



HERE and THERE

PI OMEGA PI

*National Business Education Honor Society
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President's Message



Elizabeth Hodge, Ph. D.
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Greenville, NC

Greetings Pi Omega Pi Members:

As Pi Omega Pi celebrates over 80 years in existence, what an exciting time to become President. It is with great honor and privilege to serve all of you in the organization, and please know that it doesn't come without the support of a great National Council and members like you. Since Pi Omega Pi's conception, we have always prided ourselves on working to educate the members and public about the benefits of business education.

As President, I want to continue to develop and expand our mission. I recently took the time to reflect on our core aims and have set forth the following personal goals for the coming year.

- *To create a fellowship among teachers of business education, I plan to send personal correspondence to begin an open dialogue surrounding the needs of our community.*
- *Encouraging our students to join and participate in local chapters is essential to growing and sustaining our organization. I will continue to promote Pi Omega Pi and would challenge each advisor to discuss the benefits of our organization with students on their campus.*
- *In addition, I would encourage chapters to participate in the annual competition. Being servant leaders is what we pride ourselves on and I would encourage each chapter to participate in volunteer activities and submit articles to the "Here and There" editor to share your story.*

*As the **2017, National Chapter Award Competition** has begun, I encourage each Pi Omega Pi chapter to participate to the fullest. Each chapter has the ability to earn points throughout the competition for completing various activities. These include chapter reports, articles for the "Here and There" in addition to submitting a National, Community, Local or Service Learning Project. If you have questions please feel free to contact any member serving on the National Council.*

Best wishes, for a successful year.

- Elizabeth Hodge, Ph.D.

President

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Chapter News

Alpha Pi Chapter News Mississippi State University

Congratulations to Dr. Connie Forde, former Co-Adviser for Pi Omega Pi, Alpha Pi Chapter at Mississippi State University on her recent retirement! Dr. Forde leaves us after 30 years of dedicated service. Her bright smile and Southern charm will certainly be missed in the world of Business and Technology Education.



Dr. Connie Forde and her husband Dr. John Forde



Beta Chapter News Northwest Missouri State University

Recruitment efforts are underway for new members among business education majors who are eligible by President Cassidy Stark. We are very proud of Marina Hayner for receiving the \$1000 national Pi Omega Pi Scholarship!

Most of Beta Chapter members are student teaching this Fall semester. Student teachers include: Jennifer Cline at Underwood Elementary in Lee's Summit, MO; Trey Frey at Lincoln Park Middle School in Lincoln, NE; Madison Foxx at Elkhorn Middle School in Elkhorn NE; Marina Hayner at Buchanan County High School, Dekalb, MO; Abby Kriz at North Andrew Elementary, Rosendale MO; and Chance Reuscher at Savannah Middle School in Savannah, MO.

Articles

“First –year Teaching Experiences”

by Marina Hayner and Drew Bruner, **Beta Chapter**, Northwest Missouri State University

Two Beta Chapter recent members are in their first-year of teaching and have advice to share with their peers across the nation. Marina Hayner is the high school business education teacher at Buchanan County R-4 School District in Dekalb, MO. She is also student teaching at the same time. Drew Bruner teaches 6th-8th grade math and Algebra I, Integrated Math, and Cyber Literacy at Northeast Nodaway School District in Ravenwood, MO. Marina and Drew, when interviewed, offer their experiences and advice.

What do you enjoy most about teaching your subjects?

Marina - In everything I teach I try to relate to the real world and to the careers my students will enter. I also really enjoy teaching life skills that my students can use inside and outside the classroom.

Drew - I have loved math since I was in about 5th grade, so I have always been very passionate about math. Teaching business classes has allowed me to teach students about real life issues with computers as well as some safety with technology that is also very important for them to know.

What are your extra-curricular responsibilities?

Marina - I am the FBLA adviser and I make the school programs for all sporting events.

Drew - I am the Co-FBLA Sponsor, 8th grade class sponsor, and the assistant Varsity Softball coach.

What are two classroom management tips you would offer those soon to enter student teaching or teaching?

Marina - (1) Set the tone and enforce your expectations the first day of school. At first they may not like you, but they (most) will adjust and come around. (2) Smile and have fun. If you are enjoying the content, typically your students are too.

Drew - (1) It is important is having some sort of "bellwork" on which students will work as soon as they enter the class. It doesn't have to be related to the topic, but it is a good idea to have them busy when they come in. If they don't have anything to work on, they will be talking, and you will waste a good amount of time bringing them back together so you can start the lesson.

(2) Secondly, bring the class back to attention quickly; I use a snap. For example, when working in small groups, there will be talking. I say "snap once if you can hear me, snap twice if you can hear me," and if needed, I keep going.

What teaching tips, ideas, or content knowledge have you been able to implement—which you learned about at the Biennial Pi Omega Pi/NBEA Convention in Chicago?

Marina - I am excited to introduce coding with code.org and using resources like Plickers to review the content with my students. I enjoyed traveling to Chicago, and I brag about my experience very often. Students enjoy traveling and those experiences can help them in future opportunities. Traveling with the school for a course or an organization, like FBLA, can be a great way to promote and recruit students in the organizations. Plus, who wouldn't want to get nationally recognized?

Drew - We presented on Plickers, which has helped when I use it for a review. I also attended the session "Appy Hour" which mentioned tons of other apps that I plan on implementing.

Please share one more final “advice” to our fellow Pi Omega Pi members.

Marina - Keep EVERYTHING and it's okay to ask for help. Use your resources, colleagues, professors, and even your students. Sometimes when the students see I make a mistake or that I don't know everything, it has helped me in the classroom with my classroom management and building relationships with students.

Drew - Be prepared and over prepared. It's harder that you think to come up with something for them to do on the fly.

Articles

“Classroom Management Doesn’t Have to be Dreaded”

by Ryan Vlies, **Psi Chapter**, University of Wisconsin—Whitewater

Many teachers say they love the content they teach, and the students they teach, but they hate dealing with the disruptive behavior of the students in their classroom. In their research, Fideler and Haskelhorn (as cited in Jones & Jones, 2007) found beginning teacher’s list classroom management as their biggest concern. The survey research found with 82% of teachers reporting poor classroom management skills, and 57% of students citing disruptive students as the biggest barriers they face toward success in their profession. The following are some helpful ways to improve your classroom management.

What is the purpose of classroom management?

The goal of classroom management should never be to teacher to control the student, as this is strategy is destined to fail. No one can control another person, it is the student who ultimately decided to cooperate or not. Teachers should expect classroom misbehavior to occur, as it is normal for humans to act out when their needs are not being met. The purpose of classroom management should be to provide a space for students to learn through expectations, rules, and procedures to increase the time students behave.

Whose Problem is it?

Is the discipline problem harmful to others, makes it so teacher cannot teach such as screaming or hitting? If yes, it is a discipline problem. Solutions are to assert yourself as the one in charge, correct inappropriate behavior instantly, and if needed give appropriate consequences.

Some problems which are not disruptive to the classroom, but the teacher should still be aware of are called non-discipline problems. Examples include student’s late homework, sleeping in class, not paying attention, or not completing seatwork. Solutions is often to do nothing, let the student deal with it on their own, check in with the student and express concern.

Is the student is upset, frustrated, and sad? Then the problem is a student’s problem. The teacher is unfortunately is too busy to solve the problem, and instead make the student know they are there for them as a recourse if the student wishes. Solutions are to wait, check in with student, express awareness, concern, and question them, council, and coach the student.

Understanding the Student

People behave the way they do for a specific reason, even if they do not know it. It maybe they do not have a need being met, they have built up frustration or anxiety, they do not know how to do the behavior asked of them, or because when they act out they get what they want. For example, a student may be lonely and act out in class for attention, but when asked why they acted out they will not say they have a need to feel included and socially accepted. That same student could just as well find the material not relevant and boring, and rather be in a school detention hall with his friends than be in your classroom. Teachers need to use their recourses such as how students think, and background knowledge on the student to make an educated guess on what makes the child act out.

Meet the Student’s needs

If a student has a need for attention have the student help pass out classroom materials to meet the need. If they do not know a skill or behavior teach it to the student. Reduce tensions by making the student laugh, or allowing them to take a break in the hallway. Do not let the misbehavior work, if a student misbehaves so they get to go to detention with friends send them somewhere else, also try to make the classroom somewhere the student wants to be.

Articles

“Classroom Management Doesn’t Have to be Dreaded”

by Ryan Vlies, **Psi Chapter**, University of Wisconsin—Whitewater

Use Least Intervention

The majority of misbehavior can be solved in a shorter time than the disruption the student made to the class. A simple glance at the student, walking closer to the student, tapping on the desk, a general classroom announcement without calling out the student, ask a talking student if they have a question, or humor should be used multiple times every day to get the students back on task, often without ever disrupting the rest of the class or disrupting the flow of the teaching. Using least intervention ensures minor classroom infractions do not turn into entire classroom disruptions.

It is important to note that every child is different and situations can vary greatly, what you do to one child’s actions may have the opposite affect for the same actions of another child. It is important for teachers to be critical thinkers and problems solvers to come up with ways to make their classroom a positive learning experience that fits the teacher and the students. School administrators, other teachers, and social workers are all there to assist teachers in their classroom management decisions. Finally, if punishment was the way to good behavior then logically the most punished students would be the best behaved, which isn’t true. The most effective solutions for the most severe discipline problem students is not more discipline, but Simply talking to the student and building relationships.

References:

Jones, V. F., & Jones, L. S. (2007). *Comprehensive Classroom Management: Creating communities of support and solving problems*. Boston, MA: Pearson Allyn and Bacon.

Pi Omega Pi Announcements

Fall Induction Ceremony Information

Welcome back to a new school year! I am excited to serve the organization as the treasurer. If you are holding a fall induction ceremony, the national dues remain \$40.00. Please complete the membership form and send it to me at the address below. All of the advisors received the form in mid-September.

I look forward to serving you this year.

Best wishes for a successful year.

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