Washington CTE

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

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

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

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- 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

13 Connect school experiences to workplace 5.13

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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

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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

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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

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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