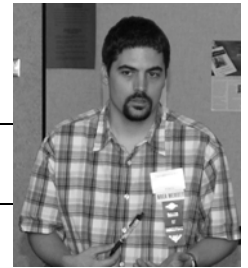


As I reflected on this year and what we have accomplished, I asked several questions of the members of our group as well as our Assistant Superintendent/Director of Curriculum & Personnel.

1. What do you feel have been the benefits of PLCs? The consensus was that collaboration has been achieved. We know what we expect our students to know, who is teaching them, and what resources we use to teach them.
2. What have been the drawbacks of PLCs? I think our Asst. Superintendent put it best. "I don't think there are really any drawbacks to PLCs. There are however, stumbling blocks." Among those she mentions are time for teachers to meet, resources, the tendency for some teachers to still isolate themselves from the learning community (as mentioned earlier), and sustaining momentum in the future.
3. What are the plans for your PLC beyond this year? As technology changes, we will need to reevaluate and verify that what we are teaching is relevant. We also need to continue to align the curriculum all the way down to the elementary level. At our request, we invited the elementary technology teachers to join us. Communication has begun regarding aligning their curriculum so that the 6th graders will complete elementary school with the skills necessary to successfully complete the courses offered at the two junior highs. Alignment is a process that sometimes takes years, as we have found out.
4. What would you like to see change in your PLC for next year? Overall, most were pleased with the way things are going. However, establishing a strong keyboarding program at the elementary level would be an ideal goal with all students consistently obtaining the same skills district wide. Realistically, this will likely be developed over the next few years. The administration would like to find additional opportunities for this type of staff development to enhance what we are already doing.

I know that no two school districts approach PLCs in the same way. Some meet with all the vocational teachers; others, like us, do not. Either way, the positive aspects are many. Collaboration is the primary outcome. In addition, meeting as a PLC reminds us that as business educators, our job is to continuously improve what we are doing. As a result, I believe we can inspire each other to inspire our students to learn.

From the President



Kansas Business Educators! It is with great joy and pride that I address each of you in this new design and format of our newsletter. I realize that each of you are extremely busy and if you are like me, you sometimes put the newsletters aside, all to find it again 6 months later and realize you have not yet read it. As a board we wanted to make some changes to the design and layout, to help you be able to read it quicker and also make it something you could easily take with you.

When I started teaching 8 years ago, I never dreamed that I would have had the opportunities that I have had to touch lives and to be touched by others. I also never dreamed I would get to have the experiences that I have had. I have been able to attend National conventions in both Anaheim and Tampa, been to Chicago, presented at numerous state conventions, been an active board member for the past 4 years in KBEA, and now have the opportunity to serve as your president for the Kansas Business Education Association. All of these events have played significant roles in my teaching career.

With that in mind the theme of this year's convention is "Whatever it Takes!" Education is changing and business education is drastically changing. We can choose to stay status quo or we can choose to rise to the top. Being a member of KBEA, MPBEA, and NBEA is a critical element that can help business education programs across the state of Kansas and beyond shine! There is a support and power when we come together to do "Whatever it Takes" to make a difference in the lives of the young people that walk through our doors each day.

Tad Hernandez
President, Kansas Business Education Association
Holton High School

Workshop Highlights

BUSINESS ETIQUETTE

Dr. Jim Rucker, Fort Hays State University

Jim Rucker, Chair of the Accounting & Information Systems Department at Fort Hays State University, informed a large number of teachers that their students would have to know the basics of business etiquette to compete in today's job market. Business etiquette, otherwise known as soft skills, is as good an indicator of job performance as traditional job qualifications or hard skills. The key to success is making soft skills and hard skills complement each other.

Dr. Rucker explained that social etiquette is based on gender and age, but business etiquette is based on rank. Many of the students of today are of the "McManners Generation" with sloppy eating habits and bad manners that often offend clients and customers.

During the presentation, Dr. Rucker gave some tips on appearance and dining etiquette, as well as, some general courteous information on the use of the cell phone, telephone, and email.

Those attending the presentation clearly understood that courteous behavior is essential for career success.

*Recorder: Dr. Jean Anna Sellers
Fort Hays State University*

Mountain Plains Business Education Association

June 13-16, 2007

Overland Park, Kansas

www.mpbea.org

As we began meeting, we were told all groups would have to answer these two questions: 1. What is it that we want our students to know? and 2. How will we know if they know it? To answer the first question, our first goal in the fall was to define the standards for the common classes that we teach at all three schools.

Working on curriculum alignment for the past 3 ½ years put us miles ahead of the rest of the PLCs. Unlike other departments, we already were familiar with the people in our group and we knew what the expectations were at both the junior high and senior high level. To better understand what each junior high had to offer, the suggestion was made to meet at each junior high at least once during this school year to see the facilities and academic setting the students use. While in our first meeting in October, our first task was to refine what had been accomplished in the previous years and share the curriculum standards for the three common courses taught at all three schools (Keyboarding, Computer Tech I, and Computer Tech II). Because these standards are included in our curriculum planning guide at the high school, we were able to print them out and post them in our classrooms as requested by the administration. We successfully answered question number one in a short period of time.

Question #2: How will we know if they know it? Common assessments became the next focus as we proceeded to ensure alignment of our curriculum at the secondary business level. This year, we were able to purchase new books (partially a result of the alignment process we have gone through over the past few years) for both the high school and one of the junior highs. Because the high school teachers have been teaching the two tech classes for a number of years, it was decided that we would share our assessments with the two junior high schools and they would simply use our assessments as their own, thus fulfilling the requirement that all secondary business teachers use the same assessments. Although one junior high does not teach from the same text books, we are utilizing the same resources and exams. As the leader of this group, I copied and e-mailed all the documentation for the two courses to the junior high teachers for implementation. Throughout the course of the school year, we have had a great deal of communication related to the assessments and projects. I believe that it has allowed us to have a greater camaraderie than we have ever had in the past.

Directors Feature Story

Professional Learning Communities

Gina Stanley, Northeast Director

Having been a teacher for only five years, I still feel new to this profession. The first few years were filled with new learning experiences and terminology. This year, the newest buzz word in educational circles and in my school district is Professional Learning Communities (PLC). This year it has been the focus of almost all the professional development district wide. It is our understanding that this is just the beginning.

What is a PLC and what is its purpose? A PLC is an ongoing process of professionals seeking continuous improvement in their teaching and sharing what they have learned with others in their teaching area. Its purpose is to make teachers more effective in the classroom so their students benefit from the knowledge imparted. According to research I have done, some of the main goals of PLCs are to promote collaboration among teachers (eliminating teacher isolation) and focusing on and increasing student learning.

How did this affect me? Each group of teachers was broken into like groups—secondary math, English, social studies, etc. For most departments, common plan times were scheduled so the teachers teaching the same course could meet and discuss strategies and curriculum to best meet the needs of their students. Since many of the courses we teach in the business department are singletons, we do not have a common plan time—well everyone but me does although I don't believe it was planned that way. ☺ When our group meets on inservice days, we join the four teachers from the two junior highs as a secondary business PLC. Before formally being called a

PLC, our group met off and on for the past 3 ½ years to align the curriculum at both junior highs and the high school. For our group, meeting as a PLC was not so unfamiliar. For other district PLCs, meeting and discussing curriculum alignment was not such an easy task.

COPYRIGHT ISSUES FOR EDUCATORS

Alan Beam, Holton High School

Can you define the difference between copyrighted and public domain materials? Do you understand the Fair Use Guidelines as they pertain to educational use? No? Then you needed to attend the workshop Mr. Alan Beam, principal from Holton High School, presented that answers these questions. Workshop attendees were first given a short quiz testing their knowledge on everything from software, internet use, showing videos in the classroom, creating multimedia projects that incorporate music, and other pertinent copyright issues that all public schools face.

As educators, we are faced with this dilemma each day in our classrooms. Mr. Beam attempted to answer our questions and clarify these issues. **Copyright** is the legal right granted to an author, a composer, a playwright, a publisher, or a distributor to exclusive publication, production, sale, or distribution of literary, musical, dramatic, or artistic work. **Public Domain** refers to publications and other products that are not protected under patent or copyright. **Fair Use** is defined as the condition under which you can use material that is copyrighted by someone else without paying royalties.

A handout distributed by Mr. Beam entitled "Copyright and FairUse Guidelines for Teachers" can be downloaded from the internet at www.techlearning.com. This is a very helpful chart that was designed to help teachers decipher what they can legally use under the current copyright laws. Mr. Beam explained to the participants that basically anything created since 1978 is considered to be copyrighted materials and falls under the blank protection of copyright and fair use laws.

So – what are the rules? Here is an overview of the top five:

1. It is permissible to make a backup copy of software for archival purposes only in case your copy is lost, stolen or damaged.
2. Downloading pictures and other resources from the web for inclusion in school projects is permissible as long as these projects are NOT published back on the Web.

3. Rental videos CANNOT be shown in the classroom without permission. However, permission can be obtained for a yearly fee or one-time performance fee from The Movie Licensing Company at www.movlic.com.
4. If a school allows a student to paint a mural or any type of artwork and agrees to have it in public view, that work is copyrighted and the artist must give permission for it to be destroyed.
5. A high school video/multimedia class cannot produce a DVD yearbook or other video that includes copyrighted music for background music. This is not considered fair use because yearbooks are not considered to be instructional. Plus, it is not permissible to use entire songs. Only 30 second clips of a song can be incorporated into the video to be considered fair use.

This was a highly informative presentation and a topic that every school needs to consider. It was strongly suggested that the issue of Copyright and Fair Use be included in every school's Acceptable Use Policy

*Recorder: Susan Winters
B&B Schools, Baileyville*

College Credit for KBEA - 2006

College credit will be available for attendance at the 2006 KBEA convention through Kansas State University, Friends University, and Emporia State University. One to three credit hours will be offered through KSU while ESU and Friends will both offer one college credit hour.

Enrollment is completed at the conference with the respective contact person. Watch for further information in the fall convention mailing.

Creative Computer Projects

Sara Marshall, Shawnee Mission North High School

Sara Marshall came to the session armed with examples of projects her students create. In addition she gave us a booklet of instructions for all 39 projects as well as paper and supplies to create some of the projects ourselves. Examples include: water bottles, wrapping paper, picture frames, puzzles, magnets, door hangers, party poppers, stickers, gift tags and bags, place mats, book marks, awards, coasters, etc.



Her philosophy is rooted in students having fun and creating real-life projects that can be designed on a computer using Microsoft Word, Excel, and PowerPoint. The skills they learn integrate reading, math, and writing, as well as technology. If you use other programs, the instructions could be adapted to fit different software programs.

An interesting free software program called "Pixie 3.1 by Nattyware" was introduced which helps when wanting to match colors. It can be downloaded from download.com.

After talking about her "Creative Computer Projects", she turned us loose to create some on our own. This proved to be a very popular session choice as 25 business educators attended.

*Recorder: Jennifer Dague
Linn High School*

National Business Education Association

National Conference

April 4 – 7, 2007

New York City

Moodle

Helen Hoch, Burlington High School

Do you Moodle? For those who don't or for those who wanted to become better informed, Helen Hoch, from Burlington High School, provided the information needed for KBEA convention-goers to become bona fide Moodlers!

What exactly is Moodle? Moodle (Martin's Object Oriented Dynamic Learning Environment) is a course management system designed to help educators create quality online courses. Moodle can now be found at universities, high schools, elementary schools as well as in private industry and non-profit organizations. Using Moodle allows a teacher to connect with their students in a personal way that addresses the students' own learning needs. The good news about Moodle is that it is completely *free* to use. Teachers can use Moodle to publish course materials, set up discussions, send messages, distribute and grade assignments or facilitate discussions with their pupils. Students are able to access their Moodle courses from any computer that has Internet access. During this session, Helen demonstrated ways in which her school district is using Moodle to deliver instruction.

How can you begin to Moodle? Go to <http://www.MOODLE.org> to get started. You can take one of their demonstration courses to learn more about how Moodle can help you better serve your learning community.

*Recorder: Barb Dressen, Derby High School
Pat Siegwarth, Kapaun Mt. Carmel High School*

Kansas Business Education Association

State Conference – October 12-13, 2007

Wichita Marriott

QuickBooks Tips and Tricks

Jennifer Callis, Salina Area Technical School

Several local businesses in the different school districts have indicated to Ms. Callis students would benefit from knowing QuickBooks. QuickBooks is used in many businesses and is quite popular because it is easy to use. It addresses all the basic accounting needs and over the years it has improved as an application software package.

She starts the course work with a sample company. The first three weeks are paper and pencil accounting. This work covers the types of accounts in "T" format. It covers terms, payroll and the financial statements. Once the students move to using the software, several class periods are used to set up the company's preferences before actual accounting is started. These preferences cover inventory, sales tax, payroll, time tracking, etc.

In addition to the software, she utilizes a textbook from EMC Paradigm. Ms. Callis likes QuickBooks for its ease of information entry. The Tab key makes movement from field-to-field easy. The Enter key removes the user from the operation.

Customers are easy to add and it is easy to check their credit worthiness through Dun and Bradstreet. This is a benefit to a small business when starting up and establishing customer/vendor relationships.

The one weak link is that debits do not have to be entered first. Debits and credits do not show up until the G/L. This is Ms. Callis' reason for the lengthy introduction with paper and pencil accounting. Cash receipts are straight-forward as are the other subsidiary accounts. The Inventory module does allow cost-accounting. An easy step interview shows the students how the accounts inter-relate.

*Recorder: Fran Engelcke
Fort Hays State University*

KBEA Share-An-Idea

Networking with peers is one of the many benefits of membership in KBEA and sharing teaching strategies and ideas is another.

Kansas business educators are doing great things in the classroom and you are invited to share those ideas by submitting your ideas or teaching tips in the Share-An-Idea. KBEA will award \$75, \$50, and \$25 for the top three ideas. Guidelines for submitting ideas are detailed on the website.

Entries should be submitted by September 1, 2006 to: Marcia Giess, Western Plains High School, 311 W. Ogden, Ransom, KS 67572.

Congratulations!



Connie Lindell, NBEA Secondary Teacher of the Year
Recognized during National Convention by Cynthia L. Greene,
NBEA President

Team FUNdamentals

John Irvin

At the 2005 KBEA Convention held in Wichita, Kansas, keynote speaker John Irvin also presented a workshop on team building, appropriately titled Team FUNdamentals. Thirty-six attendees began the session with a workshop oath to not look ahead in the provided workbooks and the FUN, laughter, and learning continued for the remainder of the session.

Irvin discussed that groups become teams through disciplined action. A team shares a common purpose, agrees on performance goals, defines a common working approach, develops high levels of complementary skills, and holds each team member mutually accountable for results.

Another highlight of the workshop was the high performance checklist. The checklist included the following items:

- Commitment to a common purpose.
- High performance goals and ethics.
- Existing and developing skills.
- Shared amounts of real work.
- Mutual accountability for results.
- Distinctive atmosphere of supportive behavior.
- Spontaneous celebrations of effort and success.

Irvin's workshop used team-building exercises to engage participants in the actual lessons. For example, the participants were divided into groups of approximately six team members, given supplies such as balloons and tape, and instructions to build the tallest balloon structure possible. Team members were allowed to plan prior to an allotted amount of time for the actual building of the structure. Objectives included learning to assign roles, working in a cooperative environment, and revising original plans to deal with the unexpected.

*Recorder: Cynthia Johnson
Jefferson County North High School*

with the group to learn this new enhancement. Tricks with the magic wand, coloring, and the magnetic selection tool were also explored.

The group enjoyed working with Deb and Lori very much. Each member who attended, received handouts and a picture CD for use in their own classroom.

iMovie/iLife

*Tad Hernandez, Holton High School
Barry Savett, Apple Connections*

The session on iMovie and iLife was once again one of the most informative and fun sessions to attend at the annual KBEA conference. Tad Hernandez and Barry Savett provided instruction on Garage Band, iTunes, and had each participant create an iMovie using video clips, still digital frames and audio clips. Participants could create their own music tracks using either Garage Band or audio tracks available through iTunes.

Once again, the iMovie/iLife session was one of the more popular and informative offered at the convention. Rumor has it this team will once again present during next year's conference.....don't miss their repeat performance.

Recorder: Phyllis Wilson

New Teacher Academy

(Teachers 1st – 3rd Year)

August 5, 2006

Topeka, Kansas

College Credit Available!

*Contact: Sue Lednicky, Lansing High School
lednickys@usd469.net*

DIGITAL CITIZENSHIP

Mike Ribble, Kansas State University

Mike Ribble of Kansas State University presented the basics of Digital Citizenship. He defined it as the norms of behavior with regard to the use of technology. He addressed two main issues in his presentation: 1) How prevalent is the misuse and abuse of technology in society? 2) Is abuse and/or misuse of technology seen as a problem?

In addition to defining several terms and giving interesting examples of specific issues, Mike gave four steps that will help technologies leaders avoid many of the difficulties lurking on the horizon.

Step 1: Have your technology leadership team discuss the following questions after they have completed a Digital Citizenship Audit. The audit and other great information can be found at the website—<http://coe.ksu.edu/digitalcitizenship>.

Step 2: Engage stakeholders in a discussion of your audit finding.

Step 3: Design a Digital Citizenship Program in your school (or district) that deals with the appropriate technology behavior.

Step 4: Evaluate whether the audit is successful in creating awareness with faculty/staff, students and parents.

*Recorder: Dr. Jean Anna Sellers
Fort Hays State University*

Helpful Websites

National Business Education Association	www.nbea.org
Mountain-Plains Business Ed. Assoc.	www.mpbea.org
Kansas Business Education Association	www.ksbea.org
Kansas Department of Education	www.ksde.org

Marketing in Regular Business Ed Courses

Scott Jones, Fort Hays State University

Scott Jones, former marketing teacher at Leavenworth High School now at Ft. Hays State University, lead an on-hands session showing how to integrate marketing into regular business courses. He showed those in attendance how marketing and technology interact. We found that is very easy to incorporate marketing into any business class. Some attendees found out that they are already incorporating marketing and did not know it. Scott did stress that terminology is an important integral part of all business courses.

The teachers present got into groups and each chose a project to work on. We all then discussed our projects. There were four important ideas to consider when doing the projects. When doing any project think about the following four items: (1) Can my students complete the project? (2) Do they have the necessary skills to do the project? (3) Is this new knowledge or assessment? and (4) What challenges will I as the instructor face?

We ended the session with Scott reviewing the definition of marketing and reinforcing that marketing is analytical and creative from beginning to end.

*Recorder: Sue Lednický
Lansing High School*

Congratulations, NBEA President-Elect



NBEA Officers: Cynthia L. Greene (GA), Past-President; Peter F. Meggison (MA), President; Joan E. Belk (NC) Secretary-Treasurer; Dr. Jim Rucker (KS) President-Elect.

Palms in the Business Classroom

Kim Dhority, Northern Heights High School

Kim Dhority from Northern Heights High School in Allen, KS, gave a presentation on Palms in the business classroom. She shared a handout that covered her powerpoint presentation along with the information needed to have a funded class teaching handheld computers. The reason for teaching handhelds is to make users more efficient with technology, to expand technology, and to provide needed information.

Kim shared the curriculum that she covers and that she feels should be covered if you teach this type of class. This curriculum includes Graffiti, Datebook, To Do List, Memo, Address Book, Hot syncing and Desktop Programs, Uses of Handhelds, other programs, accessories, troubleshooting, and e-mailing. Kim shared a lot knowledge and information without all attendees, which was very much appreciated.

*Recorder: Sue Lednický
Lansing High School*

Amazing Tricks With Photoshop CS 2

Deb Bether, ESSDACK

KBEA members who attended the PhotoShop workshop on Thursday, October 13, were enlightened with some "layering magic" by Deb Bether, a web design specialist with ESSDACK. Lori Fast, also from ESSDACK, helped the group with their questions and provided support.

Deb, often dubbed Web Deb by her coworkers, designs and manages some of ESSDACK's web sites. She is a Computer Support Specialist in Web Technologies and works extensively with PhotoShop in her design work.

As part of the workshop, the group learned terms associated with photo enhancement and created a picture of a rustic Kansas setting using layering techniques. New to PhotoShop CS 2 is the ability to modify text after it has been placed and Deb worked