



# NASBE NEWSLETTER

National Association of Supervisors for Business Education

Website: <http://www.nasbe.us>

## President's Corner . . . . . Deborah Seehorn



As one school year draws to a close and Business and Information Technology Education supervisors prepare for yet another busy summer of planning and

teacher training opportunities, it is appropriate for us to reflect on the 2004-2005 year in NASBE. We have had a year filled with challenges and celebrations, and we will continue to advance Business & IT Education through upcoming challenges.

It was gratifying to receive such overwhelming support for Career Technical Education from our friends in the US Senate. Never doubt the power of positive communication and the effectiveness of a professional association to speak as one voice to our legislators. In the coming months and years, it will be critical for all of CTE, and especially for Business & IT Education, to continually demonstrate the rigor, relevance, and relationships that our curriculum provides for students across the nation. We must continue to raise the bar and to have high expectations for our students. We must continue to provide our students with life-long skills, real-life projects, and authentic assessments. Business and IT Education provides essential skills for the future employees in every aspect of the economy. Let us not lose sight of that.

We will continue to have challenges as funding issues force legislators to question the "value" of ev-

*President's Corner, continued from column 1*

ery area of education, but particularly of Career Technical Education. We must demonstrate that our students and teachers are accountable and that student learning is indeed enhanced by participation in Business and IT Education courses. Accountability will be a key focus in the coming years. Let us, as NASBE members, continue to put our Business and IT Education programs in the forefront of CTE and of all education programs. Let us continue to showcase our Career Technical Student Organizations and the unique opportunity for citizenship growth that they provide. As we face every challenge, we will have to "toot" our own horn!

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## President's Corner

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Many thanks to all NASBE members for the teamwork you have exhibited during the past year. I would like to especially thank all the members of the Executive Committee. All of you have graciously accepted your positions and worked diligently to fulfill the duties of those positions. I congratulate incoming President Jean Kyle and hope that her year as NASBE President will be as gratifying as my year was. I look forward to continuing to work with the Executive Committee and with ACTE-BE and NBEA in the coming year.

Many thanks also to our supporters in the business world. Your support is critical to our success as supervisors, and we highly value your friendship and the association that we have with you. Special thanks go to the sponsors of the NASBE activities at the 2005 NBEA Convention in Anaheim—Southwestern/Thomson and Glencoe McGraw Hill. The activities you provide for the NASBE members are always so enjoyable and informative as well. We eagerly anticipate them every year. Thank you!

My best wishes to all of you for a summer that is relaxing and renewing. I look forward to seeing all of you at the ACTE Convention in New Orleans in December.

*. . . Deborah Seehorn, NASBE President*



Katherine Cliatt (SC) and Deb Seehorn (NC)  
Carrie Smith (MO) and Bonnie Sibert (NE)



## NASBE Pictures



**Thanks to Thomson South-Western, (and Karen Schmohe) who sponsored a great breakfast and Rap Session for NASBE**



Lee Marcoux, Dept. of Ed., Connecticut, at the NASBE Rap Session

Kara Burkett & Katherine Cliatt hold what they hope are winning tickets at the auction



## NASBE AWARD



Anne Rowe (Virginia Dept. of Ed.), recipient of Outstanding Leadership Award at NASBE business meeting.

Kara Burkett, (TN); Jean Kyle, (MN), Bill Pasewark (TX)



Diane Villagomez, FL; Denise Roseland, WI



## NASBE Pictures



President Deb Seehorn (NC), Secretary Katherine Cliatt, (SC)



Anna Nemesh (MD), Diane Villagomez (FL), and Mary Nemesh (MD)



Judi Berry (MI), and Karen Schmohe (OH), (South-Western Publishing VP)

Colleen Hunt (IA) and Barb Beadle (IN)



## NBEA General Sessions - Anaheim



All American Boys Chorus, Costa Mesa, CA

Below: Gary B. Smith, "The Chartman" from Fox TV's Bulls & Bears, Financial Literacy Second General Session Speaker



NBEA President Mary Ann Lammers



Business & Industry Panel, "Perspectives on Issues Relating to Business Education." Left to right: Tony Hewes, Director of Human Resources, Anaheim Marriott; Ron Henry, President, The Sterling Group; Al Coates, General Manager and Senior VP of Business & Operations, Anaheim Mighty Ducks.



Above: Sue Thomas, "The Power of a Teacher." Sue has written her autobiography, "Silent Night," that portrays her life without hearing.

Hollywood Takeoff on the Three Sopranos at the Closing Session!



## FBLA-PBL National Leadership Conference set for June in Orlando

**T**he 2005 FBLA-PBL National Leadership Conference (NLC) is fast approaching (June 24 – July 2), and it will be headquartered at the wonderful Walt Disney World Swan and Dolphin Resort in Orlando, Florida. Here are some highlights.

### New FBLA-PBL Workshop Tracks!

The 2005 NLC will showcase these new FBLA-PBL workshop tracks, which are designed to meet the criteria of the National Business Education Association (NBEA) standards: Business, Career Development, Communications, Finance, and Information Technology. The workshops will be geared specifically for FBLA-PBL students or advisers (or for both), as well as for Professional Division and FBLA-Middle Level members.

### FBLA has SAT Practice Test and Strategy Session

The Princeton Review will administer a 4-hour new SAT practice test. There will be a 1½-hour review session the following day, at which time the participants will receive their test results, an analysis of their strengths and weaknesses, and the latest advice on the new SAT and effective strategies for maximizing their score.

### FBLA-PBL Brings Graduate Academic Credit for Advisers

Northern Arizona University will offer a 500-level credit to FBLA-PBL advisers and PBL students attending and participating in the 2005 FBLA-PBL NLC. This credit could be used in an undergraduate or graduate program. Two of the courses accepted at the 500-level credit include “Special Problems in CTE,” which is 3 credit hours with a pass/fail criteria; and “Contemporary Development: Topic CTSO/VSO Leadership,” which is also 3 credit hours.

### See the Best of the Best in Action! Judge!

FBLA and PBL have over 40 competitive events that students participate in over a 2-day period at the conference. Bring your expertise and enjoy watching the best that business education has to offer on June 25 and 26 (FBLA) or June 30 and July 1 (PBL) as a judge!

Contact FBLA-PBL Education Director Barbara Small at [education@fbla.org](mailto:education@fbla.org), and let her know you are interested or simply fill out the form online. Go to [www.fbla-pbl.org](http://www.fbla-pbl.org) and click on 2005 NLC – Orlando and select Call for Judges. It’s easy, rewarding, and a real service and example for our young people.

### Betty Penzner, Communications Director FBLA-PBL, Inc.

1912 Association Drive  
Reston, VA 20191  
703-860-3334 ext. 121  
Fax-703-758-0749

## FBLA/PBL Student Organization CEO Jean Buckley



Congratulations to Linda Sullivan on her retirement and thanks for her service to NASBE--we hope we'll continue to see her at NASBE functions!



John Boyd, BPA  
President



## ACTE BUSINESS EDUCATION DIVISION STUDENT ORGANIZATION AWARDS

Spring 2005

### Please share with all potential nominators

There are many students who are involved with career and technical education student organizations and are excellent candidates for national recognition. However, it takes someone to recognize this and to nominate these students. If you are a **current member** of the **Business Education Division of ACTE** you may nominate a student for the Student Organization Awards. **Your current membership number must be on the nomination form and will be verified.**

We will recognize secondary and post-secondary students who exceed a minimal rating for these awards. One award will be given for each region of ACTE for the secondary level and one for the post-secondary level. Please feel free to make copies of the application to share with other professionals, or contact the committee chair for additional copies.

Colleen Hunt  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
colleen.hunt@iowa.gov  
Work: 515-281-0319  
Fax: 515-281-6544

Thank you for your support of student organizations.

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### ACTE BUSINESS EDUCATION DIVISION OUTSTANDING BUSINESS EDUCATION STUDENTS AWARDS

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#### CRITERIA

This award is designed to provide recognition to five secondary and five post-secondary outstanding students who have demonstrated leadership potential through enrollment in business courses and involvement in career and technical student organization activities as well as the school and community.

#### ELIGIBILITY

Secondary or post-secondary students must be nominated by a member of the Business Education Division of the Association for Career and Technical Education (ACTE). The nominee must be a local, state, and national student member of Business Professionals of America, Future Business Leaders of America-Phi Beta Lambda, or Pi Omega Pi at the time of the nomination. The students must be enrolled in school through December of the school year of nomination and must not possess a baccalaureate degree prior to that December. One secondary and one post-secondary student per ACTE region will be recognized.

#### REGULATIONS

1. The award entry form and supporting documentation for the nomination must be postmarked no later than June 1 of the current school year.
2. Members of the student organization committee of the Business Education Division of ACTE will screen the materials of the nominees.
3. Notification to the recipients of the award will be made by October 15 of the following school year.

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## ACTE BUSINESS EDUCATION DIVISION STUDENT ORGANIZATION AWARDS

4. The recipients of the award will be recognized at the opening session of the Business Education Division at the annual ACTE Convention in December of the school year following nomination. The recipients will be responsible for all travel expenses if they attend the ACTE convention. Attendance at the ACTE Convention by the recipients is not mandatory to receive recognition.
5. All materials must be typewritten. The following must be submitted in **one letter-size manila folder** by the postmark deadline of June 1:
  - Five copies (original and/or copy) of the rating sheet with nominee information block completed.
  - Five copies (original and/or copy) of the completed entry form.
  - Five copies (original and/or copy) of a **one-page letter** of application for the award from the nominee.
  - Five copies (original and/or copy) of a brief (**not to exceed two pages**) resume of the nominee.
  - Five copies (original and/or copy) of a **one-page** essay written by the nominee outlining his/her success and future career plans, and how involvement in business courses and a career and technical student organization has enhanced the student's leadership and professional development.
  - Five copies (original and/or copy) of one letter of recommendation (**not to exceed one page**) from the nominee's business education teacher or career and technical student organization local or state advisor.
  - The above materials should be **paper clipped into five sets**. One copy of each document makes up a set.
6. Photographs are not allowed. No other materials will be accepted. Materials will not be returned.
7. The nomination materials should follow the same sequence given on the rating sheet. If information is not available for a particular criterion, include a statement to that effect.
8. Judges must deduct 1 to 10 points from the scores of nominees who submit materials by the stated deadline but do not adhere to the award guidelines for the submission of proper materials.
9. Nominees failing to submit the proper materials by the stated deadline will be disqualified.
10. The letter of application, resume, and essay must be prepared by the student member — not teachers or advisors. Teachers or advisors should serve as consultants to ensure that these materials are well organized, contain substantiated statements, and are written in a business style.

### PROCEDURE

Criteria for selection of the nominee should include:

- Business course(s) or program(s) in which the student is currently enrolled or has completed.
- Years of participation in career and technical student organization activities.
- Extent of participation in conferences sponsored by the local, state, and national associations of the career and technical student organization.
- Officer and committee chair positions held in the career and technical student organization.
- Participation in school and community activities.
- Awards and honors received.
- Career plans.

The materials submitted should address the above criteria.

### JUDGING

There will be a panel of judges from the student organizations committee of the Business Education Division of ACTE. Judges will use the rating sheet attached to these guidelines to evaluate the materials submitted by the nominee. **Students must achieve an average rating from the judges of at least 70 points to receive the award.** All judges' decisions are final.

(Revised 02/15/05)

ACTE BUSINESS EDUCATION DIVISION

Entry Form for Outstanding Business Education Student Awards

ACTE Region \_\_\_\_\_ Secondary 
Post-Secondary

Name \_\_\_\_\_

Complete home address \_\_\_\_\_

\_\_\_\_\_

Name of School \_\_\_\_\_

Complete Address of School \_\_\_\_\_

\_\_\_\_\_

Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Career and Technical Student Organization Membership:

Business Professionals of America  Future Business Leaders of America-Phi Beta Lambda

Pi Omega Pi

Member of Business Education Division of ACTE Making Nomination:

Name \_\_\_\_\_ State \_\_\_\_\_

ACTE **current** membership number \_\_\_\_\_

Complete home address \_\_\_\_\_

\_\_\_\_\_

I certify that the attached nomination materials are my own work \_\_\_\_\_
Signature of Student/Nominee

FOR OFFICE USE:

POSTMARK NO LATER THAN
JUNE 1, 2005, AND MAIL TO:

\_\_\_\_\_ Date Postmarked

- (5) entry form
 (5) letter of application
 (5) résumé
 (5) essay
 (5) letter of recommendation
 (1) letter-size manila folder

other: \_\_\_\_\_

Colleen Hunt, Consultant
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Des Moines, IA 50319-0146
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Fax: (515) 281-6544
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**ACTE BUSINESS ED. DIVISION STUDENT ORGANIZATION AWARD RATING SHEET**

*(Revised 02/15/05)*

**ACTE BUSINESS EDUCATION DIVISION**

**Outstanding Business Education Student Awards Rating Sheet**

Points given may range between zero and the maximum number indicated.

**BUSINESS COURSES/PROGRAMS**

Business course(s) or program(s) currently enrolled/completed \_\_\_\_\_ 10

**CAREER & TECHNICAL STUDENT ORGANIZATION LEADERSHIP AND INVOLVEMENT**

Year(s) of membership	_____	5	
Local office(s) holding/held	_____	10	
State and/or national office(s) holding/held	_____	10	
Committee chair positions(s) holding/held	_____	10	
Attendance at state leadership conferences	_____	5	
Attendance at national leadership conferences	_____	5	
Participation in competitive events on the state level	_____	5	
Participation in competitive events on the national level	_____	5	_____ 55

**OTHER LEADERSHIP ROLES**

Participation in other school activities	_____	5	
Participation in community activities	_____	5	
Awards and honors	_____	5	
Career plans	_____	5	_____ 20

**MATERIALS FORMAT**

Information follows sequence of rating sheet	_____	5	
Clear and concise presentation of facts with logical arrangement	_____	5	
Correct grammar, punctuation, spelling, and acceptable business style	_____	5	_____ 15

<i>Nominee Information</i>	
To be completed by nominee:	
Name _____	
ACTE Region _____	
Secondary <input type="checkbox"/>	Post-Secondary <input type="checkbox"/>

SCORE \_\_\_\_\_ 100

Total points deducted for not adhering to regulations \_\_\_\_\_

Final Score \_\_\_\_\_

Judge's Signature \_\_\_\_\_

# NASBE Questionnaire Business Technology Certification

*As a result of the emphasis being placed on certification and articulation at the Federal level the NASBE President at our Business meeting held during the NBEA Conference in April appointed me to chair a committee to research where we are with reference to program certification and instructors and students national and/or vendor certification. Please take a few minutes to complete the following questionnaire:*

**Yes      No      1.      Would you be willing to serve on this committee? If so, please add your contact information.**

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**Yes      No      2.      Do you currently have some type program certification? If yes, please explain or attach description.**

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**Yes      No      3.      If the answer to number 2 is yes, do you have an association, consortium, business, etc. sponsoring the certification? If yes, please note.**

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**Yes      No      4.      Do you currently have some type cluster(s) certification? If yes, please explain or attach description.**

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**Yes      No      5.      If the answer to number 4 is yes, do you have an association, consortium, business, etc. sponsoring the certification? If so, please note.**

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**Yes      No      6.      Do you currently have some type national (industry or vendor) certification? If yes, please list.**

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# NASBE Questionnaire Business Technology Certification

Yes No 7. If the above answer is yes, are your teachers required to have one or more of the above certifications in addition to their teacher certification? If yes, please list.

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Yes No 8. If one or more certifications are required for your teachers, is the required certification based on each course? Example: Word Processing-*Microsoft Word*

If no, please explain. Example: Cluster or Sub cluster, etc.

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Yes No 9. If the answer in # 6 is yes, are your students required to have one or more of the above certifications prior to the completion of their program? Please explain. Program, cluster, sub cluster or course and what type of certification.

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Yes No 10. Do you have state-wide articulation agreements? If yes, please note if program, cluster or course-by-course and the type of institutions with which you have agreements.

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Yes No 11. Please make any suggestions you may have regarding program, national and/or vendor certification?

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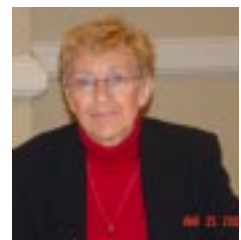
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Should you have any questions you can reach me at 615.532.2845 or 615.403.1002.

Return to: Kara B. Burkett  
e-mail: [kara.burkett@state.tn.us](mailto:kara.burkett@state.tn.us)  
Fax: 615.532.2862



# Policy Statement 76

## This We Believe About Business Education as Core Academic Content

Learning for and about business is inherently academic. Business education provides a rigorous and relevant contextual learning opportunity for core content (English, math, science, and social studies). The business curriculum creates a powerful vehicle for motivating and educating students. Stakeholders need to recognize the contribution of business education to a student's academic achievement.

All people apply business concepts and skills throughout their lives. Business surrounds us. To prepare students for their roles as citizens, consumers, and workers, the business curriculum presents learning opportunities for (a) understanding fundamental economic and business concepts; (b) developing positive dispositions for working and living in a changing environment; (c) making wise economic and career choices; and (d) securing knowledge and skills necessary for success on the job.

Research supports that academic achievement is improved for many students when core content is taught in an authentic context. **We believe that** business is an authentic context for learners. Business educators design a variety of relevant, student-centered learning experiences within that context. Instructional strategies that enhance the contextual learning experience may include case studies, simulations, and team-building projects. Many real-life situations require the application of skills from a range of subject areas. An inability of students to connect what they learn in school with real-world applications can lead to inert knowledge—knowledge stored but never applied. Connections occur when students transfer learning while making decisions, solving problems, and applying concepts to situations they encounter. When students see the relevance of their education, they are more likely to be engaged in their education and to remain in school.

In recent years, business and government leaders have stressed a need for a more rigorous education that emphasizes accountability of schools through student performance. A school's accountability is measured by student performance in core content areas. Governmental mandates to improve academic excellence have led to an increase in core course requirements. As a result, many students have difficulty scheduling a business course sequence as part of their educational program. Therefore, **we believe that** administrators, counselors/advisers, and teachers must work together to create opportunities for students to have flexible schedules for completing a meaningful business course sequence.

**We believe that** business courses that meet substantial core content standards should fulfill academic graduation requirements. Business educators must appropriately design learning activities that focus on core content standards embedded into the business curriculum. According to longitudinal research data from the Southern Regional Educational Board *2000 High Schools That Work Assessment*, students who completed a core academic and a career concentration

- had reading, math, and science scores equal to or above those of college-prep students
- continued their studies at a higher rate than those students who did not complete an upgraded academic core and a career concentration
- had a higher GPA in college and were more likely to remain in college than other high school graduates

Such performance assessment data must be communicated to stakeholders. In addition, business educators must rigorously assess and report business student performance on core content standards.

**We believe that** education for and about business is vital to the economic well-being of the individual, the community, the nation, and the world. People in any organization, business, government agency, or household need a working knowledge of business to operate effectively and efficiently. Further, **we believe that** the information technology strand in business programs requires substantial application of core content standards, specifically in English and math.

The National Business Education Association has published national business standards that are a synthesis of what students should know about business and be able to do in business. The eleven content areas are accounting, business law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. In addition to these national standards, states have developed their own academic standards for business education. Together, the national and state academic standards guide business curriculum development. **Therefore, we believe that** the core content in these standards should be validated by state departments of education, teacher education programs, and other educational agencies.

Business teachers must be prepared to accept a role in a standards-based accountability environment. **Therefore, we believe that** business teacher educators must prepare preservice business educators to create cross-disciplinary and interdisciplinary learning experiences, analyze core content for curriculum alignment, construct performance assessments, and interpret assessment data. In addition, business teacher educators must provide related professional development experiences for inservice teachers.

- **We believe that** business education is laden with core content. Business educators
- prepare students for the many phases of their academic, career, and personal lives
- provide opportunities for students to apply core content in an authentic context
- improve student academic achievement in core content areas through a rigorous and relevant business curriculum

## **This We Believe About Work-Based Learning**

At the same time that our society mandates that students perform at minimum academic standards in English, mathematics, science, and social studies, schools are under fire for students not meeting those standards. Likewise, many students are unable to transfer and apply what they learned to workplace settings. Traditional classroom environments are not always the best way to engage students. These isolated settings may help students learn content but do not always contribute to the development of decision making, problem-solving, and other higher-order thinking skills needed for further education, employer-based learning programs, and lifelong learning. Education is at a crossroads. Many of its well-intentioned attempts to raise standards fail students who are unable or unmotivated to learn in traditional settings. Such students may benefit from work-based learning (WBL) as they apply what they learn to the world around them, explore careers, and identify future educational opportunities.

## **What is Work-based Learning?**

Work-based learning is the deliberate use of the workplace for the engagement of students with in-school resources (i.e. case studies and simulations) and/or out-of-school learning experiences. WBL experiences are formal, structured, and measurable, involving the collaborative efforts of mentors in the workplace, instructional staff, administrators, students, and parents. WBL links what students are learning in the classroom with what they are experiencing in the workplace. Examples of WBL include career awareness programs; cases and simulations, whereby students solve work-related problems in the classroom; paid and non-paid work experiences, such as school-based enterprises and service learning; and after-school job placements, internships, and cooperative education. WBL initiatives support both the academic and societal goals of education.

## **Why is Work-based Learning Important?**

Schools are communities of learners. The goal of a learning community is to provide learning support for all its members. In some instances, what students need to know and be able to do is best taught in subject-centered classrooms. WBL challenges students to integrate and transfer what they have learned from their school communities to the workplace. Simulated work environments or placements in actual work settings enable students to cross boundaries between communities of learners and communities of practice.

Classroom learning makes WBL meaningful, and WBL makes classroom instruction relevant. To transfer learning to communities outside the school, students need experiences structured around work-based practices. The structure includes designing an appropriate learning environment (such as working in a school store, job shadowing, internships), providing support and appropriate instruction to ensure success, and guiding students in reflecting on their experiences and evaluating their own performance.

**We believe that** business educators can help students cross the boundaries between their school-based community of learners and work-based communities of practice. Students find meaning in what they have learned as these communities intersect. *(continued on p. 16)*

## What are the Benefits of Work-based Learning?

The benefits of WBL apply particularly to secondary, postsecondary, and college/university levels of education. Specifically, WBL

- builds partnerships between schools and other communities
- integrates curricular and co-curricular areas of education
- reinforces academic learning and deepens understanding of subject matter
- enhances career decision making
- advances interpersonal and intrapersonal capabilities
- engages students in new ways of thinking not found in classroom environments
- encourages students to continue their education by showing relevance of academic and occupational instruction

## What are the Challenges to Work-based Learning?

Despite the many benefits of WBL, challenges exist in the acceptance and implementation of work-based programs. These challenges come from a variety of stakeholders: employers, administrators, teachers, students, and parents.

Employer recruitment poses a challenge. Employers may be reluctant to spend the time and resources required to create meaningful work based experiences. School administrators faced with the pressures of standardized tests, budget constraints, and graduation requirements may perceive WBL as not supporting these accountability mandates. Teachers need professional preparation, workplace experience, time, sufficient resources, and commitment if they are to conceptualize, develop, and coordinate WBL programs. Engaging students in meaningful WBL experiences and measuring learning outcomes are difficult tasks for educators. **We believe that** business education teacher education programs must prepare teachers for this specialized WBL teacher/coordinator role.

Students have difficulty participating in WBL because they, too, are under enormous pressures and time constraints. Graduation requirements and outside interests compete for their time. Parents of students at the secondary level want their children to succeed academically; they may perceive WBL programs as not supporting college-bound goals. **We believe that** the perception of WBL must be enhanced, with business educators demonstrating and promoting the value of WBL to the community at large. WBL is a viable learning experience for the work-bound and/or college-bound student. WBL experiences help students learn about business and industry and help them plan for and participate in further education and/or employer-sponsored learning programs.

## What Is the Role of the Business Educator in Work-based Learning?

The business educator as a change agent works with other stakeholders to ensure that all instruction is effective in preparing students for communities outside the classroom. **We believe that** business educators are in a unique position to take the lead in establishing WBL experiences because of their business expertise, educational background, and ties to the business community.

For business educators to succeed as change agents, support must come from appropriate stakeholder groups (i.e. state department of education staff, local administrators, university teacher educators, cooperating business partners). To ensure acceptance of WBL, all stakeholders should work collaboratively to document and disseminate examples of best WBL practices.

**We believe that** WBL is a viable educational reform strategy to enhance learning through related work experiences. Business educators can use WBL to bring school and business communities together to prepare students for civic and economic engagement in an unpredictable world!



# NATIONAL ASSOCIATION OF SUPERVISORS OF BUSINESS EDUCATION OUTSTANDING LEADERSHIP AWARD

## Purpose

To encourage and reward outstanding contributions to the advancement of Business Education, especially contributions made through the National Association of Supervisors of Business Education to the development and advancement of Business Education and Career and Technical Education.

## The Award

The award will be presented by citation of testimony of the recipient's contribution to the National Association of Supervisors of Business Education, Business Education and Career and Technical Education. **Selection Criteria**

The recipient of this award (or recipients, in the event the award is shared) **must** be or have been a member of ACTE/ Business Education Division, and the National Association of Supervisors of Business Education. The recipient must be a person who, in the judgment of the Selection Committee, has made an outstanding contribution to the development and advancement of business education, supervision and career and technical education.

## Nature of the Contribution

The following suggested criteria may be used in reviewing the nominee's contributions:

1. Contributions made to teaching and/or administration of business education and career and technical education programs in high schools, colleges, career and technical schools, and/or business schools. **(10 points)**
2. Contributions made to the administration and supervision of business education programs. **(25 points)**
3. Contributions to business and industry, with definite implications and significance for education (membership in business community organizations) **(5 points)**
4. Contributions to the promotion of NASBE. **(30 points)**
5. Contributions to the promotion, expansion, development, and/or strengthening of ACTE/ BE DIVISION/NASBE **(20 points)**
6. Other significant professional contributions **(10 points)**



**NATIONAL ASSOCIATION OF SUPERVISORS OF BUSINESS EDUCATION  
OFFICIAL NOMINATION FORM**

Any member of the Association may make nominations for Career and Technical Education (ACTE) with active or affiliate membership in the National Association of Supervisors of Business Education (NASBE) for the **OUTSTANDING LEADERSHIP AWARD**. The Chairperson of the NASBE Awards Committee will contact the nominee directly for the necessary supporting materials. Nominations must be postmarked no later than **January 15**. Send by first-class mail. Please key all information.

Date \_\_\_\_\_

**Nominee Name** \_\_\_\_\_

Address \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

Telephone Numbers: Work \_\_\_\_\_ Home \_\_\_\_\_

E-Mail \_\_\_\_\_

Address \_\_\_\_\_

Position \_\_\_\_\_

Employer \_\_\_\_\_

**Nominator's Name** \_\_\_\_\_

Address \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

Telephone Numbers: Work \_\_\_\_\_ Home \_\_\_\_\_

E-Mail \_\_\_\_\_

Ad-  
dress \_\_\_\_\_

Position \_\_\_\_\_

Em-  
ployer \_\_\_\_\_

Signature \_\_\_\_\_

Please return the completed **Nomination Form** to:

Jean Kyle (FAX: 651-582-8492)  
Business Education Specialist  
Minnesota Department of Education  
Roseville, MN 55113-4266

# WEBSITES

NASBE - [www.nasbe.us](http://www.nasbe.us)  
NBEA - [www.nbea.org](http://www.nbea.org)  
ACTE - [acteonline.org](http://acteonline.org)  
ISBE - [www.siec-isbe.org](http://www.siec-isbe.org)

DPE - [www.dpe.org](http://www.dpe.org)  
FBLA/PBL - [www.fbلا-pbl.org](http://www.fbلا-pbl.org)  
BPA - [www.bpa.org](http://www.bpa.org)



## EDUCATION WEB SITES

**DiscoverySchool**  
<http://www.school.discovery.com>

**Kathy Schrock's Guide for Educators**  
<http://www.school.discovery.com/schrockguide>

<http://www.school.discovery.com/schrockguide/assess.html>

<http://www.school.discovery.com/schrockguide/eval.html>

<http://www.school.discovery.com/schrockguide/gadgets.html>

**Education World**  
<http://www.educationworld.com>

[http://www.educationworld.com/a\\_curr/profdev066.shtml](http://www.educationworld.com/a_curr/profdev066.shtml)

[http://www.educationalworld.com/a\\_curr/](http://www.educationalworld.com/a_curr/)

**Scholastic**  
<http://www.teacher.scholastic.com/>

<http://www.teacher.scholastic.com/products/instructor/cyberhunt.htm>

<http://www.teacher.scholastic.com/products/instructor/activities.htm>

**Foundation for the Future of Business Education**  
<http://www.ffbe.org>

**i-SAFE America Internet Safety Education Foundation**  
<http://www.isafe.org>

**Blue Web'n**  
<http://www.kn.pacbell.com/wired/bluewebn/>

<http://www.kn.pacbell.com/wired/bluewebn/updates.html>

**Filamentality**  
<http://www.kn.pacbell.com/wired/fil/>

**Teachers.Net**  
<http://www.teachers.net>

**Internet4Classrooms**  
<http://www.internet4classrooms.com>

<http://www.internet4classrooms.com/on-line.htm>

**TeachersFirst**  
<http://www.teachersfirst.com>

<http://www.teachersfirst.com/matrix.htm>

<http://www.teachersfirst.com/handouts.html>

**ProTeacher**  
<http://www.proteacher.com>

<http://www.proteacher.com/030000.shtml>

## Glencoe Sponsored NASBE Dinner at Bellagio's



Our Glencoe hosts at NASBE Social & Dinner at Bellagio's- Above Jill Arnett, Below Mary Lou Michler and Tom Cunningham



Bellagio's Limousine transported us in Style!



**A Special Thanks  
to Glencoe  
and Tom Cunningham  
for all their help  
and sponsorship of events  
at NBEA!**



# MEMBERSHIP in NASBE

Please print and complete the form to be included in the NASBE Directory. Your check of \$15 for membership as an active or associate member of NASBE will be greatly appreciated.

**Return to:**

Sherry Franklin, NASBE Treasurer  
Tech Prep Coordinator  
Hinds Community College  
P O Box 1100  
Raymond, MS 39154-1100  
Phone: 601-857-3473, Fax: 601-857-3535  
E-mail: [sdfranklin@hindsc.edu](mailto:sdfranklin@hindsc.edu)



## 2004-2005 NASBE DIRECTORY INFORMATION FORM

Name	
Title	
Address	
City	State ZIP
Business Phone ( )	Business Fax ( )
Home Phone ( )	Home Fax ( )
E-mail Address Work:	E-mail Address Home:
Website Address:	

### SUPPORT YOUR NASBE ORGANIZATION BY BECOMING A MEMBER!!

**Active Members** are Business Education program supervisors who are direct employees of a state, region, or local education agency. Each active member of NASBE present at the NASBE business meetings at ACTE and NBEA conventions is eligible to vote. **DUES ARE \$15.**

**Associate Members** are persons from the field of business who are interested in supporting the purposes of NASBE. Associate members may pay dues and become non-voting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of business education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor. **DUES ARE \$15.**

**NOTE: Membership is July 1 – June 30. To be included in directory, information must be post-marked ASAP. After the ACTE Conference, only paid members receive correspondence.**



## ***NASBE Membership***

Membership in the Association for Career and Technical Education shall be a requirement for active membership in NASBE. There are three kinds of membership available in NASBE: *active, associate, and honorary*.

### **Active Members**

State, regional, and local supervisors (including assistant supervisors and district supervisors with direct responsibility for program development and/or Business Education co-curricula student organizations) of multiple Business Education programs who are direct employees of a state, region, or local educational agency may become active members. Each active member of NASBE present at the NASBE Business meetings at ACTE and NBEA conventions is eligible to vote.

### **Associate Members**

Associate members are persons from the field of business who are interested in supporting the purposes of NASBE and are members of ACTE. Associate members may pay dues and become nonvoting associate members. Associate members may include student organization directors, association directors, members of the U.S. Department of Education, publishers, vendors, and former state supervisors of Business Education. Associate members may attend all meetings of the association and may, upon request to the presiding officer, be extended the privilege of the floor.

### **Honorary Members**

Honorary members are persons who are officially concerned with administration and supervision of vocational education as well as others, including those in the fields of vocational education, who are actively and materially assisting to encourage and to develop Business Education. Honorary members may be elected by a majority vote of the active members present at any business meeting upon proposal by the Nominating Committee. Honorary members **do not** pay dues and are **nonvoting** members.

Honorary members may attend all meetings of NASBE and may, upon request to and/or by the presiding officer, be extended the privilege of the floor. Honorary membership will be presented to the NBEA Executive Director, ACTE/BE Division Vice President, and the CEO's of Business Professionals of America and the Future Business Leaders of America/Phi Beta Lambda (effective July 1, 1995).

### **Membership Year**

The membership year shall coincide with that of the Association for Career and Technical Education.



## **2004-2005 ACTE/BE COMMITTEES**

<u>COMMITTEE</u>	<u>TERM</u>
<b>ACTE/BE Division Policy</b>	
Deborah Seehorn (NC) .....	2003-2005
Jean Kyle (MN) .....	2004-2006
<b>AWARDS</b>	
Anna Nemesh (MD) .....	2004-2007
<b>COMMUNICATIONS</b>	
Barb Bielenberg (IA) .....	2004-2007
<b>LEGISLATION</b>	
Jean Kyle (MN) .....	2003-2005
<b>MEMBERSHIP</b>	
Sherry Franklin (MS) .....	2003-2006
<b>DIVERSITY ACTION</b>	
Fred Reed (FL) .....	2003-2005
<b>NOMINATING</b>	
Vacant () .....	2004-2007
<b>OPERATING POLICIES</b>	
Barb Beadle (IN) .....	2002-2005
<b>PROFESSIONAL DEVELOPMENT</b>	
Anna Nemesh (MD) .....	2003-2005
<b>PROGRAM LEADERSHIP</b>	
Janet Gandy (AZ) .....	2004-2007
<b>RESOLUTIONS</b>	
Kara Burkett (TN) .....	2002-2005
<b>CAREER &amp; TECHNICAL STUDENT ORGA- NIZATIONS</b>	
Colleen Hunt (IA) .....	2003-2005
<b>NASBE NOMINATING COMMITTEE</b>	
Mary Nemesh (MD) (Chair) .....	2004-2006
Maurice Henderson (MI) .....	2003-2005
Anna Nemesh (MD) .....	2002-2004

\*indicates finishing a term for someone else.

**New Officers Elected for 2005-2006 were  
installed in Anaheim at NBEA**

Jean Kyle ..... **President**  
 Kara Burkett ..... **President -Elect**  
 Diane Villagomez ..... **Vice President**  
 Katherine Cliatt ..... **Secretary**  
 Sherry Franklin ..... **Treasurer**



### **MEETING ANNOUNCEMENTS**

ACTE - Dec. 9-12, 2005 - New Orleans, LA  
 NBEA - April 12-15, 2006 - New Orleans, LA

### **NEWSLETTER EDITOR**

Barbara J. Bielenberg  
 Head Teacher, Business Education  
 Sioux City Community Schools  
 1121 Jackson Street  
 Sioux City, IA 51055  
 E-mail: bielenb@sioux-city.k12.ia.us  
 or bielenb46@yahoo.com  
 Phone: 712-279-6644  
 Fax: 712-279-6747



# NASBE OFFICERS AND INFORMATION



Officers, from left: Deborah, Jean, Mary, Linda, Katherine, Sherry, (not pictured, Barb)

## RENEWAL OF DUES

August is the time to renew your membership in **NASBE** and **ACTE**.

**NASBE** is your organization, and it needs your support and input. Be an active participant. Renew your membership and make the commitment that we all work together in making **NASBE** a strong affiliate of the **BE Division of ACTE**.

An application form is included in the newsletter.



NASBE Members at NBEA in Anaheim at NASBE Business Meeting



## 2004-2005 NASBE OFFICERS

In accordance with our bylaws, during the ACTE Convention NASBE officer elections are held. The following officers were elected for 2003-2004.

**PRESIDENT** ..... Deborah Seehorn  
North Carolina Department of Public Instruction  
301 N. Wilmington Street Raleigh, NC 27601-2825  
919-807-3871 *Office*; 919-80703899 *Fax*  
[dseehorn@dpi.state.nc.us](mailto:dseehorn@dpi.state.nc.us)

**PRESIDENT-ELECT** ..... Jean Kyle  
Minnesota State Department of Education  
1500 Highway 36 West Roseville, MN 55123  
651-582-8514 *Office*; 651-582-8492 *Fax*  
[jean.kyle@state.mn.us](mailto:jean.kyle@state.mn.us)

**VICE PRESIDENT** ..... Linda Sullivan  
Missouri Department of Education  
P.O. Box 480 Jefferson City, MO 65102  
573-526-4456 *Office*; 537-526-2004 *Fax*  
[lsullivan@mail.dese.state.mo.us](mailto:lsullivan@mail.dese.state.mo.us)

**SECRETARY** ..... Katherine Cliatt  
Business & Marketing Ed. Associate  
South Carolina Dept. of Ed.  
Columbia, SC 29201  
803-734-5349 *Office*; 803-734-3525 *Fax*  
[kcliatt@sde.state.sc.us](mailto:kcliatt@sde.state.sc.us)

**TREASURER** ..... Sherry Franklin  
Tech Prep Coordinator, Hinds Community College  
P.O. Box 1100, Raymond, MS 39154-1100  
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**NEWSLETTER EDITOR** ..... Barb Bielenberg  
Sioux City Community Schools  
1121 Jackson Street - Sioux City, IA 51105  
712-279-6644 *Office*; 712-279-6747 *Fax*  
[bielenb@sioux-city.k12.ia.us](mailto:bielenb@sioux-city.k12.ia.us)

**PAST PRESIDENT** ..... Mary Nemesh  
Anne Arundel County Public Schools  
1001 Annapolis Road - Gambrills, MD 21054  
410-674-6500 x219 *Office*  
301-405-9888 *Voice Mail*; 301-314-6877 *Fax*  
[m\\_nem@hotmail.com](mailto:m_nem@hotmail.com)

## ***ACTE Wants Your E-mail Address***

**A**CTE is trying to obtain the year-round e-mail addresses for all members. In order to provide you with additional membership services, they need this information. E-mail is the quickest and sometimes most convenient way for people to communicate. Make sure you contact ACTE at 1-800-826-9972 for additional details.

The *Career Tech Update* Newsletter is now being published in an e-mail format. This newsletter will be free to all ACTE members starting in 2003. This is yet another reason to make sure ACTE has your e-mail address.

**Please submit articles for the next issue of the NASBE Newsletter, and attach a picture of yourself (digital or scanned)**

**NASBE Website: (Thanks to Barb Beadle, Indiana D.E.) <http://www.nasbe.us>**

**The next **deadline** is:**

**October 14**

**for **November** publication**

**FUTURE DEADLINES**

**January 13, 2006**

**for **February** publication**

**April 28, 2006**

**for **June** Publication**

## ***Subscribe to the NASBE LISTSERV***

**D**o you need to keep in touch with fellow business education supervisors? Do you have good information you want to share with your colleagues? Then use the NASBE Listserv as a way to reach all your fellow business education supervisors.

If you have not signed up for the listserv, please send an e-mail message to [maurice.henderson@emich.edu](mailto:maurice.henderson@emich.edu) indicating that you would like to subscribe to the listserv.

If you are subscribed, and once you have subscribed, you can send a message that will reach all members subscribed to the list by sending an e-mail message to: [nasbe@s-listserv.thomsonlearning.com](mailto:nasbe@s-listserv.thomsonlearning.com). E-mail address changes for the listserv should be sent to [maurice.henderson@emich.edu](mailto:maurice.henderson@emich.edu).

Don't miss out on sharing and receiving valuable information that can assist you.

"Please note that attachments of any kind are not accepted through the listserv. Sending a message with an attachment will cause the message to be rejected and not sent without receiving any type of rejections message.

Also, as a subscriber to the listserv, you will also receive a copy of any messages that you send. This can be used to confirm that your message was sent. If you don't get a copy of your message, then your message was not successfully transmitted."

