

Career-Technical Baccalaureate **General Marketing Education**

2008 Ohio Program Standards Grades 4 and Beyond

The provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an approved program of preparation, who has successfully completed an examination prescribed by the State Board of Education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career technical teachers, and who evidences two years of recent and successful related work experience or the equivalent in the teaching area. Career-technical licenses shall be issued for specific programs or taxonomies.

Ohio Educator Licensure Standards for Career-Technical Education Baccalaureate General Marketing Education Teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for Marketing Education Careers Route A Teacher Licensure program were developed by an Advisory Committee after a thorough review of the following documents: NBEA Business Teacher Education Curriculum Guide and Program Standards, National Board for Professional Teaching Standards for Career-Technical Education, Carl D. Perkins Act of 2006, Ohio Performance-Based Teacher Licensure Standards, Ohio Marketing Career Field Technical Content Standards, and the National Marketing Education Standards.

We wish to acknowledge the following individuals who served on the Advisory Committee:

Dr. Leslie Brady	Ohio Department of Education
Donna Everett	Moorehead State University
DJ Kern-Blystone	Bowling Green State University
Beth Osteen	MarkED Resource Center
Rosemary Ramsey	Wright State University
Dee Sturgill	Ohio Department of Education

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (D) (7) (a)

The career-technical license, valid for teaching the subjects named in such license to learners ages eight and beyond and grades four and beyond. The career-technical license may be obtained by the following route: (a) the provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an approved program of preparation, who has successfully completed an examination prescribed by the State Board of Education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career technical teachers, and who evidences two years of recent and successful related work experience or the equivalent in the teaching area.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us.

Other Requirements

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- Candidates have a minimum of two years of full-time work experience or equivalent in the career field prior to admission into the preservice program;
- 3 semester credit hours of coursework in reading in the content area (or its equivalent); and
- Addresses Ohio Content Standards for Career Technical Education Route A teacher licensure.
- Value-Added Progress Dimension

CAREER-TECHNICAL BACCALAUREATE GENERAL MARKETING EDUCATION STANDARDS

Standard 1. Candidates strategize and plan marketing activities, including the marketing plan, and implement marketing support functions.

- 1.1 Candidates demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI).
- 1.2 Candidates staff a marketing department, use organizational and management skills and implement time-management and project management skills.
- 1.3 Candidates develop, analyze and implement strategies to improve workplace security and safety.
- 1.4 Candidates use business systems, set and monitor budgets, estimate project costs, manage financial resources and analyze vendor performance.
- 1.5 Candidates plan marketing research activities and collect and process marketing information.
- 1.6 Candidates prepare research findings and reports and evaluate marketing research procedures and findings to assess their credibility.
- 1.7 Candidates use marketing information to predict/analyze customer behavior, facilitate product/service management decisions and assess marketing communications activities.
- 1.8 Candidates understand and apply marketing support functions; business law and regulations, economic concepts and systems, start-up issues, personal finance, business finance, human resources and work productivity, operations and vendor relations.

Standard 2. Candidates know and apply, using appropriate technology as needed, the four P's of marketing: place (evaluation and management of the supply chain, including all logistics, procurement and acquisition processes and procedures), price, product/service management and promotion.

- 2.1 Candidates use information literacy skills and basic technology skills for a variety of business operations (e.g. internet, operating systems, web-search, e-mail, person information management/productivity, word processing, presentation software, spreadsheet, basic web page design and posting and databases).
- 2.2 Candidates use advanced word processing and spreadsheet applications, integrated business software, and collaborative/groupware.

- 2.3 Candidates use information technology tools to manage and perform work, collect information to guide decision making, and identify needs for hardware and software.
- 2.4 Candidates describe all aspects of pricing and employ and assess pricing strategies for product and services.
- 2.5 Candidates explain all aspects of the product/service management function, including in-depth knowledge of this function as it relates to marketing communications.
- 2.6 Candidates generate product and marketing-communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product/service mix strategies
- 2.7 Candidates position products, services and company to create a business image.
- 2.8 Candidates assess product packaging to improve its function and brand recognition.
- 2.9 Candidates describe the components of a marketing communications plan, develop marketing communications activities, use publicity and public relations activities, employ sales promotion activities, assist with preparation of promotional messages and participate in company outreach efforts.
- 2.10 Candidates evaluate long-term and short-term results of promotional messages and use metrics to measure effectiveness of marketing communications.
- 2.11 Candidates described sales activities, acquire product knowledge, differentiate between consumer and business behavior, explain and employ sales processes and techniques, qualify customers, conduct pre-visit research, perform pre-sales activities and prospects for customers.
- 2.12 Candidates manage channel activities and develop and assess channel management strategies.
- 2.13 Candidates explain all aspects of logistics, transportation, warehousing, packaging, inventory and acquisitions.
- 2.14 Candidates evaluate supply chain management, assess the nature of reverse logistics and explain the waste management process.
- 2.15 Candidates plan production activities, apply best practices for production operations and analyze job costing.

Standard 3. Candidates demonstrate interpersonal and communications skills needed for doing business with both internal and external marketing customers.

3.1 Candidates demonstrate teamwork, problem-solving and leadership skills, and use communication skills to foster open, honest communication and positive interactions with clients and to influence others in the marketing environments.

3.2 Candidates read to acquire meaning, listen actively, use verbal skills to obtain and convey information, prepare written reports and write internal and external business correspondence.

3.3 Candidates demonstrate the ability to communicate with employees, coworkers and supervisors and interact with customers in a manner that enhances and reinforces the company image, fosters positive relationships with customers and appropriately resolves conflicts.

3.4 Candidates demonstrate self-development and professional career skills, including critical thinking, career planning and advancement and job-seeking for marketing careers.

Standard 4. Candidates demonstrate general business administrative and management skills related to business law, financial management, personal finance, e-marketing and e-commerce, consumer education, entrepreneurship, business economics and business math and English.

4.1 Candidates assess management and operations functions and their applications in creating effective businesses.

4.2 Candidates describe the processes for opening an entrepreneurial venture; including identification of records and description of the effects of global issues.

4.3 Candidates analyze financial data and use it in small business planning and to make informed decisions.

4.4 Candidates describe how businesses are organized and evaluate business systems and their role in success.

4.5 Candidates understand ethical business practices and their role in creating effective businesses, and describe business laws and regulations and their impact on businesses.

4.6 Candidates use mathematics to solve business problems, and use technology to create a variety of communication tools.

4.7 Candidates demonstrate the ability to evaluate human resource policy and practice.

4.8 Candidates describe the issues involved in managing a global business.

4.9 Candidates use oral and written communication skills in a variety of business situations.

4.10 Candidates interpret data using statistical processes and use economic concepts in making decisions.

4.11 Candidates understand and describe the legal rules associated with energy, the environment, local/state/national consumer protection, sales and advertising.

Standard 5. Candidates apply and integrate Ohio Academic Content Standards and Ohio Marketing Career Field Technical Content Standards.

5.1 Candidates use the Ohio Academic Content Standards and the Ohio Marketing Education Career Field Content Standards in integrated lesson planning and course of study development.

5.2 Candidates create, deliver and assess multiple lessons integrating Academic and Marketing Content Standards.

Standard 6. Candidates create learning environments that promote high levels of learning and achievement for all students.

6.1 Candidates accommodate diverse learning styles, cultures, socioeconomic statuses, and exceptionalities in the school-related environment.

6.2 Candidates promote good work practices including discussions of bias and stereotyping and the elimination of harassment.

6.3 Candidates utilize connections and build upon the student's individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance.

6.4 Candidates recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in identification, instruction, and intervention including participating on an IEP team.

6.5 Candidates enhance student learning by using a variety of materials and resources.

6.6 Candidates integrate Career Technical Student Organization (CTSO) programs and activities to extend student learning.

6.7 Candidates create functional learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

6.8 Candidates establish a learning environment that creates positive relationships, cooperation and purposeful learning (e.g. classroom physical conditions, organized delivery of instruction, fiscal and legal responsibilities).

6.9 Candidates analyze classroom situations to maximize positive behavior in students (e.g. identifies factors and situations that promote or diminish student's motivation to learn and helps students to become self-motivated, implements classroom rules and procedures, including

discipline protocols-general and special populations-that are consistent with school guidelines and expectations.

6.10 Candidates apply motivation and behavior theory when organizing and supporting individual and group work in the classroom (e.g. develops a sense of community, creates positive teacher/student relationships and conditions for collaborative learning, models conflict resolution, problem solving and anger management).

6.11 Candidates follow legal and ethical responsibilities of teachers for the welfare of students and themselves.

6.12 Candidates identify and use the content standards in the development of appropriate course content and programs.

6.13 Candidates develop a graded course of study, unit plan and lesson plan.

6.14 Candidates follow appropriate school procedures to ensure the safety of students and teachers in school-related environments (e.g., DECA, cooperative work experiences, extracurricular activities and school-based enterprises).

6.15 Candidates function in interdisciplinary teaching teams applying knowledge from other disciplines.

Standard 7. Candidates know and apply instructional strategies to promote students' learning and meet the needs and interests of all students.

7.1 Candidates develop and implement instructional strategies which accommodate various learning styles, intelligences and exceptionalities.

7.2 Candidates assess students' prior knowledge in relation to current lessons and use that knowledge to design and deliver instruction.

7.3 Candidates seek work-based learning opportunities (e.g., job shadowing, internships, apprenticeships, field trips) that expand learning.

7.4 Candidates use a variety of instructional strategies to support the learning needs of all students and that enable students to reflect on their own learning goals.

7.5 Candidates use authentic, contextual instructional approaches such as problem-based learning, project-based learning, and service learning that contribute significantly to students reaching specified learning goals.

7.6 Candidates use DECA (an association of marketing students) instructional strategies (e.g., competitive events, local chapter activities, and other leadership opportunities) that contribute significantly to students reaching specified learning goals.

7.7 Candidates create appropriate program design and promote their program

7.8 Candidates develop and implement marketing strategies and demonstrate the use of innovative approaches to update, revise and modify their program

7.9 Candidates incorporate technology in planning units and in delivery of instruction.

7.10 Candidates use instructional strategies, activities, resources, materials and technologies that engage students in their learning and support content.

Standard 8. Candidates construct and use varied assessments to inform instruction, evaluate and ensure student learning.

8.1 Candidates accurately define the characteristics, uses, advantages and limitation of different types of student assessments including, but not limited to, state value-added dimension reports and data.

8.2 Candidates select, construct, and utilize assessment strategies and instruments appropriate to the learning outcomes being evaluated.

8.3 Candidates utilize a variety of formative and summative assessment techniques.

8.4 Candidates reflect on their teaching practices and modify and adjust instruction as needed.

8.5 Candidates analyze and communicate the results of data related to student progress to students, parents, and colleagues. (e.g., value-added progress dimension)

8.6 Candidates participate in program evaluation and assess and utilize data to inform instruction.

Standard 9. Candidates collaborate and communicate with students, families, other educators, administrators and community to support student learning.

9.1 Candidates use communication methods to keep all stakeholders informed and encourage feedback from stakeholders.

9.2 Candidates understand the factors in the students' environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students' learning.9.3 Candidates learn and follow the laws related to student rights and teacher responsibilities (e.g., equal education, Individuals with Disabilities Act, child-abuse reporting, and confidentiality).

9.3 Candidates learn and follow the laws related to student rights and teacher responsibilities (e.g. equal education, Individuals with Disabilities act, child-abuse reporting and confidentiality).

9.4 Candidates collaborate with their colleagues in the P-16 continuum to promote student achievement (e.g., articulation, standards alignment, progression of coursework, non-duplication).

9.5 Candidates demonstrate proficiency in listening and written and verbal communication skills.

9.6 Candidates collaborate with local employers and agencies to ensure student learning, success and placement.

Standard 10. Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

10.1 Candidates apply current research to teaching and learning.

10.2 Candidates manage advisory committees as a means of networking, exploring job experiences, and staying current on marketing trends (e.g., internships, assessing equipment needs, mentorships, guest speakers, DECA judges)

10.3 Candidates model technological skills necessary for an evolving workplace in a global society.

10.4 Candidates seek opportunities to positively impact teaching quality, school improvements and student achievement.

10.5 Candidates understand the importance of staying current in the profession including identifying educational initiatives, career tech and marketing trends and issues and business trends.

10.6 Candidates know and understand the value of legislation related to education and their role in impacting legislation and applying legislative mandates and institutional responsibilities when preparing students for work and/or continuing education.

10.7 Candidates describe the structure and source of career-technical funding at the local, state and national levels.

10.8 Candidates cultivate professional relationships with school colleagues and professional organization members to enhance their professional practices and increase student learning.

10.9 Candidates demonstrate skills in reflection, assessment and learning as an ongoing process and utilize quality program standards to evaluate the local program.