

Career-Technical Baccalaureate Integrated Business

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 Integrated Business teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for the Career Technical Education Integrated Business (Route A) Teacher Licensure program were developed by an advisory committee after a thorough review of the following documents: 1) *Business Teacher Education Curriculum Guide and Program Standards* (2005), National Business Education Association (NBEA); the Ohio Department of Education's *Standards for Ohio Educators*; the Ohio Department of Education's *Business and Administrative Services Career Field Technical Content Standards* (2008); the Ohio Department of Education's *Finance Career Field Technical Content Standards* (2008); the Ohio Department of Education's *itWORKS.OHIO Information Technology Career Field Technical Content Standards* (2005-2006); *National Standards for Business Education* (2007); *International Society for Technology in Education (ISTE) Educational Computing and Technology Programs: Secondary Computer Science Education Program Standards* (2003); *Professional Association Content Standards for Business*, Ohio Interprofessional-Association Taskforce (IPAT); *The Praxis Series: Praxis II—Principles of Teaching and Learning and Business Education*, Educational Testing Services (ETS) *The Praxis Series: Praxis III—Classroom Performance Assessment*, Educational Testing Services (ETS).

The Standards were reviewed by an advisory committee consisting of representatives of current career technical integrated business teacher preparation programs in four-year institutions of higher education, consultants from the Ohio Department of Education, and local administrators with responsibility for supervision of business education teachers. We wish to acknowledge the following individuals who served on the advisory committee:

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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

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:

- Individuals have evidence of two years of recent and successful related work experience or the equivalent in the teaching areas; and
- 3 semester credit hours of coursework in reading in the content area (or its equivalent); and
- Addresses Ohio Content Standards for Career-Technical Integrated Business Education Route A teacher licensure; and
- Value-Added Progress Dimension

CAREER-TECHNICAL BACCALAUREATE INTEGRATED BUSINESS LICENSURE STANDARDS

Standard 1. Candidates know and understand the content areas for which they have instructional responsibility.

- 1.1 Candidates use accounting processes and techniques that are based on generally accepted accounting principles (GAAP) to analyze and process financial data.
- 1.2 Candidates use major economic principles to analyze and make informed decisions as producers, consumers, and workers in an interdependent world.
- 1.3 Candidates demonstrate an understanding of marketing, management, international business, business law, and entrepreneurship.
- 1.4 Candidates apply the principles of effective business communication.
- 1.5 Candidates understand methods and techniques used for students to explore career opportunities; determine personal career interest; identify a plan for achieving a career goal and demonstrate job seeking, retention, and exit skills.
- 1.6 Candidates apply mathematical, business and personal finance skills in the decision making process.
- 1.7 Candidates use components of information technology for business and personal purposes, including computer applications, programming and software development, interactive media, networking, and information support and services.

Standard 2. Candidates develop and support business programs and courses.

- 2.1 Candidates plan and organize a business program and/or courses.
- 2.2 Candidates understand the history of legislation that impacted business offerings as well as current legislation and the trends and issues related to and impacting the discipline.
- 2.3 Candidates identify educational initiatives and trends.
- 2.4 Candidates market their programs/classes to appropriate target markets.
- 2.5 Candidates develop and participate in program evaluation and utilize data for program improvement.
- 2.6 Candidates participate in development and implementation of articulation agreements.
- 2.7 Candidates understand the importance of and plan for the use of advisory committees.

Standard 3. Candidates understand student learning and development and respect the diversity of the students they teach.

3.1 Candidates display knowledge of how students learn and of the developmental characteristics of age groups.

3.2 Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students.

3.3 Candidates expect that all students will achieve to their fullest potential.

3.4 Candidates model respect for students' diverse cultures, language skills and experiences.

3.5 Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 4. Candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning.

4.1 Candidates are knowledgeable about assessment types, their purposes and the data they generate, including authentic and performance assessments.

4.2 Candidates select, develop and use a variety of diagnostic, formative and summative assessments.

4.3 Candidates analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

4.4 Candidates collaborate and communicate student progress with students, parents and colleagues.

4.5 Candidates involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 5. Candidates plan and deliver effective instruction that advances the learning of each individual student.

5.1 Candidates understand school and district curriculum priorities, business content standards (e.g., career-technical and national business standards) and their relationship to the Ohio Academic Content Standards.

5.2 Candidates align their instructional goals and activities with school and district priorities and appropriate business content standards (e.g. Ohio's career-technical content standards, National Business Education Association [NBEA] standards) and support/reinforce Ohio's academic content standards.

- 5.3 Candidates understand the relationship of knowledge within the discipline to other content areas.
- 5.4 Candidates connect content to relevant life experiences and career opportunities.
- 5.5 Candidates use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 5.6 Candidates communicate clear learning goals and explicitly link learning activities to those defined goals.
- 5.7 Candidates apply knowledge of how students think and learn to instructional design and delivery.
- 5.8 Candidates differentiate instruction and support to learning styles and needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 5.9 Candidates use resources effectively, including technology, to enhance student learning.
- 5.10 Candidates will develop a course of study and related unit and lesson plans.
- 5.11 Candidates understand and use a variety of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (e.g., contextual/problem-based/project-based learning, inquiry-based learning, work-based learning, and co-curricular activities [career-technical student organizations])
- 5.12 Candidates assess students' prior knowledge in relation to current lessons and use that knowledge to design and deliver instruction.
- 5.13 Candidates seek work-based learning opportunities (e.g., job shadowing, internships, apprenticeships, field trips) that expand student learning.
- 5.14 Candidates develop instructional strategies that address communication skills in preparation for high-skill, high-wage, and high-demand occupations.

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

- 6.1 Candidates treat all students fairly and establish an environment that is respectful, supportive and caring.
- 6.2 Candidates create an environment that is physically and emotionally safe, including classroom, laboratory and community settings.
- 6.3 Candidates motivate students to work productively and assume responsibility for their own learning.

6.4 Candidates create learning situations in which students work independently, collaboratively and/or as a whole class.

6.5 Candidates maintain an environment that is conducive to learning for all students.

6.6 Candidates practice classroom management techniques, including treating all students fairly and establishing an environment that is respectful, supportive and caring.

Standard 7. Candidates collaborate and communicate with students, parents, other educators, administrators, business professionals and other community members to support student learning.

7.1 Candidates communicate clearly and effectively.

7.2 Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

7.3 Candidates collaborate effectively with other teachers, administrators, and school and district staff, including integrating academic courses and business education courses/programs.

7.4 Candidates collaborate effectively with local businesses, community organizations and community agencies, when and where appropriate, to promote a positive environment for student learning.

7.5 Candidates demonstrate an understanding of the value of legislation to education and their role in impacting legislation.

Standard 8. Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

8.1 Candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

8.2 Candidates take responsibility for engaging in continuous, purposeful professional development.

8.3 Candidates are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.

8.4 Candidates demonstrate the importance of staying current in the profession, including identifying educational initiatives and business trends.

8.5 Candidates understand the importance of active involvement in professional organizations.