

# Marketing Education Standards

**FINAL**

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## **MARKETING EDUCATION STANDARDS**

- Standard I.*** The marketing education teacher understands and applies knowledge of the foundations of marketing, including principles and techniques related to business, economics, management, and entrepreneurship.
- Standard II.*** The marketing education teacher understands and applies knowledge of marketing principles, concepts, and techniques.
- Standard III.*** The marketing education teacher understands and applies principles, concepts, and techniques related to international business and marketing.
- Standard IV.*** The marketing education teacher understands and applies knowledge of technological, quantitative, communication, and career-development skills for the marketing sector.
- Standard V.*** The marketing education teacher knows how to advise and assist students in career planning and promote student development through work-based learning and participation in student organizations such as DECA.
- Standard VI.*** The marketing education teacher knows how to organize and manage an effective marketing education program and how to work with school, community, and industry representatives to support the program.
- Standard VII.*** The marketing education teacher knows how to plan and implement effective and appropriate instruction and student assessment.

**Standard I. The marketing education teacher understands and applies knowledge of the foundations of marketing, including principles and techniques related to business, economics, management, and entrepreneurship.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k basic business concepts (e.g., categories of business activities, types of business ownership, how business satisfies economic needs, interdependence between business activities and marketing, impact of multiculturalism and an international economy on business activities, implications of business conduct on various industries, relationships between various industries and the economy);</p> <p>1.2k the relationship between business and society (e.g., societal significance of business conduct, ways that businesses contribute to their community, social accountability of businesses, socially responsible business behaviors);</p> <p>1.3k the impact and value of diversity (e.g., cultural, linguistic) in relation to business, specific industries, marketing, and the workplace;</p> <p>1.4k fundamental features of the U.S. free enterprise system (e.g., entrepreneurial opportunity, role of competition, profit, risk, consumer choice, private ownership, role of laws and regulations, limited government involvement, specialization, role of selling, role of international trade, interdependence with other nations);</p> <p>1.5k factors that determine a nation's economic system (i.e., what is produced, how it is produced, how it is distributed);</p> <p>1.6k basic economic concepts (e.g., economic wants and needs, supply and demand, factors affecting price, the business cycle and its effects, productivity, role of laws and regulations, economic measurements used to analyze an economy, concept of utility);</p> <p>1.7k functions of business management (e.g., goal setting, planning, motivating), levels of management, and styles of management;</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>1.1s apply knowledge of economic concepts (e.g., supply and demand, pricing, business cycle, productivity) to analyze specific industries (e.g., apparel, food/grocery, hotel, restaurant, travel and tourism);</p> <p>1.2s demonstrate knowledge of how management in various industries achieves goals through the use of human resources, technology, and material resources;</p> <p>1.3s analyze current economic conditions and their impact on global, national, and local markets;</p> <p>1.4s develop and evaluate business plans;</p> <p>1.5s analyze the impact of marketing on U.S. society and globally;</p> <p>1.6s apply the marketing concept; and</p> <p>1.7s model and apply ethical behaviors relevant to business and marketing.</p>

**Standard I. The marketing education teacher understands and applies knowledge of the foundations of marketing, including principles and techniques related to business, economics, management, and entrepreneurship.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–12 (continued)*

- 1.8k business plans and the use of preliminary analysis and planning in successful entrepreneurial ventures;
- 1.9k the role of continual self-assessment, research, and preparation in business and entrepreneurship;
- 1.10k procedures for financial planning in various business contexts and the role of financial planning in entrepreneurial success and solvency;
- 1.11k the nature and significance of business risks, how various types of risk affect business activities, and methods used to manage risks in various business contexts; and
- 1.12k ethical issues and practices in business and marketing.

**Standard II. The marketing education teacher understands and applies knowledge of marketing principles, concepts, and techniques.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k the importance and functions of marketing;</p> <p>2.2k components of the marketing mix (product, price, place, promotion, people) and how each component contributes to successful business ventures;</p> <p>2.3k basic concepts in marketing (e.g., market, market segmentation, market identification, target markets, mass marketing) and their significance;</p> <p>2.4k distribution activities (e.g., transportation, storage, product handling, inventory control), their significance, and their cost;</p> <p>2.5k distribution channel members (e.g., manufacturers, wholesalers) and how they facilitate the movement of products;</p> <p>2.6k the characteristics and purposes of a marketing-information system (MIS);</p> <p>2.7k pricing policies, objectives, and strategies in retail and other business contexts, and factors that affect pricing;</p> <p>2.8k elements and processes of product planning, stages of new-product planning, and stages of the product life cycle;</p> <p>2.9k laws and regulations that affect new product development;</p> <p>2.10k factors affecting a business's image and the role of public relations and publicity in business success;</p> <p>2.11k the components of a promotional mix (e.g., advertising, visual merchandising, personal selling); how to develop, implement, and evaluate a promotional plan; and factors affecting promotional activities (e.g., laws, diversity);</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>2.1s use the marketing research process to analyze demand, forecast sales, and make other decisions;</p> <p>2.2s analyze pricing structures and strategies;</p> <p>2.3s analyze types of consumer credit and the effects of credit on sales, price, and profit;</p> <p>2.4s evaluate promotional plans and campaigns;</p> <p>2.5s evaluate distribution plans;</p> <p>2.6s prepare and evaluate sales presentations; and</p> <p>2.7s apply marketing principles, concepts, and techniques to situations relevant to various industries (e.g., apparel, food/grocery, hotel, restaurant, travel and tourism).</p>

**Standard II. The marketing education teacher understands and applies knowledge of marketing principles, concepts, and techniques.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–12 (continued)*

- 2.12k the marketing research process, benefits and limitations of marketing research, and the use of marketing research for various purposes (e.g., identify potential markets, analyze demand, forecast sales);
- 2.13k the role of advertising in a competitive economic environment, types of advertising, and advertising media;
- 2.14k influences on customers and consumers;
- 2.15k the roles of selling and factors that influence buying and selling;
- 2.16k selling techniques, steps in the selling process, methods for closing a sale, and the use of product and service information to facilitate selling;
- 2.17k major federal laws that affect selling, and sellers' and buyers' obligations under the Uniform Commercial Code;
- 2.18k the purchasing process and the concept of purchasing as a continuous cycle;
- 2.19k ways in which implementation of marketing concepts impacts retailing;
- 2.20k the importance of technology in marketing, and the use of technology to implement and facilitate various marketing functions;
- 2.21k management skills and procedures relevant to marketing functions (e.g., managing selling activities); and
- 2.22k emerging trends in marketing.

**Standard III. The marketing education teacher understands and applies principles, concepts, and techniques related to international business and marketing.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>3.1k basic economic concepts relevant to international business (e.g., specialization, comparative advantage, opportunity cost, types of economic systems and their effects on international trade, impact of geography and culture on economic activities, impact of exports and imports);</p> <p>3.2k issues involved in entering international markets, the effects of international economic factors on business planning, and risks in international business;</p> <p>3.3k steps and procedures for planning for international business ventures;</p> <p>3.4k cultural differences among countries, the impact of cultural diversity on business and marketing, and strategies for adapting business systems to different cultural environments;</p> <p>3.5k reasons for the growth in international trade and investments;</p> <p>3.6k ways in which a country's policies can affect the movement of goods and services in international marketing;</p> <p>3.7k international and U.S. government agencies responsible for promoting international commerce and stability;</p> <p>3.8k the international monetary exchange system and the effects of currency exchange fluctuations on international trade;</p> <p>3.9k international marketing strategies;</p> <p>3.10k production and pricing strategies used in international operations;</p> <p>3.11k challenges in developing promotional strategies for international markets;</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>3.1s apply business and marketing principles, concepts, and techniques to situations involving international markets;</p> <p>3.2s apply knowledge of pricing and promotional strategies and monetary exchange rates to situations involving international markets; and</p> <p>3.3s analyze trends in international marketing and their significance.</p>

**Standard III. The marketing education teacher understands and applies principles, concepts, and techniques related to international business and marketing.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–12 (continued)*

3.12k strategies for adapting products to various international markets; and

3.13k the use of international sourcing when making purchasing decisions.

**Standard IV. The marketing education teacher understands and applies knowledge of technological, quantitative, communication, and career-development skills for the marketing sector.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k different types of digital technology applications (e.g., spreadsheet, database, desktop publishing, communications technology) and the use of technology for a variety of business and marketing purposes (e.g., receiving and sending business communications; accessing, processing, and disseminating information; analyzing data; conducting research; advertising; selling; placing orders; creating charts, graphs, and business documents; creating ad layouts; managing inventory);</p> <p>4.2k safety and security issues related to the use of computer technology in business and marketing;</p> <p>4.3k the social and communicative skills needed to work effectively in business and marketing contexts;</p> <p>4.4k the role of continual self-assessment, research, and preparation in career development, and strategies for engaging in career-related self-assessment, research, and preparation; and</p> <p>4.5k continuing education and training requirements for industry licenses/certificates.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>4.1s analyze the significance of various technologies for marketing processes;</p> <p>4.2s use technological resources to achieve business and marketing goals;</p> <p>4.3s apply mathematical skills and concepts in a variety of business and marketing contexts (e.g., make estimates and projections; interpret data in charts and graphs; determine price, profit, cost, and break-even point; calculate markups, markdowns, and discounts; calculate and interpret data in financial reports; perform calculations involving money, time, space, and materials);</p> <p>4.4s integrate listening, reading, speaking, writing, and nonverbal communication skills effectively for a variety of purposes (e.g., developing business correspondence, team building, selling, advertising, interacting with customers and coworkers, participating in business meetings);</p> <p>4.5s analyze the use of interpersonal skills to accomplish business and marketing objectives; and</p> <p>4.6s analyze the use of self-development and career-development skills and techniques (e.g., participating in leadership and career development activities such as DECA; engaging in self-assessment; conducting employment research; participating in a job interview; developing a personal resume; using selling in the job-seeking process; developing short- and long-term personal goals; using trade journals and periodicals; recognizing the role of professional organizations, trade associations, and labor unions).</p>

**Standard V. The marketing education teacher knows how to advise and assist students in career planning and promote student development through work-based learning and participation in student organizations such as DECA.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>5.1k various career opportunities in marketing and the education and training requirements associated with these careers;</p> <p>5.2k procedures for applying for and obtaining employment in marketing and related fields;</p> <p>5.3k the role of work ethic, job expectations, and personal attributes and skills (e.g., communication skills, reliability) in achieving success in the workplace;</p> <p>5.4k goals and purposes of work-based learning programs and the connections between classroom learning and work-based learning experiences;</p> <p>5.5k various models for work-based learning experiences (e.g., mentoring, job-shadowing, co-op experiences, internships/externships);</p> <p>5.6k legal and ethical issues related to work-based learning;</p> <p>5.7k relationships between classroom learning and student organizations;</p> <p>5.8k characteristics, functions, and organizational structure of DECA and other student organizations;</p> <p>5.9k roles and responsibilities of advisors in relation to student organizations; and</p> <p>5.10k parliamentary procedures and strategies for conducting effective meetings of a student organization.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>5.1s evaluate student skills, abilities, and aptitudes to determine strengths and needs related to career planning and development;</p> <p>5.2s assist students in analyzing career opportunities, formulating a career plan, and developing skills needed to obtain a job in marketing (e.g., completing an application, using effective interview techniques);</p> <p>5.3s use data sources for determining career opportunities and needs;</p> <p>5.4s assist students in the transition from program completion to employment and/or higher education;</p> <p>5.5s coordinate work-based learning programs;</p> <p>5.6s develop individualized training plans for work-based learning experiences;</p> <p>5.7s apply procedures for maintaining accurate records of work-based experiences, evaluating student progress based on work-related standards, and analyzing follow-up data to determine program effectiveness;</p> <p>5.8s apply strategies for encouraging student participation in DECA and other student organizations;</p> <p>5.9s apply skills for advising a DECA chapter and helping students develop a program of activities for the chapter;</p> <p>5.10s apply democratic principles to help students conduct effective meetings of a DECA chapter; and</p> <p>5.11s assist students in planning and conducting effective fundraisers for a DECA chapter.</p>

**Standard VI. The marketing education teacher knows how to organize and manage an effective marketing education program and how to work with school, community, and industry representatives to support the program.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>6.1k roles and responsibilities of the marketing education teacher (e.g., program coordinator, advisor);</p> <p>6.2k methods and strategies for planning, implementing, and maintaining a marketing education program;</p> <p>6.3k the importance of basing classroom instruction on business and industry standards;</p> <p>6.4k roles and responsibilities of community and industry organizations in support of marketing education;</p> <p>6.5k strategies for establishing partnerships with individuals, groups, and organizations (e.g., teachers, businesses, community groups, postsecondary institutions);</p> <p>6.6k roles and responsibilities of advisory committees (e.g., evaluating the marketing education program, ensuring that the curriculum meets industry standards, supporting youth organizations);</p> <p>6.7k the importance of various professional organizations (e.g., MEA, ACTE, Chamber of Commerce) for professional growth and development; and</p> <p>6.8k types and characteristics of professional development activities (e.g., conferences, graduate work) to ensure lifelong learning in marketing education.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>6.1s plan a sequence of courses for a marketing education program (e.g., exploratory, technical, comprehensive, specialized);</p> <p>6.2s identify curriculum needs and apply performance standards in meeting those needs;</p> <p>6.3s collaborate with educational, community, and industry partners (e.g., other faculty, advisory committees) to design marketing instruction that integrates knowledge and skills from core academic subjects;</p> <p>6.4s apply feedback from a variety of sources (e.g., internal reviews, advisory committees) to evaluate the quality and effectiveness of the marketing education program, and use assessments to establish program improvement goals;</p> <p>6.5s document the ability of the marketing program to meet goals;</p> <p>6.6s organize and work effectively with advisory committees, and ensure the equitable representation of all stakeholders (e.g., special programs staff, community members, parents/guardians, business representatives) on advisory committees;</p> <p>6.7s develop articulation agreements with education and training partners;</p> <p>6.8s work effectively with community and industry representatives and local and civic organizations to encourage involvement in and support for the marketing education program; and</p> <p>6.9s use marketing strategies to promote the marketing education program and recruit students into the program.</p>

**Standard VII. The marketing education teacher knows how to plan and implement effective and appropriate instruction and student assessment.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k state content and performance standards in marketing education, as defined by the Texas Essential Knowledge and Skills (TEKS);</p> <p>7.2k instructional strategies and activities that engage students, provide positive and effective learning experiences, and model business practices (e.g., group brainstorming, conducting research, making presentations, engaging in teamwork, exhibiting leadership);</p> <p>7.3k instructional strategies for working effectively with students who have diverse strengths, needs, and backgrounds;</p> <p>7.4k the importance of integrating marketing education with concepts and skills in academic areas, including language arts, mathematics, science, and social studies;</p> <p>7.5k strategies for using current and emerging technologies as tools for learning and communicating marketing education concepts;</p> <p>7.6k strategies and techniques for communicating effectively in the classroom; and</p> <p>7.7k a variety of assessment instruments and methods, including performance-based methods, for evaluating instructional effectiveness and determining students' progress and needs.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s use personal marketing experience and skills to enhance student learning in the classroom;</p> <p>7.2s select and use effective instructional practices, strategies, activities, technologies, and materials to promote students' knowledge, skills, and progress in marketing education;</p> <p>7.3s use multiple forms of assessment to evaluate instructional effectiveness, determine students' progress and needs, and plan instruction;</p> <p>7.4s assist students in developing and evaluating career objectives;</p> <p>7.5s use strategies to keep abreast of and apply current research, trends, and practices in marketing education; and</p> <p>7.6s identify marketing industry sources for learning about emerging trends and practices.</p>