# BUSINESS EDUCATION

Based on the National Association for Business Teacher Education (NABTE) [Business Teacher Education Program Standards](https://library.nbea.org/1cn4qq2/)

The 2015 NABTE Business Teacher Education Curriculum Guide & Program Standards is organized   
to cover the critical aspects of business teacher education. In the full publication, linked above,  
­­ the standard is presented, suggested evidence statements are made to support the standard, and a rationale is provided. *This rubric includes only the standards for preparatory programs that lead to initial teacher preparation (Part 1: Business Teacher Education Curriculum Guide).*

## 1. PROFESSIONALISM

The business teacher has an obligation to grow continuously as a professional. One of the primary responsibilities of business teacher educators is to pass on to the next generation of professionals their passion for and commitment to the discipline. What business teacher educators teach about professionalism will be modeled and what is instilled through the practice and promotion of professionalism will be carried forward by future generations of business teachers.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Hold membership, participate actively, and assume leadership responsibilities in the National Business Education Association and its state, regional, and international organizations as well as other business education and related organizations. | ☐ | ☐ |  |
| 1b. Demonstrate integrity and ethical behavior (e.g., student/family privacy and confidentiality, fairness and respect in all relationships, responsibility for preserving and enhancing the reputations of one’s colleagues and program). | ☐ | ☐ |  |
| 1c. Engage in ongoing self-reflection to identify personal strengths and weaknesses in: | ☐ | ☐ |  |
| * Essential professional skills (e.g., management, leadership, team- building, and communication skills); | ☐ | ☐ |  |
| * Knowledge of subject matter in  areas of specialization; and | ☐ | ☐ |  |
| * New developments in learning, curriculum, and instructional strategies. | ☐ | ☐ |  |
| 1d. Develop and implement a plan to address areas for improvement identified through self-reflection. | ☐ | ☐ |  |
| 1e. Review literature and use current research findings to deliver information regarding best practices in business and education. | ☐ | ☐ |  |
| 1f. Create professional communications which reflect positively on the teacher, the organizations represented, and the profession itself (e.g., written documents, presentations, etc.). | ☐ | ☐ |  |
| 1g. Use a variety of approaches for professional development and life-long learning (e.g., webinars, professional conferences, internships, advanced courses, and in-service opportunities). | ☐ | ☐ |  |
| 1h. Enhance professional image by modeling appropriate appearance and personal presentation style that reflects expectations and values of the profession. | ☐ | ☐ |  |
| 1i. Enhance professional image by modeling appropriate appearance and personal presentation style that reflects expectations and values of the profession. | ☐ | ☐ |  |

## 2. CURRICULUM DEVELOPMENT

The business teacher creates, analyzes, revises, and implements curricula to prepare students for success in business and life.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Develop and implement the mission and goals of a specific business program. | ☐ | ☐ |  |
| 2b. Use information pertaining to current and future trends in business and technology from a wide variety of relevant sources  (e.g., employer surveys, graduate follow-up studies, business education and economic research, guidelines from government  and professional organizations and advisory committees). | ☐ | ☐ |  |
| 2c. Align curriculum with local, state, and national standards. | ☐ | ☐ |  |
| 2d. Develop curricula that: | ☐ | ☐ |  |
| * Reflects best practices in business  and education. | ☐ | ☐ |  |
| * Integrates authentic experiences (e.g., work-based learning, business-related projects, and community services). | ☐ | ☐ |  |
| * Provides opportunities for all students of all genders and ages, including those with exceptionalities and those from diverse cultures. | ☐ | ☐ |  |
| * Presents a balanced view of business and the global economy. | ☐ | ☐ |  |
| * Includes the effects of business on our global society and the business perspective toward societal issues. | ☐ | ☐ |  |
| * Presents the interrelatedness of workers toward achieving the mission  of the organization. | ☐ | ☐ |  |
| * Focuses on decision-making,  problem solving, and other  higher-level thinking skills. | ☐ | ☐ |  |
| * Enhances students’ abilities to  work collaboratively. | ☐ | ☐ |  |
| * Enhances students’ abilities to incorporate technologies into instructional strategies and assessments. | ☐ | ☐ |  |
| 2e. Develop cognitive, affective, and psychomotor objectives for courses and other learning experiences. | ☐ | ☐ |  |
| 2f. Structure and sequence the curriculum  to optimize learning. | ☐ | ☐ |  |
| 2g. Analyze how business and economic issues affect the citizen, consumer, wage earner, and investor as well as how these issues impact business, government, and society. | ☐ | ☐ |  |
| 2h. Develop and apply evaluative criteria  and a plan for continuous improvement  of the curriculum. | ☐ | ☐ |  |

## 3. INSTRUCTION

The business teacher facilitates the learning of dynamic subject matter in a diverse learning environment. Essential instructional tools, such as teacher-facilitated, self-directed, and collaborative approaches reflect the environment of the workplace and provide teachers opportunities to respond to students with different learning styles and diverse backgrounds. These instructional tools should encourage students to assume responsibility for their own learning, as well as take responsibility for group success.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Develop outcomes in relation to student characteristics through the use of appropriate instructional strategies, materials, and technologies. | ☐ | ☐ |  |
| 3b. Analyze, select, and use resources from a variety of sources to deliver instruction (e.g., publishers, professional organizations, governmental agencies, businesses, media, emerging technologies, global entities,  and local community). | ☐ | ☐ |  |
| 3c. Develop supplementary materials  and experiences that enhance the  learning process. | ☐ | ☐ |  |
| 3d. Use assessment tools to modify the instructional process (e.g., classroom questions. observation, student self-reflection, peer assessment, and  student work). | ☐ | ☐ |  |
| 3e. Apply research findings to improve the effectiveness of instructional strategies, materials, and technologies. | ☐ | ☐ |  |
| 3f. Use a variety of media to manage learning (e.g., course management systems and  web technologies). | ☐ | ☐ |  |
| 3g. Create a learning environment that promotes the development of self-motivated, self-directed, and self-reflective students. | ☐ | ☐ |  |
| 3h. Determine the scope and sequence of units, lessons, and other learning experiences. | ☐ | ☐ |  |
| 3i. Help students learn to access and use sources of knowledge to promote critical thinking. | ☐ | ☐ |  |
| 3j. Use skillful communication strategies in solving problems and developing opportunities (e.g., negotiating, advocating, and resolving conflict). | ☐ | ☐ |  |
| 3k. Provide experiences that facilitate collaborative learning. | ☐ | ☐ |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3l. Develop instruction to communicate the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation. | ☐ | ☐ |  |
| 3m. Develop student understanding of and sensitivity to issues of diversity and  their impact within the classroom and  work environment. | ☐ | ☐ |  |
| 3n. Use student support services to assess student interests, aptitudes, and values. | ☐ | ☐ |  |
| 3o. Promote work-based learning opportunities and/or support these as part of the overall business education program. | ☐ | ☐ |  |

## 4. ASSESSMENT

The business teacher assesses student progress to enhance the learning environment to optimize   
student success. The fundamental purpose of assessment is to increase the probability of student  
 success. Therefore, teachers must use multiple forms of assessment to modify and improve both the curriculum and instructional processes. Assessment techniques must support the diversity of   
business curricula and students.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Provide opportunities for | ☐ | ☐ |  |
| * Students to assess their own progress (e.g., complete scoring guides to evaluate their work products, performance, and work habits). | ☐ | ☐ |  |
| * Peers to evaluate student progress  (e.g., students exchange and evaluate completed work and evaluate  student expectations). | ☐ | ☐ |  |
| * Experts to review student progress  (e.g., employer interviews students  for a job and a panel of employees reviews student profiles). | ☐ | ☐ |  |
| 4b. Use a variety of teacher-led measures  (e.g., observation, examination of student work, questioning techniques, and performance tests). | ☐ | ☐ |  |
| 4c. Use formative assessment measures as relative indicators of student performance at a point in time and use multiple summative assessment tools to provide a more comprehensive profile of student mastery. | ☐ | ☐ |  |
| 4d. Select, evaluate, and employ measures based on valid assessment principles appropriate for student learning outcomes. | ☐ | ☐ |  |
| 4e. Use appropriate interventions to achieve desired student learning outcomes. | ☐ | ☐ |  |
| 4f. Provide timely feedback to students  and follow up to recommend approaches  for improvement. | ☐ | ☐ |  |
| 4g. Construct evaluation plans that enhance and encourage student effort. | ☐ | ☐ |  |
| 4h. Establish data driven performance standards (e.g., based on research, employment standards, licensure requirements, and/or professional judgment). | ☐ | ☐ |  |
| 4i. Explain to students the purpose of assessment, the rationale for selecting particular assessment tools, and the performance expectations for  each assessment. | ☐ | ☐ |  |
| 4j. Interpret assessment data to guide instructional decisions and improve the curriculum (e.g., screening, progress monitoring, and diagnostic). | ☐ | ☐ |  |

## 5. CLASSROOM ENVIRONMENT

The business teacher practices positive and effective techniques for managing the classroom environment. The business teacher recognizes the importance of effective classroom management skills to optimize student learning. The teacher also recognizes the impact of student behavior on learning and the learning environment.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Design a classroom layout that is conducive to learning, and: | ☐ | ☐ |  |
| * Utilize the concept of proximity for monitoring student behavior. | ☐ | ☐ |  |
| * Use disciplinary techniques that avoid student embarrassment. | ☐ | ☐ |  |
| * Capitalize on peer pressure to minimize misbehavior especially when engaging in collaborative activities | ☐ | ☐ |  |
| * Use positive reinforcement to capitalize on students’ strengths. | ☐ | ☐ |  |
| * Initiate quick action to deal with disciplinary problems. | ☐ | ☐ |  |
| * Redirect negative behaviors to  positive behaviors. | ☐ | ☐ |  |
| * Discipline appropriately (e.g., disciplinary action should match  the infraction). | ☐ | ☐ |  |
| 5b. Be well prepared to implement instructional activities efficiently (e.g., well-designed lesson plan, organization of materials for implementation of plan, distribution and retrieval of student work). | ☐ | ☐ |  |
| 5c. Plan for the transition from one activity to another to maximize learning time. | ☐ | ☐ |  |

## 6. STUDENT ORGANIZATIONS

The business teacher integrates student organizations into the curriculum. The responsibility for developing business student organizations as part of the total business education curriculum rests with the business teacher. Because of this responsibility, the business teacher has a specific obligation to provide a comprehensive and accessible student organization experience.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 6a. Serve as an advisor. | ☐ | ☐ |  |
| 6b. Recruit members, communicate benefits, and promote activities that encourage and enable students to participate in student organizations. | ☐ | ☐ |  |
| 6c. Encourage involvement in the student organizations and other activities that link students with business and other community partners and present options that enable them to make decisions about their futures and how the business education curriculum can support their choices. | ☐ | ☐ |  |
| 6d. Provide a learning environment that requires the use of self-management techniques and personal responsibility for the development of leadership skills. | ☐ | ☐ |  |
| 6e. Incorporate carefully planned activities designed to achieve specific educational goals of the business curriculum. | ☐ | ☐ |  |
| 6f Prepare students to use outside resources to develop and implement a program of work associated with the purposes of the organization (e.g., national guidelines, policies, constitutional provisions, and ceremonial procedures). | ☐ | ☐ |  |
| 6g. Facilitate student participation in the activities and competitive events. | ☐ | ☐ |  |
| 6h. Enlist the support of and involvement of teachers and school administrators; recognize colleagues for their contributions. | ☐ | ☐ |  |
| 6i. Involve members of the business community, parents, and the community at large as resources and sources of financial support; recognize supporters for their contributions. | ☐ | ☐ |  |
| 6j. Utilize student organizations to promote  the business education program. | ☐ | ☐ |  |

## 7. COMMUNICATION

The business teacher communicates effectively with all stakeholders. Effective communication is   
the foundation through which all other outcomes are produced. Ensuring successful learning for   
students, building relationships with stakeholders, bridging cultural differences, and advocating for   
the profession are all examples of outcomes that are accomplished through effective communication. Since communication impacts all aspects of business educators’ professional careers, it must, therefore, be an integral part of their duties and responsibilities.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 7a. Communicate effectively with stakeholders (e.g., students, parents/guardians, business community, school and district personnel). | ☐ | ☐ |  |
| 7b. Demonstrate versatility and effectiveness in all forms of communication (e.g., oral, written, visual, and nonverbal). | ☐ | ☐ |  |
| 7c. Create communications that reflect positively on the teacher, the organizations represented, and the profession itself (e.g., written documents, presentations, etc.). | ☐ | ☐ |  |
| 7d. Use skillful communication strategies in solving problems and developing opportunities (e.g., negotiating, advocating, and resolving conflict). | ☐ | ☐ |  |
| 7e. Select and use multiple formats,  channels, and technologies to achieve  desired outcomes. | ☐ | ☐ |  |
| 7f. Conduct periodic self-assessments to evaluate communication effectiveness and design strategies for improvement. | ☐ | ☐ |  |
| 7g. Model appropriate use and etiquette of communication effectiveness and design strategies for improvement. | ☐ | ☐ |  |
| 7h. Demonstrate quality standards in every communication (e.g., correctness, clarity, courtesy, conciseness, cohesiveness, and completeness). | ☐ | ☐ |  |
| 7j. Reinforce appropriate social media communication behaviors that  encourage digital citizenship. | ☐ | ☐ |  |

## 8. STAKEHOLDERS

The business teacher builds professional relationships with stakeholders to produce a learning environment that reflects the real world and provides benefits for the student and the community. The stakeholders of business teachers are students, parents, business partners and employers, legislators, school boards and administrators, teachers in other disciplines, professional organizations, other educational professionals, and the community at large. Since business education is a part of the larger society and therefore must be connected to it, business teachers have an obligation to develop stakeholder relationships to achieve desired outcomes.

| The business teacher | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Works in collaboration with all stakeholders to: | ☐ | ☐ |  |
| 8a. Assess the needs of various stakeholders, identify and articulate benefits which can be delivered by the business education program, and involve these stakeholders as partners  in education. | ☐ | ☐ |  |
| 8b. Practice professionalism and advocacy  for students to earn stakeholder trust  and respect. | ☐ | ☐ |  |
| 8c. Develop and implement a stakeholder communication plan to promote a positive image for business education. | ☐ | ☐ |  |
| 8d. Characterize the community as a learning laboratory where students and members of the community can partner in the learning process (e.g., as mentors, employers, and  role models for professional conduct). | ☐ | ☐ |  |
| 8e. Actively support and contribute to continuous school improvement. | ☐ | ☐ |  |
| Works in collaboration with parents and guardians to: | ☐ | ☐ |  |
| 8f. Involve parents/guardians to value the role business education plays in the educational development of their children. | ☐ | ☐ |  |
| 8g. Establish partnerships with parents/guardians to provide formal and informal assistance in the development of their children. | ☐ | ☐ |  |
| Works in collaboration with the business community to: | ☐ | ☐ |  |
| 8h. Organize and convene a business advisory committee to solicit advice to improve the business program. | ☐ | ☐ |  |
| 8i. Establish and maintain positive working relationships with the business community. | ☐ | ☐ |  |
| 8j. Communicate frequently and effectively the benefits of the business education program to the business community. | ☐ | ☐ |  |
| 8k. Develop opportunities to involve members of the business community with students (e.g., student organizations, work-based learning, guest speakers). | ☐ | ☐ |  |
| Works in collaboration with legislators to: |  |  |  |
| 8l. Advocate for the business education profession by providing information  to legislators on the benefits of  business education. |  |  |  |
| 8m. Keep up-to-date on legislation and policy changes affecting business education. |  |  |  |
| 8n. Provide input into legislation and policy changes that affect business education. |  |  |  |
| Works in collaboration with school boards, administrators, and other professional educators to: |  |  |  |
| 8o. Communicate the purposes, successes, and activities of the business education program as an integral component of the overall school curriculum. |  |  |  |
| 8p. Facilitate interaction between administrators and business community members through program activities. |  |  |  |
| 8q. Assist administrators in communicating the benefits of the business program to members of the community and school district. |  |  |  |
| 8r. Collaborate with student support personnel to promote team-based input to the student’s career and educational development. |  |  |  |
| 8s. Develop and communicate the resource needs of the program to administrators. |  |  |  |

## 9. CAREER DEVELOPMENT

The business teacher helps students achieve success in business and life. The teacher plays a key role by providing guidance to assist students in reaching their full potential. Societal factors impacting student educational and career options make the business teacher’s input critical for effective student decision making. Business teachers encourage students to develop their personal and career goals so that they can participate in a dynamic global society.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 9a. Participate in implementing an effective career counseling and placement plan  for students. | ☐ | ☐ |  |
| 9b. Use student support services available in the school and the community to assess student interests, aptitudes, and values. | ☐ | ☐ |  |
| 9c. Use curricula that enable students to  develop a perspective of educational  and career options. | ☐ | ☐ |  |
| 9d. Develop student understanding of and sensitivity to cultural diversity and its impact within the workforce. | ☐ | ☐ |  |
| 9e. Promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities. | ☐ | ☐ |  |
| 9f. Conduct follow-up studies of graduates  to obtain feedback that will be used in updating and improving the business education program. | ☐ | ☐ |  |
| 9g. Maintain knowledge of new and emerging career options. | ☐ | ☐ |  |
| 9h. Promote work-based learning opportunities. | ☐ | ☐ |  |
| 9i. Emphasize the importance of employment communications to career success. | ☐ | ☐ |  |
| 9j. Assess students’ career development and continuing education needs to achieve  career goals. | ☐ | ☐ |  |

## 10. SUBJECT COMPETENCIES

The business teacher must possess a solid foundation in business content, general education, and professional education. Given the complexity and interrelatedness of business, society, and the educational environment, the business teacher needs a solid background in business content, general studies, and professional education, as well as related work experience. The teacher’s ability to make informed curriculum and professional decisions enhances the learning environment and contributes to nurturing the personal growth of students.

| The business teacher will: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 10a. Graduate from an accredited business teacher education baccalaureate program or its equivalent that incorporates achievement standards of the Business Teacher Education Curriculum Guide and Program Standards. | ☐ | ☐ |  |
| 10b. Fulfill state requirements for initial teacher certification/licensure (e.g., tests, practica, field experiences, internships). | ☐ | ☐ |  |
| 10c. Gain experience in the application of knowledge and skills in the workplace. | ☐ | ☐ |  |
| 10d. Participate in continuing education to  meet certification, licensure, and credentialing requirements. | ☐ | ☐ |  |
| 10e. Continue personal and professional development to keep pace with the rapid growth and complexity of knowledge and technology through membership in professional associations and participation  in conferences. | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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