

Business and Marketing (2019)

Career-technical education content CTE

1.0 Career-technical education Common Core: knowledge 1.0

- 1.1 Understand course proposal process based on OSPI guidelines 1.1
 - 1.2 Describe the role of tech prep articulation 1.2
 - 1.3 Understand business/industry and OSPI approved standards of safety and health 1.3
 - 1.4 Demonstrate knowledge of professional organizations in related business/industry 1.4
 - 1.5 Understand the role of advisory committees 1.5
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Career-technical education instructional methodology and professional knowledge

2.0 Career-technical education Common Core: state learning goals 2.0

The career-technical teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.

- 2.1 Align CTE student learning activities to state learning goals and the EALRS and GLES 2.1
 - 2.2 Implement instructional strategies which focus students' achievements of benchmarks in related essential academic learning requirements (EALRs), grade level expectations (GLEs) and achievement of Goals 3 & 4 2.2
 - 2.3 Align career-technical learning assessment with the state learning goals and the essential academic learning requirements (EALRs) and GLEs 2.3
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3.0 Career-technical education Common Core: learning environment 3.0

The career-technical teacher is able to create and sustain a safe climate in laboratory and classroom learning environments which prepare all students for a diverse workplace, advanced training, and continued education.

- 3.1 Incorporate business/industry and OSPI approved standards of safety and health practices into learning environment 3.1
- 3.2 Create a learning environment that simulates the workplace 3.2
- 3.3 Develop learning opportunities that encourage innovation and exploration 3.3
- 3.4 Create an environment which clarifies relationship between work, family, and multiple life roles 3.4
- 3.5 Demonstrate comprehension and awareness of appropriate workplace cultures, ethics, and standards 3.5
- 3.6 Incorporate work, family, and community settings as extensions of the classroom to facilitate student achievement of specific industry competencies 3.6

4.0 Career-technical education Common Core: program development 4.0

- 4.1 Develop curriculum based on business/industry standards as approved by local advisory committee 4.1
- 4.2 Design and implement program scope, sequence and assessment which enables students to develop marketable job skills 4.2
- 4.3 Demonstrate ability to write unit and lesson plans incorporating a variety of instructional strategies, and all aspects of career and technical program approval 4.3
- 4.4 Revise curriculum based on occupational changes 4.4

5.0 Career-technical education Common Core: student characteristics and related instructional strategies 5.0

The career-technical teacher is able to identify the diverse needs of students and implement programs and strategies aligned to CTE Standards which promote student competency and success.

- 5.1 Promote development of students' self awareness and aptitudes, confidence and character and how these relate to leadership and career pathways 5.1
- 5.2 Develop student initiative and teamwork skills 5.2
- 5.3 Encourage students to explore nontraditional career roles 5.3
- 5.4 Identify the impact of diversity and equity issues on student learning 5.4
- 5.5 Design or adapt curriculum, technologies, and instructional strategies which address the diverse needs of students including special populations 5.5
- 5.6 Use instructional strategies and resources that incorporate current technology of business/industry 5.6
- 5.7 Use instructional strategies that develop students' skills for making career decisions 5.7
- 5.8 Use instructional strategies that develop student employability skills 5.8
- 5.9 Facilitate student development of leadership skills, as defined in, or equivalent to, the State recognized CTSO appropriate to program area 5.9
- 5.10 Collaborate with business and labor partners to infuse workplace standards and practices into curriculum 5.10
- 5.11 Use instructional strategies that develop students' lifelong learning and goal setting related to entry, transition, and continuation in the educational process and in the workplace 5.11
- 5.12 Publicize to students the program content and benefits 5.12
- 5.13 Connect school experiences to workplace 5.13
- 5.14 Guide students in balancing competing demands and responsibilities of work and family 5.14
- 5.15 Develop effective assessment methods which may involve student, family, employer, and community 5.15
- 5.16 Use variety of assessment methods including portfolios and business/industry standard assessment tools to measure student learning and development 5.16

6.0 Career-technical education Common core: personal and professional attributes 6.0

The career-technical teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.

- 6.1 Develop awareness of professional dispositions and employability skills outlined in SCANS 6.1
- 6.2 Understand the role of specific occupational experience in meeting CTE certification requirements 6.2
- 6.3 Model positive business/industry-appropriate workplace practices 6.3
- 6.4 Demonstrate business/industry appropriate technology skills 6.4
- 6.5 Evaluate the role of professional organizations as part of professional development 6.5

7.0 Career-technical education Common Core: partnerships and program advocacy 7.0

The career-technical teacher implements and maintains collaborative partnerships with students, colleagues, community, business/industry, and families which maximize resources and promote student self-sufficiency.

- 7.1 Participate in advisory committees 7.1
- 7.2 Understand strategies for developing business, family and community partnerships to enhance school-to-career preparation for all students 7.2
- 7.3 Describe strategies, including collaboration, for promoting program content and benefits to colleagues, family, community, and business/ industry 7.3
- 7.4 Identify community activities that can improve curriculum and instructional practices 7.4
- 7.5 Inform, involve, and collaborate with parents and/or guardians to support student success 7.5
- 7.6 Publicize program content and benefits to family and community 7.6
- 7.7 Provide opportunities for interaction on community concerns and issues 7.7

Business and marketing education content

8.0 Business and marketing education Common Core: information technology 8.0

- Information technology skills
- Applied information technology (systems)
- Information technology classroom integration

9.0 Business and marketing education Common Core: skills 9.0

Entrepreneurship
Business management
Accounting and computation
Economics and international business
Business law
Marketing
Business communication

Business and marketing education instructional methodology and professional knowledge**10.0 Business and marketing education Common Core: instructional methodology 10.0**

- 10.1 Prepare a statement of teaching philosophy 10.1
- 10.2 Identify and describe topics, course content, scope and sequence for business administration courses within a pathway 10.2
- 10.3 Determine and implement effective and safe layout of classroom and/or lab facilities that provide learning opportunities for all 10.3
- 10.4 Identify and apply strategies (including individualized instruction) needed to instruct special populations; special needs, disabled, gifted, ethnic, and culturally diverse learners 10.4
- 10.5 Demonstrate knowledge of or experience with related business and marketing organizations and industry certification 10.5
- 10.6 Demonstrate ability to assess personal strengths and weaknesses as they relate to career exploration and development 10.6
- 10.7 Utilize career resources to develop an information base that includes global occupational opportunities 10.7
- 10.8 Relate work ethic, workplace relations, workplace diversity and workplace communication skills to career development and employability skills 10.8
- 10.9 Demonstrate ability to foster teamwork and project-based learning 10.9
- 10.10 Recognize methods and opportunities for integrating school-based enterprise and/or simulations across the business administration curriculum 10.10
- 10.11 Demonstrate ability to implement school-based enterprise and/or simulations 10.11

11.0 Business and marketing education Common Core: school to career 11.0

- 11.1 Demonstrate ability to apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan 11.1
- 11.2 Encourage teamwork and project-based learning 11.2
- 11.3 Develop strategies to make an effective transition from school-to-work 11.3
- 11.4 Relate the importance of lifelong learning to career success 11.4
- 11.5 Design and implement program rationale, scope, sequence and assessment which enables students to develop marketable competencies 11.5
- 11.6 Foster student awareness of self and aptitudes, and development of confidence and character and how these relate to leadership and career pathways 11.6
- 11.7 Develop student initiative, teamwork skills, and project-based learning 11.7
- 11.8 Identify stages of student career development including, but not limited to post-secondary opportunities and a 13th year plan 11.8
- 11.9 Accept and encourage students in nontraditional career roles 11.9
- 11.10 Provide opportunities for students to productively integrate career and academic disciplines 11.10
- 11.11 Provide activities to connect school experiences to workplace and reinforce school-based learning 11.11
- 11.12 Adjust curriculum to information received from students and employer evaluations 11.12
- 11.13 Discuss with class and individual students results and comments on employer evaluations 11.13
- 11.14 Work with employers to assess and improve student work-based learning experiences 11.14
- 11.15 Access and use appropriate state agreements and contracts for work-based learning 11.15
- 11.16 Adhere to on-site visitation training and employee evaluation criteria and requirements 11.16
- 11.17 Foster appropriate communication between work-based learning stakeholders 11.17
- 11.18 Prepare students to deal with equity and diversity 11.18
- 11.19 Appropriately place students in work based learning according to career interest and aptitude 11.19
- 11.20 Secure training stations for work experience 11.20

12.0 Business and marketing education Common Core: student leadership activities planning 12.0

- 12.1 Develop a personal philosophy concerning student vocational organizations 12.1
- 12.2 Assist state approved student leadership organization members or other state approved student leadership organization members in developing and financing a yearly program of activities 12.2
- 12.3 Assist state approved student leadership organization members or other state approved student leadership organization members in developing an annual budget 12.3
- 12.4 Establish standards for state approved student leadership organizations Management 12.4
- 12.5 Demonstrate willingness to accept responsibility 12.5
- 12.6 Facilitate student participation in state approved student leadership organization activities and events 12.6
- 12.7 Demonstrate the ability to facilitate other state approved student leadership organization competitive event program 12.7
- 12.8 Supervise state approved student leadership organization events and activities 12.8
- 12.9 Prepare all students for leadership competencies and personal development 12.9
- 12.10 Integrate leadership development into the curriculum 12.10

Evaluation

- 12.11 Evaluate state approved student leadership organization activities in terms of their educational value 12.11
- 12.12 Demonstrate the ability to evaluate leadership events 12.12
- 12.13 Facilitate student competency to assess state approved student leadership organization activities in terms of their educational value 12.13

13.0 Business and marketing education Common Core: professional development 13.0

Education

- 13.1 Continue professional development through classes, in-service, or conferences 13.1
- 13.2 Keep up-to-date through reading professional education publications 13.2
- 13.3 Take advantage of opportunities provided by professional organizations 13.3

Leadership

13.4 Maintain active participation within professional organizations **13.4**

13.5 Seek out mentors from the business community **13.5**