

Business Technology
4-8, 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher understands and is able: (1) to apply management and computer skills in activities associated with each office management function; (2) to define the functions of management indicating the levels at which these functions may be carried out with emphasis on decision-making, environmental factors, leadership, entrepreneurship, staffing, and international management; (3) to use keyboarding techniques, word processing, and desktop publishing software to design, create, format, modify, import, and export data/graphics/scanned images, store, retrieve, and print documents, or to use programming skills in a modern, high-level structured programming language and use word processing, database, spreadsheets, and desktop publishing software; (4) to synthesize the American banking system or apply appropriate accounting principles to various forms of ownership, payroll, taxation, and managerial systems; and (5) to define the economic, social, and political impact of tourism and the relationship of the hospitality industry to the travel and tourism industry.

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The teacher understands integration of academic and vocational knowledge/skills and applies skills in math, science, language arts, economics, and other basic academic disciplines to education and work endeavors.

The teacher uses written and oral communications relating to business activities including nonverbal communication, voice usage, and writing skills.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher values flexibility when presenting subject matter.

The teacher appreciates an environment where students can share individual perspectives related to business education.

The teacher values the need for interdisciplinary teaching and learning between academic, business education, and other vocational areas, and relates this need to students.

The teacher enthusiastically supports making the learning relevant to the student.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher develops project-based and integrated curricula.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher prepares students to advance to a higher level in their career major.

The teacher evaluates and uses new technology, professional development, and workplace experiences to improve curriculum.

The teacher infuses multicultural materials into the business technology curriculum.

The teacher coordinates/integrates interdisciplinary and workplace learning experiences.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to prepare course objectives and assessments in a sequence that promotes logical progression and skill development following the curriculum content standards for business technology education.

The teacher knows how to incorporate other disciplines and industry standards in curriculum design.

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The teacher understands how to plan lessons that use and enhance students' skills in reading, writing, listening, and speaking.

The teacher knows how to plan lessons that include questioning techniques to develop higher-order problem solving skills and inspire creative and critical thinking skills.

The teacher knows how to develop lesson plans that include various instructional technologies.

The teacher understands how to plan instruction using appropriate resource/media materials incorporating various learning styles, contextualized learning activities, collaborative laboratory work, workplace experiences, and current industry skill standards.

The teacher knows how to foster experiential and performance-based student learning and integrates vocational and academic disciplines.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher values actively seeking new technological skills and knowledge through business technology inservice, mentors, peers, and continuing education.

The teacher values resources from the private sector, business/industry, and post-secondary institutions.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher uses a variety of techniques to assess curriculum materials for comprehensiveness, accuracy, usefulness, and equity.

The teacher plans curriculum to promote critical thinking, higher-order and problem solving skills.

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The teacher plans curriculum which uses technology to enhance the learning experience.

The teacher modifies the curriculum to meet the needs of all students.

The teacher organizes curriculum to encourage students to generate ideas from diverse and global perspectives.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse students.

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher encourages families to be active participants in the assessment process.

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The teacher modifies a student's program as indicated by results of various types of evaluations, e.g.; task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher plans curriculum for generalization of skills and transfer of knowledge by students and assists them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

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The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with special needs.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values keeping the room clean, organized, and ergonomically designed.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn and persists in helping all students achieve success including students with special needs.

The teacher is committed to allowing students with special needs to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

The teacher motivates the student to reach his/her own individual potential while providing individualized help and modifications.

Evidences

The teacher delivers instruction employing various instructional strategies such as small/large group, cooperative learning, lecture, demonstration, etc., that encourages student growth in problem solving and decision making.

The teacher stimulates student interest and competency by using techniques appropriate to age, skill, and grade level.

The teacher monitors and adjusts teaching methods based on student performance.

The teacher provides a variety of assessment opportunities including written testing,

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performance-based, and demonstration/verbal.

The teacher practices effective classroom management.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to school officials/counselor.

The teacher plans appropriate physical laboratory arrangements to meet state approved minimum requirements and activities as outlined by the Business Technology frameworks.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows each student and is aware of local culture and geographic labor market needs.

The teacher considers the diverse backgrounds of his/her students.

The teacher knows how to facilitate the integration of students with special needs into the classroom.

The teacher knows how to and utilizes a Business Advisory committee to develop appropriate training methods based on geographic labor demands.

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DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

The teacher appreciates the development of mutual respect.

Evidences

The teacher values students' extracurricular activities.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

The teacher exhibits and instills social and civic values and ethics through leadership activities.

The teacher promotes respect and acceptance of all students by providing opportunities for joint decision-making in the learning environment.

The teacher supports the goals and objectives of students.

Evidences

The teacher creates a variety of opportunities for students to take action, assume responsibility, exercise leadership, and develop initiative.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows how to apply current valid educational and technological research to improve business education.

The teacher understands the school, community, and family roles in the total education of students.

The teacher understands the importance of student groups/activities and their influence on student performance.

The teacher understands the importance of working with colleagues in post-secondary institutions to articulate secondary and post-secondary curricula.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values continued professional development through methods such as education, professional membership, and independent research.

The teacher appreciates and embraces change that enhances the learning experience.

The teacher understands the importance of his/her role in enhancing the education of students and in contributing to school improvement.

The teacher is committed to collaborating with others to improve and enrich the learning environment.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher improves instruction by reflecting on one's teaching and continuing one's professional development by using research, collaborating with colleagues, business/industry, etc.

The teacher works cooperatively for student and school improvement.

The teacher uses outside resources to improve the school and broaden the base of contextual learning.

The teacher advocates avenues of improvement for the school and students (i.e., donations, speakers, committee work, and community services, etc.).

The teacher exhibits a professional attitude, appearance, and business etiquette as well as maintains a plan for professional growth.

The teacher maintains communication with and creates opportunities for articulation with post-secondary business technology programs.

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The teacher promotes vocational student organization activities and integrates vocational student organization opportunities into classroom learning.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher maintains communication with all business teachers within the district to ensure consistency of curriculum.