numbers indicate that increased emphasis on the standards appears to have impacted our curriculum.

After slight declines in Accounting I and II, we are happy to report that both courses have increased—4% and 9%, respectively.

When comparing enrollments from 2002-2003 to the 1999-2000 school years, the following percentage of change occurred for these categories:

- Elementary - increase of 1%
- Middle School - increase of 25%
- Jr. High School - increase of 12%
- High School - decrease of 3%

The overall increase representative of K-12 buildings was an increase of 2%.

Many of the Fall ESU workshop participants reported increased enrollments in business courses. The recent data provided by the Nebraska Dept. of Education Data Center indicates that you were right! It takes extra effort to recruit students, market your program and support a strong FBLA chapter, but all three will help you maintain or continue to increase your enrollments. Thanks for the great job you do!

To see the complete Business Education Course Enrollments report, link to www.nde.state.ne.us/BUSED/besame.htm—click on Bus. Ed. Enrollments.



CELEBRATE!

**National FBLA Week
February 8-14, 2004**

TEACHERS LEARN ABOUT INSURANCE AT SUMMER INSTITUTES

The Insurance Education Foundation Institutes are designed for teachers who teach insurance as part of another subject such as business, consumer education or economics. The purpose of this program is to enable you to become more effective in teaching insurance. The Institute is designed to provide the tools you need for understanding all forms of insurance, how the industry works and what insurance careers are available. At the institutes offered at five host universities around the country, you will:

- Develop lesson plans to use in your classroom
- Share ideas and information with colleagues
- Earn three graduate credits
- Receive a free scholarship

The Insurance Education Foundation provides scholarships to cover the costs of graduate credit, on-campus room and board and classroom materials for teachers who are selected to attend the Institutes. Participants are responsible for their own transportation to and from the locations and weekend meals. For complete information on the insurance institutes and resources that the Insurance Education Foundation offers, visit www.ief.org.



2003 ESU SURVEY RESULTS—MORE DATA!

At the fall Business Education ESU workshops, one participant from each school building represented at the workshops was asked to complete a Business Education Survey online by November 20, 2003. A total of 116 buildings completed the online survey by the deadline. The results of the survey are available at www.nde.state.ne.us/BUSED/behome.htm—click on Surveys—click on 2003 BE Survey.

A short summary of the survey (based on the 116 school buildings responding) provides a good picture of what's happening within Business Education.

- 28% of these buildings' business students were given the opportunity to use handheld devices (PDAs) in the BE Department
- 44% of these buildings' business students were given the opportunity to use speech recognition in the BE Department
- 61% offered a Personal or Consumer Econ course in the high school
- 15% indicated that Personal Finance or Consumer Econ was offered as a graduation requirement
- 53% offered an Economics (Macro and/or Micro) course in the high school
- 21% indicated that Economics was offered as a graduation requirement

The following schools are providing instruction in both speech recognition and PDAs:

Elmwood-Murdock, Wausa, Republican Valley, Overton, Omaha Bryan, Omaha Burke, Omaha Central, Omaha North, Omaha Northwest, Omaha South, Auburn, Verdigre, Neligh-Oakdale, Southern, Dundy County, Lakeside Central, Grand Island Northwest, Lincoln Northeast, Lincoln North Star, Lincoln East, Lincoln Southeast, Lincoln Southwest and Lincoln High.

The following schools require Personal Finance for graduation: Elmwood-Murdock, Lodgepole, David City, Wheeler Central, Fairbury, South Sioux City, Mitchell, Prague, Grand Island Northwest, Lincoln Northeast, Lincoln North Star, Lincoln East, Lincoln Southeast, Lincoln Southwest, Lincoln High, Grand Island Senior High and Fillmore Central.

The following schools require Economics for graduation: East Butler, Omaha Benson, Omaha Bryan, Omaha Burke, Omaha Central, Omaha North, Omaha Northwest, Omaha South, Omaha Blackburn Alternative High School, York, Fairbury, Valley, Ashland-Greenwood, South Sioux City, Prague, Humboldt/Table Rock Steiner, Lincoln Northeast, Lincoln North Star, Lincoln East, Lincoln Southeast, Lincoln Southwest, Lincoln High and Grand Island Senior High.

You are encouraged to use this data to help you make curricula changes for your business education department and district. Please use these survey results with administrators and guidance counselors to enhance your business program.

Spring makes its own statement, so loud and clear that the gardener seems to be only one of the instruments, not the composer.

~Geoffrey B. Charlesworth

HANDEHDS IN THE CLASSROOM - TOOLS FOR TEACHERS

By Cyndi Pride Reprinted with Permission, Tech-Learning, August 1, 2003

A handheld may also be called a handheld computer, handheld PC, pocket PC or a PDA (Personal Digital Assistant). People sometimes refer to them by the manufacturer's name: Palm or Handspring. With most handhelds, users input information with a stylus or a separate keyboard, although a few models have begun to include a thumb-pad keyboard. Generally handhelds use the Palm OS (Palm Operating System) or a Pocket PC version of Windows.

Handhelds are popular because of their portability; however, other features make them invaluable tools. Handhelds can sync (synchronize) data with a desktop computer and share data with other users through infrared ports. Many can connect to the Internet wirelessly or through a modem to enable users to pull down information from the Internet or access email. Some models have expansion slots for additional memory or for peripheral equipment, such as digital cameras and scientific probes. Handhelds come with a basic software package, which typically includes business applications such as a date book, memo pad, to-do list and address books. The Pocket PC platform has a special version of MS Word, Excel and PowerPoint that sync with desktop computers. Palm Pilots now come with Documents To Go, which permits users to easily move documents from handheld to computer or back. Additional software titles are available for both operating systems, although there are many more titles for Palm OS. Users can access software that enables them to download books, keep track of student grades and make diagrams. Software developers are beginning to recognize the value of this tool in education and are beginning to develop additional to help administrators, teachers and students.

Handhelds for Teachers

In the spring of 2001, Beaufort County School District teachers had the opportunity to use handhelds to assist in data collection and management of student learning. The teachers explored assessment strategies and invented ways in which to use the handheld. At the end of the school year one teacher commented, "I don't know what I would do without the Palm. The Palm allows me to walk around, monitor and record what I am seeing. This freedom of movement allows me to be a better record keeper, better assessor, and hopefully, a better teacher." Teachers also commented that using the Palm to record observations of student behaviors provided them with a comprehensive picture of learning, yielding formative data that was useful in guiding the development of lessons. Teachers liked having all of their information in one place and appreciated having a tool that they could take anywhere to record or access student information.

In addition to the generally accepted use of each of the basic Palm applications, teachers found creative ways to take advantage of the technology.

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NEW ONLINE RESOURCES

WetFeet--<http://www.wetfeet.com/asp/home.asp>

Mickie Mueller shared this web site as a great resource for researching careers. The Career Profiles section includes an overview of the career, job requirements, job outlook, career tracks and compensation. Industry Profiles includes an overview of the industry and lists job descriptions for that industry. The Real People Profiles are interviews with real people in several career areas. The site also has information on resumes, self-assessment and interviewing.

Simulation Stock Market Games

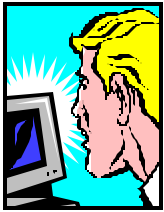
The Stock Market Game (www.smg2000.org) is sponsored by the nonprofit Securities Industry Foundation for Economic

Education. Over 500,000 students in grades 4 through 12 participated in the Stock Market Game in 2002-03. Nebraska's Stock Market Game contact is Sue Crisler at UNL (scrisler1@unl.edu, 402.472.3805).

Stock-Trak (www.stocktrak.com) is a for-profit company based in Duluth, Georgia. Stock-Trak's fees vary, but are typically \$18.95 per team. Both games have been very successful over the years, and students enjoy them. Warren Washburn of York High School says, "We had a lot of fun with the Stock Market Game. When you get the kids in groups and hear them discussing the subject, you have to be pretty happy as a teacher. You just let them go; you let them manage." To learn more about how you can incorporate the Stock Market into your curriculum, reference NBEA's *Keying In* newsletter for September 2003 (Volume 14, Number 1).

Speech, A Faster More Natural Alternative To Keyboarding

By Judy A. Grotrian, Ph.D. ©2003



Are your business education students “speaking” to the computer instead of keyboarding? In Nebraska they are! Forty-four of the full-time business education instructors (71%) trained in speech recognition technology (SRT) are currently implementing SRT for instructional activities in the business education curriculum.

Why speech recognition technology? Speech is a fast and natural way to interact with a computer, because most people can talk much faster than they can type or manipulate a mouse. Not only in the workforce, but in educational institutions as well, the major advantage of speech recognition technology has been the increased personal productivity.

In which courses is speech recognition integrated? The Nebraska business education instructors are utilizing SRT in required courses or are integrating SRT in the business courses. The highest percentage of implementation of SRT was in Computer Applications courses (38.6%) and Advanced Computer Applications courses (31.8%) followed by High School Keyboarding courses (22.7%) and Middle School Keyboarding courses (20.5%). The highest percentage of implementation of SRT was in the required Middle School Keyboarding courses (77.8%) and High School Keyboarding courses (60.0%). According to the business education instructors, an average of 4.1 instructional hours per week were devoted to SRT, with 5.9 total weeks devoted to SRT.

Dr. Judy Grotrian, Assistant Professor of Business at Peru State College in Peru, Nebraska, conducted this survey with Nebraska business educators who had completed speech recognition technology training. Dr. Grotrian was also interested in finding out the perceptions of speech recognition technology in the business education curriculum.

Six questions were asked using nominal scale data. A descriptive answer portion was included to enable theme(s) to be reported from the responses. The questions and findings were:

#1. Do you perceive speech recognition technology as having a relative advantage in the business education curriculum?

82.4% Yes—training for future employment and increased productivity;

17.6% No—student frustration and boredom with SRT.

#2. Do you perceive speech recognition technology as being compatible with the values, past experiences, and needs of potential adopters in the business education curriculum?

91.7% Yes—opportunity to provide a curriculum that prepares students for future employment;

8.3% No—taking a considerable amount of time to train the students to learn to use SRT.

#3. Do you perceive speech recognition technology as being able to be taught as an introductory unit to an entire class and/or on a rotation basis with individuals or small groups?

96.6% Yes—rotation being feasible due to budget constraints for computers and software; business education teachers have learned and accepted rotation and sharing of technology so all students can have some type of experience using the most updated hardware and software the school has available;

3.4% No—not enough time to train students to learn to use SRT.

#4. Do you perceive speech recognition technology as being simple—easy to understand and use?

81.4% Yes—upgrades in software permitted SRT to be more accurate, user-friendly, and self-explanatory;

18.6% No—students’ grammar and punctuation skills affected how quickly the students learned and felt comfortable with SRT.

#5. Do you perceive speech recognition technology as being observable—results visible to others?

91.7% Yes—results are obvious as one can see the speed, accuracy, and higher productivity in the classroom;

8.3% No—there is a need to see SRT in use in the business world.

#6. Do you perceive speech recognition technology as having an impact in the business education curriculum?

84.3% Yes—SRT will change how keyboarding is taught and will totally change the “input” technology of the classroom;

15.7% No—this is just one more thing for the business education teacher to teach; and, do not foresee the keyboard being replaced.

Educational institutions are being inundated with different types of input technologies to be included in the business education curriculum. Because 19 Nebraska business education teachers in 2001 played an integral role in train-the-trainer workshops completing speech recognition training, these educators have conducted training sessions and/or taught college or secondary business courses incorporating speech recognition into their coursework. Why? Business education teachers understand the trends in technology are requiring them to provide instruction on a variety of input technologies for successful academic, professional, and personal applications.

Congratulations, Nebraska Business Education Teachers!!

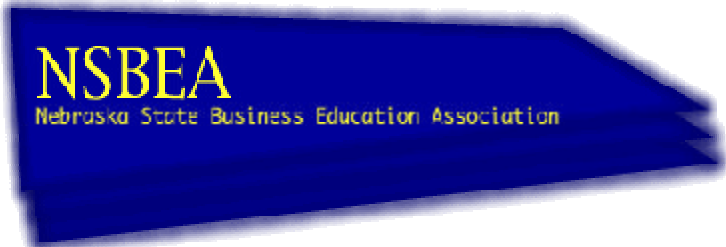


Handhelds in the Classroom—Tools for Teachers
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Teachers found that using the basic applications was easy and useful, even though there are limitations imposed by force-fitting teacher’s needs into business applications. However, there are a growing number of software applications for educators that will increase the utility of the handheld for teachers. Some examples include:

SOFTWARE	PLATFORM	PURPOSE	AVAILABLE FROM:
Handango Teacher Suite	Palm OS & Pocket PC	Three in one: Teacher’s P.E.T. grade book & student/class manager, lesson plan organizer, and Thought Manager, a planning tool.	Handango
Learner Profile to Go	Palm OS	Student management system that allows teachers to assess students, track assignments and develop rubrics of observable behaviors for assessment.	LearnerProfile
MClass: Reading	Palm OS	Assists teachers in conducting running records to assess reading performance in grades K-3. Other reading assessment titles available.	Wireless Generation —click on “Products”
PDA Teacher	Palm OS	Student information log, class lists, absentee report, lesson plan template and database, grade book, disciplinary log.	Palm Education Solutions —click on “Education Software” under “Software Solutions” and then click “Teaching Aids”
TeachFile	Palm OS	Student management software to track assignments, attendance and general status lists for all of your classes. Gradebook applications.	Palm Education Solutions —click on “Education Software” under “Software Solutions” and then click “Teaching Aids”
X-Port	Palm OS	Syncs SASIxp information to handhelds.	L-Systems, Inc

There are a number of distributors of handheld software. Some titles are available at retail outlets, but more are available as downloads from the Internet. Downloaded software is placed in a folder on the desktop computer and transfers to the handheld when it is next synchronized. The handheld is a valuable tool for teachers allowing them to record and access student information and organizes the details of teaching in one small, portable device. The handheld easily slips into a pocket or pocketbook so data is available anytime, anywhere. The ability to transfer information among users has not been addressed in this article, but opens another avenue of communication among teachers, students and parents. The technology is evolving and brings the promise of more utility for teachers and administrators.



Make plans now to attend the Nebraska State Spring Convention for Business Education educators! Please find the registration form on page 6 of this newsletter. The registration form and the agenda can be found on the NSBEA website at www.nsbea.org/. Make your 2004 calendar NOW!

BUSINESS EDUCATION SPRING CONFERENCE

‘Business Premier 2004’

MARCH 19-20, 2004

Lifelong Learning Center
801 East Benjamin Avenue
Norfolk, NE 68702

Reservation Deadline: March 6, 2004



Name _____

E-Mail Address _____

Home Address _____

City _____ State _____ Zip _____

School Name _____

Home Phone _____ School Phone _____

Make checks payable to **NSBEA**
(No purchase orders accepted—no refunds after March 16, 2004)
Send completed registration form and check to:

Patricia J. Wade, NSBEA Convention
Northeast Community College
801 East Benjamin Avenue
PO Box 469
Norfolk, NE 68702
(402) 844-7309
patw@northeastcollege.com

Sponsored by: **NEBRASKA BUSINESS EDUCATION ASSOCIATION**
NORTHEAST COMMUNITY COLLEGE

Motel Information:

White House Inn
2206 Market Lane, Hwy 275 Bypass
Norfolk, Nebraska
(402) 371-3133 or Toll Free (888) 802-5000
www.whitehouseinns.com/

Single room rate is \$45 and double room (two queen-sized beds) rate is \$50. Rates include a complimentary breakfast. Reservations must be made two weeks prior to the convention.

Convention Fees

Circle appropriate amount:

Member \$35
(includes Saturday luncheon)

Member Late Registration . . \$40
(includes Saturday luncheon)

Nonmember \$35
(includes Saturday luncheon)

Student \$35
(includes Saturday luncheon)

Computer Workshops . . \$5 each

10 a.m.-noon Friday

MOS Certification

1-3 p.m. Friday

Handwriting Recognition

3-5 p.m. Friday

PDA's

Microsoft Outlook

NSBEA/DPE

Banquet/Luncheon

Buffet Dinner \$20

(Check one)

Prime Rib

Halibut

Saturday Luncheon:

Guest \$10

Total Convention Fees:

\$ _____

Please make checks out to
NSBEA

Please, no purchase orders

No Child Left Behind

By Woody Ziegler and Bonnie Sibert

President Bush has instituted the educational initiative *No Child Left Behind* (NCLB). “The No Child Left Behind Act is designed to ensure that all children receive a quality education in this country—and that means every single child, including those with disabilities,” said U.S. Secretary of Education Rod Paige. Under the No Child Left Behind Act, schools must show adequate yearly progress in making sure that all students achieve academic proficiency in order to close the achievement gap. To help evaluate progress, the law provides historic levels of funding for states to design and implement annual tests for all children—regardless of race, income or disability—to let parents know the quality of the education their children are receiving.

The No Child Left Behind (NCLB) Law targets four goals: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on proven teaching methods. It also places stronger emphasis on reading and on leveraging technology effectively. Because it contains new requirements for teaching, testing and accountability, this new law warrants new strategies. One effective approach is to leverage a district’s technology investment for better instruction, analysis and reporting. Technology can enhance NCLB efforts and lead to meeting your school and district’s educational goals. Technology can help you improve instruction, expand data gathering and analysis, increase reporting capability and involve parents.

Pat Weddle, Supervisor of Business, Marketing and Information Technology for Omaha Public Schools has worked with OPS personnel to develop K-9 technology standards that will be used to meet the requirements of NCLB. Their district is in the process of developing

criterion-reference assessments (CRTs), which will be used to prove that by the end of eighth grade Omaha Public Schools students will be computer literate. To see the K-9 technology standards for Omaha Public Schools, visit www.nde.state.ne.us/BUSED/behome.htm—click on Curriculum—click on Elementary Keyboarding—click on Omaha K-9 Technology Literacy Standards.



There will be two different opportunities to learn more about NCLB at the INVEST Conference. Mark Jon Snyder,

one of the featured speakers for the Wednesday sessions at INVEST, will be doing a session entitled *Leave No Child (or Teacher) Behind—Addressing the Technology Gap in American Education*. Provisions in NCLB seek to address technology issues in American classrooms by providing equipment, infrastructure and training for teachers, administrators and support personnel. All of the time and money spent on this initiative will not alter the fact that millions of students and thousands of teachers will continue to reject technology as an aid to education. Snyder’s presentation introduces the educational, societal and psychological reasons for rejecting technology and offers suggestions for improving acceptance of technology in the classroom.

Woody Ziegler and Mike Kozak of the Nebraska Department of Education’s Educational Technology Department will once again offer the *Come Build a Quality Technology Scope and Sequence* workshop. On Thursday, June 10 from 8 a.m. to 1 p.m., local school district teams will complete an information technology curriculum needs assessment, identify the foundation skills and knowledge needed by all students pursuing an Information Technology career path and utilize a curriculum analysis tool to determine the gaps between the state essential learnings, national standards and their district’s existing curriculum. Each team will learn how to utilize the tools and notebook of resources that is provided for each registrant.

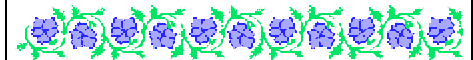


A separate INVEST Issue of *This & That* is available at www.nde.state.ne.us/BUSED/behome.htm—click on *INVEST Issue 2004* for complete conference details.



If we had no winter, the spring would not be so pleasant; if we did not sometimes taste of adversity, prosperity would not be so welcome.

~ Anne Bradstreet



Happy Spring!



A Newsletter for Nebraska Business Educators

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DATES TO REMEMBER

January 28, 2004 ..Elementary Keyboarding Workshop, Nebraska Dept. of Education, Lincoln
 March 19-20, 2004 NSBEA Spring Conference, Norfolk
 March 26-27, 2004Nebraska PBL State Leadership Conference, Kearney
 April 1-3, 2004 Nebraska FBLA State Leadership Conference, Omaha
 April 7-10, 2004. NBEA Conference, Chicago
 April 29-30, 2004 NETA Conference, Omaha
 May 6, 2004Elementary Keyboarding Workshop, Nebraska Dept. of Education, Lincoln
 June 7-10, 2004..... INVEST Conference, Kearney
 June 16-19, 2004 Mountain Plains Business Education Conference, Tulsa
 July 9-July 12, 2004PBL National Leadership Conference, Denver
 July 12-18, 2004FBLA National Leadership Conference, Denver

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Products mentioned in this newsletter are not necessarily endorsed or recommended by the Nebraska Department of Education staff; products are mentioned for your information and review.

Preparing America's Future



JUNE 7-10, 2004 HOLIDAY INN KEARNEY, NEBRASKA