

***Marketing Technology  
4-8, 7-12, Post-Secondary***

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**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.

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**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.

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**Evidences**

The teacher understands and can effectively explain the marketing concept and the components of management, advertising, economics, entrepreneurship, fashion merchandising, international business, salesmanship, banking and finance, and travel and tourism.

The teacher knows how to and uses the findings of marketing research to improve the effectiveness of learning approaches, materials, technologies, and experiences.

The teacher knows how to and uses marketing strategies to enhance the multicultural perspectives of a diverse population.

The teacher knows about the use of the integration of vocational and academic education in the

September 11, 1998

areas of marketing, marketing management, advertising, economics, entrepreneurship, fashion merchandising, commercial business applications, international business, salesmanship, banking and finance, and travel and tourism.

The teacher knows how to use marketing methods and materials which helps students discover their potential for personal, social, and emotional growth.

The teacher understands the economic, social, and political impact of marketing, management, advertising, economics, entrepreneurship, salesmanship, business applications, banking and finance, international business, and travel and tourism.

## **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.

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## **Evidences**

The teacher values enthusiasm for marketing technology and applies it to everyday life.

The teacher values the use of a variety of techniques to allow for different perspectives.

The teacher appreciates relating teaching and learning to other disciplines.

The teacher values methods and materials that reflect current trends in a global economy.

## **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 understanding.

The teacher represents and uses a variety of viewpoints, theories, "way 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.

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## **Evidences**

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

The teacher effectively uses multiple examples and explanations of concepts and ideas.

The teacher uses different viewpoints and theories to illustrate course content.

The teacher encourages critical discussion and evaluation of course content.

The teacher infuses multicultural materials into the curriculum.

The teacher coordinates/integrates interdisciplinary and workplace learning experiences.

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

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**STANDARD TWO**

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

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**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 marketing curriculum of the disciplines(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.

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**Evidences**

The teacher knows how to and plans lessons, units and courses of study using the integration of academic and vocational disciplines as it relates to the marketing curriculum.

The teacher knows how to and uses learning activities which require reading, writing, listening, and speaking.

The teacher knows how to use open-ended case problems, role-playing, and decision making exercises to enhance creative and critical thinking skills.

The teacher has knowledge of various instructional technologies outlined in the marketing frameworks and how they can be used to meet individual and group needs.

September 11, 1998

The teacher knows how to construct and use a variety of measures such as observation, test and performance-based assessments using industry skill standards as a benchmark.

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.

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## **Evidences**

The teacher values responding with different approaches and using a variety of resources to facilitate learning.

The teacher values technology as an instructional tool.

The teacher values participation in staff development, continuing education, and professional organizations.

The teacher appreciates the use of a variety of formal and informal assessments to improve teaching.

## **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 uses 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 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.

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## **Evidences**

The teacher uses examples from other disciplines as well as work place examples in his/her teaching methods.

The teacher plans lessons, units and courses of study using the integration of academic and vocational disciplines as it relates to marketing.

The teacher uses appropriate curricula to accommodate individual students' abilities and needs.

The teacher uses diverse curricula that encourages students to see, question, and interpret ideas.

The teacher requires all students to read, write, listen and speak.

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

September 11, 1998

The teacher uses VSO (vocational student organizations), to encourage problem solving and higher order thinking skills.

The teacher uses technology to enhance the students' marketing skills.

The teacher uses feedback to improve and construct assessment techniques.

The teacher provides opportunities to acquire work place skills.

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 identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

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

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.

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.

September 11, 1998

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.

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**STANDARD THREE**

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

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**KNOWLEDGE**

The teacher knows concepts of human growth and development.

The teacher can evaluate and know 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 understand 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.

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**Evidences**

The teacher knows how to develop cognitive, affective, and psychomotor learning activities for marketing technology.

The teacher knows how to analyze performance objectives in relation to students' learning styles and uses appropriate methods, materials, technologies, and experiences for learning.

The teacher has knowledge of appropriate content-area vocabulary.

The teacher has knowledge of and uses outside information and services to support classroom knowledge.

The teacher knows techniques for crisis prevention.

September 11, 1998

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

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

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

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.

## **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.

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## **Evidences**

The teacher values the use of emerging technologies in various learning environments.

The teacher appreciates working one on one with students to facilitate learning.

The teacher values giving students the opportunity to express ideas through individual activities.

The teacher values modeling positive behavior.

The teacher values providing students with the opportunity and encouragement to participate in VSO activities.

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.

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## **Evidences**

The teacher uses a variety of age-appropriate materials, methods, and vocabulary.

The teacher uses team learning.

The teacher uses current events to illustrate concepts.

The teacher creates appropriate evaluation materials.

The teacher integrates real work experiences (cooperative education, apprenticeships, internships, and/or real business projects).

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

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

The teacher assists students in developing independent study behaviors.

The teacher plans appropriate physical laboratory arrangements and activities that meet state approved minimum equipment requirements as outlined in the marketing frameworks.

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**STANDARD FOUR**

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

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**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.

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**Evidences**

The teacher knows how to build relationships with various publics to create environments in which students move between school and community to facilitate learning.

The teacher treats others with respect and dignity.

The teacher communicates effectively with multiple audiences.

The teacher knows how to use methods and materials which helps students discover their potential for personal, social, and emotional growth.

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

**DISPOSITIONS**

The teacher respects, accepts, and support 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.

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**Evidences**

The teacher respects, accepts, and supports all students.

## **PERFORMANCE**

The teacher promotes positive interpersonal relationships among student/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.

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## **Evidences**

The teacher creates environments conducive to positive interpersonal relationships.

The teacher communicates effectively with students, parents/guardians, and the community.

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**STANDARD FIVE**

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

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**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 organization 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.

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**Evidences**

The teacher knows how to and reflects on, and continually evaluates, the effects of his/her choices and actions on others and actively seeks opportunities for personal and professional growth.

The teacher knows how to review literature and use current research findings to deliver cutting-edge information for professional development.

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

## **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.

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## **Evidences**

The teacher values research, reflecting, assessment, and learning.

The teacher values 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.

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## **Evidences**

The teacher efficiently uses scheduled planning/prep time.

The teacher participates in professional development to improve instruction.

The teacher complies with state and local policies.

The teacher works with colleagues to improve student learning.

The teacher seeks and uses outside resources.

The teacher advocates student learning and school improvement.

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

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

The teacher is up to date on legislation and other public actions which impacts marketing.

The teacher continues to obtain real-life experiences in the application of marketing and teaching skills.

The teacher informs and enlists the support of members of the marketing community as resources.

The teacher tries to establish relationships with parents/guardians to provide assistance in the

September 11, 1998

educational development of their children.

The teacher incorporates carefully planned activities designed to support the marketing curriculum.