

Business and Finance Educator Standards

**In
Development**

12/30/12



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BUSINESS AND FINANCE EDUCATOR STANDARDS

Standard I. The business and finance teacher understands and applies knowledge of accounting, record keeping, banking, and financial systems; securities and investments.

Standard II. The business and finance teacher understands and applies knowledge of personal finance and financial planning.

Standard III The business and finance teacher understands and applies principles related to business management, operations, and ownership in e-commerce, domestic and international business.

Standard IV. The business and finance teacher understands and applies knowledge of economic systems.

Standard V. The business and finance teacher understands and applies knowledge related to personal and commercial insurance.

Standard VI The business and finance teacher applies principles related to laws and ethics affecting business.

Standard VII. The business and finance teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.

Standard VIII. The business and finance teacher understands and applies knowledge of interpersonal, leadership, and professional career-development skills for the business and finance industry.

Standard IX. The business and finance teacher knows how to advise and assist students in career planning and promote students development through work-based learning and participation in career and technical student organizations such as BPA/FBLA.

Standard X. The business and finance teacher knows how to organize and manage an effective business and finance education program and how to work with school, community, and industry representatives to support the program.

Standard XI. The business and finance teacher knows how to plan, implement and utilize instruction and student assessment including academic integration.

Standard I. The business and finance teacher understands and applies knowledge of accounting, record keeping, banking, and financial systems; securities and investments.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 1.1k concepts and procedures related to the accounting cycle for service businesses and inventory-based or merchandising businesses, its impact on industry and regulations;
- 1.2k the different forms of business organization (e.g., proprietorship, partnership, corporation) and accounting functions and procedures involved in each form of business organization;
- 1.3k different types of financial institutions (e.g., banks, savings and loans, credit unions) and their principal functions;
- 1.4k basic mathematics to calculate for various financial purpose (e.g., interest rate accrual, capital gains, revenue, profits and loss, financial ratios, cash flow, debt, budgeting, income, sales forecasts);
- 1.5k principles and procedures for performing key duties within the securities and investments industry (e.g., regulations, investment objectives, types of investments, nature of risk, diversification strategies, investment selection, evaluating financial statements, annual reports, prospectus, technical analysis, performance measures, venture capital, investment analysis and selection theory, regulations, legal and ethical considerations);
- 1.6k concepts and procedures of the real estate industry (e.g., licenses, sales contracts, transferring title, title insurance, tenancy, valuation, appraisal and appraisal reports, property listing and advertising, closing and settlement procedures, real estate agent responsibilities and legal requirements);
- 1.7k concepts and procedures related to analyzing financial statements (e.g., company’s financial situation, operating budget, how value is created, interpret financial notes, evaluation from various perspectives, cost benefit analysis, loan applications);
- 1.8k concepts on debt and equity capital for raising funds to encourage business growth (e.g., financial needs of business at various stages of development, capital structure);
- 1.9k the role of government in the banking industry;
- 1.10k the risk associated with business credit;
- 1.11k the nature of securities information, charts, and graphs; and read and

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 1.1s apply mathematical procedures to solve business problems (e.g., calculating pay using time cards, verifying invoices and statements, calculating discounts);
- 1.2s apply payroll and banking procedures (e.g., computing gross and net pay, preparing payroll registers, reconciling a bank statement);
- 1.3s apply various accounting procedures (e.g., preparing financial statements, preparing depreciation schedules, calculating and recording notes payable and notes receivable, journalizing transactions involving notes payable and receivable, track cash flows and assets) using manual or automated systems;
- 1.4s apply basic accounting concepts to perform advanced accounting procedures (e.g., in relation to forming and liquidating businesses; determining taxes, dividends, and retained earnings; purchasing and selling bonds; budgeting and control; financial reporting; calculating the cost of inventory on hand, and various other cost and managerial accounting figures);
- 1.5s apply knowledge of accounting to evaluate alternative business options and make good business decisions (e.g., in relation to costs, pricing, impact on industry, regulation of accounting);
- 1.6s apply procedures for utilizing the services of banking and financial institutions for loans, savings, and investing; and making consideration for selecting a financial service provider;
- 1.7s compare business financing opportunities using conventional or government options (e.g., compare borrowing through conventional bank or non-bank lenders with government programs such as the Small Business Administration or the Farmers Home Administration);
- 1.8s apply basic mathematical skills to pursue postsecondary career opportunities (e.g., addition, subtraction, multiplication, division, relational expressions, measurements, analysis of mathematical problems for missing and irrelevant data, interpret operational documents);
- 1.9s apply skills for creating and carrying out investment plans (e.g., evaluate risk versus return, interpret financial ratios, calculate and project future stock prices and growth rates, calculate bond interest, calculate simple and

<p>interpret securities tables to make informed decisions; 1.12k maintain, monitor, control and plan the use of financial resources; and 1.13k record keeping for business and customer data.</p>	<p>compound interest, buying and selling stock, calculate commission, schedule delivery of customer securities, apply legal and ethical considerations); 1.10s apply fundamental elements for the sale and purchase of real estate (e.g., draft sales contracts, processing title documents, title insurance, tenancy, valuation, appraisal and appraisal reports, property listing and advertising, closing and settlement procedures, calculation of real estate commission); 1.11s apply procedures for analyzing financial statements for various purpose within business (e.g., budgets, dividends, sales forecasts, cost basis, profit/loss reports, financial ratios, productivity, errors, issues); 1.12s apply procedures for simulating how debt and equity capital for raising funds may encourage business growth (e.g., financial needs of business at various stages of development, capital structure); 1.13s identify the impact of government agencies on the functions of banks; 1.14s describe products and services offered by banks and the process of selling them; 1.15s conduct various bank processes (e.g. loan applications, cash processing, credit evaluation); 1.16s explain the risk associated with business credit; and 1.17s describe sources of securities information, charts, and graphs; and read and interpret securities tables to make informed decisions.</p>
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<p>Standard II. The business and finance teacher understands and applies knowledge of personal finance and financial planning.</p>	
<p>Teacher Knowledge: What Teachers Know <i>Teachers of Students in Grades 6–12</i> The beginning teacher knows and understands</p> <p>2.1k consumer and employee financial issues (e.g., preparation and use of a personal budget, procedures for making major buying decisions, consumer rights, ethics and responsibilities, comparative shopping, consumer and employee protections, identity theft) and their significance;</p> <p>2.2k types of consumer credit (e.g., regular versus revolving credit accounts) and issues related to consumer credit (e.g., cost of various forms of credit, problems involving use of credit cards, qualifications and procedures for obtaining credit, validating credit history, FICO);</p> <p>2.3k principles and procedures for personal financial management (e.g., planning a budget, saving money, reconciling bank statements, interpret pay stubs, using different types of banking services, developing a personal investment plan; wills, estate planning, insurance and college saving, understanding personal bankruptcy laws, using various methods to acquire personal property, various sources of income, income taxes);</p> <p>2.4k principles of money (e.g., forms of financial exchange, various types of contracts including bank notes and bond; tax liabilities; various money markets),</p> <p>2.5k principles of financial implications of sociological issues, events and problems (e.g., validity of information, reaching reasoned conclusions, social beliefs, ethics, influences and behaviors; group dynamics and human behavior); and</p> <p>2.6k the impact psychological factors have on financial activities (e.g., factors influencing perception, attitude formation, social and cultural strata, effects of others on individual behavior, conformity, aggression, personality, stress, change over a lifetime, motivation).</p>	<p>Application: What Teachers Can Do <i>Teachers of Students in Grades 6–12</i> The beginning teacher is able to</p> <p>2.1s apply knowledge of consumer credit practices to evaluate alternative credit options and make good credit decisions, evaluate how to build credit, validate credit history, protect against identity theft;</p> <p>2.2s analyze issues and procedures relevant to personal financial management, including the benefits of saving (e.g., wills, estate planning, insurance, college saving), various ways to save, and determining various sources of income (reading pay stubs), preparing personal income tax forms; maintaining records;</p> <p>2.3s apply procedures for various monetary exchange and functions of money (e.g., electronic fund transfer, credit, debit, cash, banknotes, bonds, treasury notes, unit of measure, store of value);</p> <p>2.4s analyze the impact of economic concepts in historical documents including the US Constitution and Federal government regulations;</p> <p>2.5s analyze and interpret the financial impact of sociological issues, events and problems (e.g., validate information from various sources, determine reasonable conclusions, social and human beliefs and behaviors);</p> <p>2.6s evaluate the financial impact of psychological factors on society (e.g., factors influencing perception, sources of attitude formation, social and cultural strata, effects of others on individual behavior, predict likelihood of conformity and obedience, determine aggression, personality changes, stress factors, motivation factors);</p> <p>2.7s explain various types of financial markets;</p> <p>2.8s apply procedures and knowledge for establishing investment goals and objectives; and</p> <p>2.9s identify and explain the different types of real estate mortgages.</p>

Standard III. The business and finance teacher understands and applies principles related to business management, operations, and ownership in e-commerce, domestic and international business.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 3.1k types and characteristics of businesses (e.g., forms of ownership; the changing nature of business; organizational structures, functions, and activities, development of vision or mission statement);
- 3.2k the changing nature of business (e.g., in relation to technological changes, cultural diversity, global resources and competition, employment legislation, logistics, social media);
- 3.3k history and use of various management theories and leadership styles;
- 3.4k the various functions of management (e.g., goal setting, organizing, planning, motivating, controlling) and their interrelationships;
- 3.5k procedures for operating different departments of a business (e.g., finance, marketing, human resources) and for managing, monitoring and concluding projects within a business;
- 3.6k the social responsibilities of businesses in relation to the environment, health, safety, and diversity in the workplace;
- 3.7k the impact of the legal system on business (e.g., laws regarding retail and commercial sales, individuals with legal responsibility for the acts of a business organization, nature and significance of legal contracts, issues related to trademark and copyright laws);
- 3.8k factors affecting productivity (e.g., human resources, ergonomically sound workplace, interactions between people and technology, employee attitudes and motivation) and ways in which business operations and practices affect productivity levels;
- 3.9k the economic and social benefits of a well-designed workplace that is conducive to employee well-being and productivity;
- 3.10k the balance between employee privacy rights and employer obligations to provide a safe working environment;
- 3.11k the role of government in business, including ways in which the various approaches used by different governments (e.g., laissez-faire) affect business;
- 3.12k the role of organized labor and its impact on business;

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 3.1s apply knowledge of options for organizing and operating a business in the United States and abroad (e.g., recognizing entrepreneurial opportunities and the benefits and liabilities of starting a business, evaluating alternative organizational structures, generating various types of capital, formulating financial projections for a business start-up, applying risk management strategies, knowing legal requirements for forming and dissolving different types of business, analyzing issues related to operating businesses internationally and to operating online businesses);
- 3.2s apply skills for responding to a changing business environment (e.g., evaluating alternative solutions to a business problem, using surveys to identify business trends, conducting market research, recognizing resources for professional self-improvement and life-long learning opportunities, evaluating management practices that promote flexibility and adaptability to a rapidly evolving global business environment);
- 3.3s compare alternative leadership styles and their effectiveness in addressing various business needs and goals;
- 3.4s apply skills for creating and carrying out business plans (e.g., developing a company vision and mission statement; evaluating alternative management and leadership styles; performing human resource, financial, marketing, supervisory, and business communication functions);
- 3.5s apply skills for formulating marketing strategies for business start-ups (e.g., developing customer profiles, product strategies, pricing strategies, distribution plans, advertising campaigns, customer retention plans);
- 3.6s apply procedures for solving problems and making decisions related to business resources to achieve organizational goals;
- 3.7s apply knowledge of government, managerial, marketing, and financial, dimensions of business to make appropriate business decisions (e.g., bank card fees, obtaining business credit, loan evaluation, loan applications, competitive advantage);
- 3.8s identify and define various management terms in business and the history of managerial evolution;

Standard III. The business and finance teacher understands and applies principles related to business management, operations, and ownership in e-commerce, domestic and international business.

- 3.13k the characteristics and roles of marketing in international business;
- 3.14k the nature and role of e-commerce in the domestic and global economy and factors affecting the growth of e-commerce;
- 3.15k skills and procedures for creating, marketing, and operating an online business;
- 3.16k similarities and differences between e-commerce and other methods of operating a business;
- 3.17k the role of credit in business and controlling its use (e.g., obtaining business credit, banking relationships, accepting bank cards, sources of financial assistance, loan evaluation);
- 3.18k the role of human resources management and its purpose in business operations;
- 3.19k the role of operation management in a business;
- 3.20k the importance of quality control within the operation and production of a business;
- 3.21k the threat of risk in businesses and the role of risk management;
- 3.22k statistical data relevant to business operations and utilized to make appropriate decisions;
- 3.23k international trade of products and services;
- 3.24k how to collect and use procedural text and documents in business (to draw conclusions and organizational patterns, evaluate structures of text and graphics);
- 3.25k the selling process and generating sales;
- 3.26k fees and expenses associated with business development; and
- 3.27k functions of free trade and tariffs in global trade and their impact on business decisions (e.g. NAFTA, General Agreement on Tariffs and Trade).

- 3.9s evaluate organization structure and its impact on business operation (e.g. departmentalization, line authority, chain of command);
- 3.10s identify the functions of human resource management within a business (employee recruitment and hiring process, harassment and discrimination, training, compensation and benefits, downsizing, turnover, outsourcing, evaluation, safety);
- 3.11s Identify the role of operation management and its impact on quality control within the production and operation of a business; including the various awards granted for high quality;
- 3.12s analyze the concept of job analysis, employee involvement and flexible work schedules;
- 3.13s create job descriptions and identify the best way to match an applicant;
- 3.14s identify the role of unions in business and how they affect human resource management;
- 3.15s integrate the role of risk management related to business and financial practices;
- 3.16s evaluate statistical data to interpret and analyze business risk and operations;
- 3.17s identify the benefits and barriers to international trade;
- 3.18s identifying resources needed, developing, managing, evaluating and concluding a project plan, applying project-management tools, and evaluating project results;
- 3.19s evaluate ways, and purposes for building and maintaining relationships with various types of businesses;
- 3.20k demonstrate and collect and evaluate procedural text and documents in business (to draw conclusions and organizational patterns, evaluate structures of text and graphics);
- 3.21s describe and demonstrate the selling process and how to generate sales; and
- 3.22s research and identify trade terms and barriers associated with global business.

Standard IV. The business and finance teacher understands and applies knowledge of economic systems.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 4.1k economic theories and financial forces (e.g. foreign exchange rates) relevant to international business;
- 4.2k relationships between international trade and the domestic and global economy (e.g., influence of political, social, and cultural factors on products and services in foreign markets; relationships between foreign trade and taxation policy and tariff duties; effects of foreign exchange markets, investments, and economic policies on international business; labor issues associated with global trade);
- 4.3k basic economic principles (e.g., role of wants and needs in economic systems, economic roles, types of economic resources);
- 4.4k different types of economic systems, including especially the free and private enterprise system and the U.S. economy (e.g., in relation to business cycles, how economic decisions are made);
- 4.5k the role of money in the U.S. economy (e.g., the evolution of money, the composition of the money supply, fiscal and monetary policy, the relationship between interest rates and the quantity of money required and available in money markets; the operation and role of the Federal Reserve Bank);
- 4.6k the role inflation and consumer spending has on the economy (e.g., role of supply and demand, Gross Domestic Product, goods and services, nature of taxes on personal, corporate and federal levels, market structure, prices in markets, utilities created by business activities and economic resources and unemployment);
- 4.7k the impact technological innovations have on the economy (e.g., marketing and distribution of goods and services; and
- 4.8k factors that affect profit, revenue and expenses, inflation, interest rates, business risk, asset value, and competition.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 4.1s evaluate multicultural business opportunities (e.g., effects of regional and global economics, issues involved in living and working abroad, employability skills needed to gain employment abroad, labor issues, determinants of exchange rates and their effects on the domestic economy);
- 4.2s compare business financing opportunities using conventional or government options (e.g., compare borrowing through conventional bank or non-bank lenders with government programs such as the Small Business Administration or the Farmers Home Administration);
- 4.3s evaluate economic systems and market structures (e.g., rights and responsibilities of consumers within various economic systems, factors affecting profit, revenue and expenses, relationship between business and government, impact of business cycles on business activities);
- 4.4s evaluate past economic data to calculate inflation rates and determine consumer spending habits (e.g., effects of supply and demand on consumers and business, taxes, price stability, goods and services, unemployment and other economic indicators, Gross Domestic Product);
- 4.5s explain the role of the Federal Reserve System (e.g., fiscal and monetary policy, economic resources, utilities created by business, interest rate fluctuation);
- 4.6s analyze the role that technological innovations have made on the economy;
- 4.7s evaluate factors that affect profit, revenue and expenses, inflation, interest rates, business risk, asset value, and competition; and
- 4.8s identify the role of the United States in the global economy.

Standard V. The business and finance teacher understands and applies knowledge related to personal and commercial insurance.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 5.1k the nature of the insurance industry, both personal and commercial;
- 5.2k components of various types of insurance policies (e.g., liability, automobile, homeowners, property, flood, health, long term care, disability, unemployment, worker’s compensation, life, identity theft); and how to obtain coverage;
- 5.3k the nature of Medicare and Medicaid;
- 5.4k the manner in which insurance companies generate income and protect the company’s financial well being (e.g., establishing premium rates, policy cancellation, monitoring agency accounts);
- 5.5k the roles of responsibilities of various duties within an insurance agency (e.g., underwriter, insurance sales agent, actuary, claims personnel, loss control specialist);
- 5.6k various insurance regulations and compliance standards (e.g., Consolidated Omnibus Budget Reconciliation Act, Title 1 of Health Insurance Portability Accountability Act);
- 5.7k legal concepts pertinent to the insurance industry(e.g., fundamental legal principles, indemnity, insurable interest, subrogation, utmost good faith, insurance contracts);
- 5.8k the risk posed by potential clients in order to make insurance approval and denial decisions (e.g., importance of actuarial science, nature of credit based insurance scores, underwriting a policy);
- 5.9k basic principles relating to insurance fraud(e.g., nature of fraud, suspected fraud, surveillance work, obtaining background information on claimants and witnesses; conduct research on insurance fraud);
- 5.10k basic principles of processing insurance claims to fulfill and communicate company’s legal obligations to the client (e.g., nature and type of claim, processing claim based on claimant and witness detail, property inspection, compile report, negotiation with client, settle a claim); and
- 5.11k the risk management needs for clients regarding coverage and upgrades; state risk pool program.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 5.1s apply knowledge of the insurance industry and its role in society;
- 5.2s compare and contrast the various types of personal and commercial insurance coverage (e.g., liability, automobile, homeowners, property, flood, health, long term care, disability, unemployment, worker’s compensation, life, identity theft); and simulate how to obtain coverage;
- 5.3s compare and contrast Medicare and Medicaid programs;
- 5.4s explain the manner in which insurance companies generate income as it pertains to operations and claim payment; (e.g., establishing premium rates, policy cancellation, monitoring agency accounts);
- 5.5s elaborate and explain the roles of responsibilities of various duties within an insurance agency (e.g., underwriter, insurance sales agent, actuary, claims personnel, loss control specialist);
- 5.6s explain various insurance regulations and compliance standards (e.g., Consolidated Omnibus Budget Reconciliation Act, Title 1 of Health Insurance Portability Accountability Act);
- 5.7s describe and apply legal concepts pertinent to the insurance industry(e.g., fundamental legal principles, indemnity, insurable interest, subrogation, utmost good faith, insurance contracts);
- 5.8s apply knowledge of the risk posed by potential clients in order to make insurance approval and denial decisions (e.g., importance of actuarial science, nature of credit based insurance scores, underwriting a policy);
- 5.9s apply knowledge of basic principles relating to insurance fraud (e.g., identify fraud, suspected fraud, surveillance work, obtaining background information on claimants and witnesses; conduct research on insurance fraud);
- 5.10s apply knowledge of basic principles of processing insurance claims to fulfill and communicate company’s legal obligations to the client (e.g., nature and type of claim, processing claim based on claimant and witness detail, property inspection, compile report, negotiation with client, settle a claim); and
- 5.11s evaluate risk management needs for clients regarding coverage and upgrades; state risk pool program.

Standard VI. The business and finance teacher applies principles related to laws and ethics affecting business.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 6.1 k the impact of the legal system on business (e.g., laws regarding retail and commercial sales, individuals with legal responsibility for the acts of a business organization, nature and significance of legal contracts, issues related to trademark and copyright laws);
- 6.2k the nature and role of ethics in business (e.g., distinguishing between ethical and legal choices, distinguishing between ethical and unethical business practices, recognizing ethical decisions in business situations, applying concepts of integrity and confidentiality in business situations);
- 6.3k employee and consumer rights and protections afforded by law (e.g., consumer protection laws and agencies, Americans with Disabilities Act, employees' right to organize and participate in unions, workplace safety legislation);
- 6.4k ethical and legal issues and guidelines relevant to the use of computer information systems in business;
- 6.5k legal regulations related to banking and financial systems;
- 6.6k concept of civil and criminal law and their relationship to various court systems;
- 6.7k legal documents and negotiable instruments affecting business operations and their potential disputes;
- 6.8k elements affecting business law and ethics;
- 6.9k impact of international laws on business operations and decisions;
- 6.10k personal and business bankruptcy laws;
- 6.11k personal and business laws pertaining to property, beneficiary and power of attorney;
- 6.12k personal and business legal matters requiring court interference;
- 6.13k history of legal system in the United States;
- 6.14k difference between business torts and criminal law; and
- 6.15k legal regulations of the establishment and operations of an employment agency.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 6.1s Apply knowledge of legal and ethical dimensions of business to make appropriate decisions;
- 6.2s Identify laws affecting employee rights and regulations within a business;
- 6.3s apply laws and regulations related to technology and computer use;
- 6.4 evaluate laws regulating the operations of banks and financial systems;
- 6.5s differentiate between civil and criminal law and identify the type of court system for each;
- 6.6s identify legal documents used in business operations and their specific uses
- 6.7s evaluate elements affecting business law and ethics (personal property, warranty, liability);
- 6.8s evaluate the impact of international regulations on trade;
- 6.9s compare personal and business bankruptcy laws;
- 6.10s acquire court information for conflict resolution and proceedings required;
- 6.11s review details of the legal system throughout the history of the United States;
- 6.12s differentiate types of law related to business and finance;
- 6.13s research legal action and its impact on personal, employment and business law and legislation;
- 6.14s consider the legal aspect of sales including warranty, product liability, and consumer protection; and
- 6.15s identify and explain the legal aspect of negotiable instruments including promissory notes, drafts, liability, and discharge.

Standard VII. The business and finance teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 7.1k the development and impact of information technology and telecommunications on business and society;
- 7.2k the roles of computer technology in specific business contexts (e.g., product design, procurement, manufacturing, sales and marketing, inventory, product delivery, customer service, finance, underwriting);
- 7.3k computer hardware and how components interface;
- 7.4k computer operating systems and their functions;
- 7.5k computer applications software (e.g., word processing, spreadsheet, database, presentation, desktop publishing, multimedia, Web design);
- 7.6k fundamentals of computer networks (e.g., LANs, WANs, the Internet) and how networks are used in a variety of businesses (e.g., e-commerce, the airline industry, banking, investment services, credit card services);
- 7.7k computer programming and programming languages for solving business problems;
- 7.8k issues and procedures associated with computer security;
- 7.9k health and safety issues (e.g., eye strain, appropriate seating) related to the use of computer technology;
- 7.10k computer laboratory management issues (e.g., developing a technology plan, troubleshooting and repairing software and hardware, customizing software, evaluating software and hardware for business education, keeping inventory of computer components and peripherals);
- 7.11k touch system data entry techniques;
- 7.12k the importance of analyzing a company’s data requirements and understand how to efficiently allocate virtual space; and
- 7.13k maintaining a website for a business of client.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 7.1s select and apply current and emerging technologies to address business needs;
- 7.2s apply procedures for selecting, evaluating, installing, and upgrading hardware and software;
- 7.3s use operating systems to perform a variety of tasks (e.g., organize and maintain files, export data);
- 7.4s use word processing functions (e.g., templates, tables, mail merge, import media) to write, format, and print various types of business documents;
- 7.5s apply advanced spreadsheet technology to formulate and produce solutions to a variety of business problems (e.g., create balance sheets, determine payroll, determine the future value of an investment, perform a what-if analysis);
- 7.6s apply database technology to manipulate (e.g., store, query, retrieve) data, and design databases to solve business problems;
- 7.7s apply procedures for importing graphics, sound, video, and text into documents to produce multimedia and presentation products;
- 7.8s use desktop publishing software to create and publish business-related documents (e.g., instructional manuals, business brochures);
- 7.9s use Web design software to develop and maintain Web sites;
- 7.10s analyze various types (e.g., peer-to-peer, client-server) and components (e.g., network cabling, routers) of computer networks;
- 7.11s apply procedures for navigating computer networks to search, find, and exchange information;
- 7.12s solve business problems using analytical techniques and different types and levels of programming languages (e.g., interpret and edit source code; use constants and variables; apply sequential, conditional, and repetitive control structures; apply procedures to test program correctness);
- 7.13s apply procedures for maintaining the security of computerized information (e.g., firewalls, virus protection software);
- 7.14s apply skills for addressing issues related to computer laboratory management;

Standard VII. The business and finance teacher understands and applies principles and methods related to the operation of a broad range of business computer information systems.

- 7.15s apply touch system techniques to enter data in computer software systems with appropriate speed and accuracy; and
- 7.16s demonstrate and practice approach use of technology to avoid health conditions.

Standard VIII. The business and finance teacher understands and applies knowledge of interpersonal, leadership, and professional career-development skills for the business and finance industry.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 8.1k social and human relations skills needed to work effectively in an office environment (e.g., teamwork, integrity, confidentiality, loyalty, diplomacy, respect for individual differences and the rights of others, tact in handling criticism);
- 8.2k positive work habits and skills for success in the workplace (e.g., neatness; accuracy; dependability; initiative; ability to apply time-management, decision-making, and problem-solving procedures; ability to prioritize tasks and use technology to manage time and perform office procedures);
- 8.3k basic elements of communication in business (e.g., the communication process, barriers to effective communication, appropriate channels for transmitting messages, role of nonverbal communication in the communication process, ways to improve communication in organizations, communication issues when conducting business across cultures, printed or electronic sources, original and secondary sources, summarizing and interpreting information);
- 8.4k options and procedures for exchanging information via telecommunications software (e.g., appropriate telecommunications methods for given situations, correct etiquette when using telecommunications);
- 8.5k concepts and skills for functioning effectively in various office environments (e.g., law office, medical office);
- 8.6k concepts for preparing for lectures, forums, presentations for meeting the goals of potential clients (e.g., scheduling appointments, conducting mock interviews, information gathering, organize information, review expected outcomes, data interpretation, strategize, develop written recommendations using standard writing conventions, close a sale based on best practice for customer and business);
- 8.7k basic elements of drafting various types of business and personal documents (e.g., newsletters, sales proposals, reports, letters, memorandum, presentations, resumes, samples of work, electronic portfolios) including charts and graphs to support communication;
- 8.8k leadership characteristics and roles (e.g. trustworthy, responsible);

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 8.1s apply skills for effective communication in business contexts (e.g., organize ideas logically and sequentially, cite sources; locate, incorporate and interpret written and electronic information; communicate effectively in writing; apply effective listening techniques; interpret maps and graphic information; apply initial personal contact skills; deliver effective business presentations and lectures; use proper interview techniques; compose positive, negative, and persuasive messages);
- 8.2s demonstrate proficiency, etiquette and proper ethics in oral, written, visual, and electronic methods of communication from both a business and personal stand point;
- 8.3s use research results to produce effective business communication (e.g., incorporate information obtained from various resources, paraphrase information from various sources);
- 8.4s apply skills for researching and developing effective business presentations, including multimedia presentations;
- 8.5s apply procedures for producing business documents using current and emerging technology (e.g., produce documents using word processing, use correct proofreading procedures including grammar and spell check, and produce a report containing text and graphics);
- 8.6s apply skills for using appropriate keyboarding techniques to input data (e.g., posture and position at the keyboard, touch-system techniques, command and function keys, care and operation of equipment);
- 8.7s apply procedures for delivering information and products (e.g., classes of mail, delivery services);
- 8.8s apply procedures for carrying out office support responsibilities (e.g., schedule appointments, plan and organize meetings, use initial customer contact skills, make travel arrangements, prepare agendas);
- 8.9s apply procedures for maintaining office systems (e.g., establish office supplies inventories and purchasing schedules, prepare and update inventory records, use maintenance and repair schedules, evaluate purchasing needs);
- 8.10s apply skills for managing information (e.g., establish and maintain systems

Standard VIII. The business and finance teacher understands and applies knowledge of interpersonal, leadership, and professional career-development skills for the business and finance industry.

<p>8.9k team functions (e.g. team usage and formation, roles, result measurement, problem solving, and acknowledgement);</p> <p>8.10k continue education and training requirement for industry licenses/certificates;</p> <p>8.11k goal development and implementation;</p> <p>8.12k critical thinking and decision making;</p> <p>8.13k customer relationships and expectations;</p> <p>8.14k basic mathematical operations necessary in post secondary education (i.e., arithmetic, relational expressions, data measurements, reading tables and chart data);</p> <p>8.15k the basic elements of the writing process (planning, drafting, revising; editing, and publishing) to compose text (plan a first draft, select the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea; structure ideas, revise and edit drafts in response to feedback, develop arguments, provide analysis to support opinion);</p> <p>8.16k the basic conventions of academic language when speaking and writing (use and understand the function of different types of clauses and phrases such as adjectival, noun, or adverbial clauses and phrases; and use a variety of correctly structured sentences such as compound, complex, or compound-complex); and</p> <p>8.17k basic critical thinking skills for problem solving and decision making as an individual, or in a team environment (i.e., develop solutions, analyze elements of a problem, guide individuals through decision making process).</p>	<p>for document and information storage and retrieval, use databases to organize business information, develop and maintain systems for electronic and manual filing);</p> <p>8.11s apply skills for performing financial functions for an office (e.g., solve problems using basic mathematical operations, manage cash fund accounts, prepare and post check records, reconcile banks statements, monitor an office budget, complete purchase requisitions and vouchers for payment);</p> <p>8.12s apply procedures for the delivery of presentation closing remarks and maintaining deals in various capacities (e.g., sales, proposals, investment exchanges);</p> <p>8.13s apply skills for creating various types of business and personal documents (e.g., newsletters, sales proposals, reports, letters, memorandum, presentations, resumes, samples of work, electronic portfolios);</p> <p>8.14s apply skills for creating and carrying out client financial plans (e.g., gather investment goals, organize information, interpret data, strategize, make recommendations);</p> <p>8.15s integrate concepts of leadership and teamwork;</p> <p>8.16s identify a leaders role in motivation, rewards, and goals;</p> <p>8.17s apply critical thinking to make effective decisions;</p> <p>8.18s develop positive customer relationships to meet expectations and establish good will toward the business;</p> <p>8.19s apply the basic elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text (plan a first draft, select the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea; structure ideas, revise and edit drafts in response to feedback, develop arguments, provide analysis to support opinion); and</p> <p>8.20k apply the basic conventions of academic language when speaking and writing (use and understand the function of different types of clauses and phrases such as adjectival, noun, or adverbial clauses and phrases; and use a variety of correctly structured sentences such as compound, complex, or compound-complex).</p>
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Standard IX. The business and finance teacher knows how to advise and assist students in career planning and promote students development through work-based learning and participation in career and technical student organizations such as BPA/FBLA.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 9.1k the connections between classroom learning and work-based learning experiences;
- 9.2k various work-based learning models (e.g., mentoring, job-shadowing, co-op experiences, internships/externships);
- 9.3k laws and regulations relating to student employment;
- 9.4k career opportunities in business and finance, and education and training requirements associated with careers in business and finance (e.g., securities licensing, real estate licensing, professional designations within various industries);
- 9.5k factors affecting an individual's career development (e.g., work ethic, workplace communication skills);
- 9.6k the relationship between classroom learning and student organizations such as Future Business Leaders of America (FBLA) and Business Professionals of America (BPA);
- 9.7k the characteristics, functions, and organizational structure of student organizations such as FBLA and BPA;
- 9.8k roles and responsibilities of advisors in relation to student organizations;
- 9.9k parliamentary procedures and strategies for conducting effective meetings of a student organization; and
- 9.10k development of marketability and professional development in industry.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 9.1s apply work-based learning approaches and incorporate relevant experiences into the business education curriculum;
- 9.2s develop individualized training plans for paid and unpaid work-based learning experiences;
- 9.3s match work-based learning activities with student needs and goals;
- 9.4s evaluate student progress based on work-based standards and analyze follow-up data to determine program effectiveness;
- 9.5s assist students in the transition from program completion to employment and/or higher education;
- 9.6s evaluate personal skills, abilities, and aptitudes to determine strengths and needs related to career development;
- 9.7s utilize career resources to maintain an employment database;
- 9.8s analyze career opportunities and formulate a career plan;
- 9.9s apply knowledge of techniques for implementing life-long learning;
- 9.10s provide instruction to promote students' development of skills needed to obtain a position in business (e.g., identifying employment opportunities, completing an application, using interview techniques);
- 9.11s advise students about the role of industry certification in career planning;
- 9.12s apply knowledge of ways in which personal attributes (e.g., reliability, diligence, punctuality, motivation, attitude) affect career advancement and success in the workplace;
- 9.13s apply strategies for encouraging student participation in student organizations such as FBLA and BPA;
- 9.14s apply skills for advising a student organization chapter and helping students develop a program of activities for the chapter;
- 9.15s apply democratic principles to help students conduct effective meetings of a student organization chapter;

Standard IX. The business and finance teacher knows how to advise and assist students in career planning and promote students development through work-based learning and participation in career and technical student organizations such as BPA/FBLA.

- 9.16s assist students in planning and conducting effective fundraisers for a student organization chapter; and
- 9.17s compare license exams and professional designations within various industries (e.g., real estate agent, title broker, property manager, Series 7, Series 6, Certified fund specialist, broker, certified fund planner, financial analyst).

Standard X. The business and finance teacher knows how to organize and manage an effective business and finance education program and how to work with school, community, and industry representatives to support the program.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 10.1k the relationship between business education programs and advisory committees and the impact of that relationship in various areas (e.g., curriculum, instruction, youth organizations);
- 10.2k the impact of external influences on the business education curriculum;
- 10.3k the importance of complying with requirements of local educational institutions and training partners;
- 10.4k strategies for working with educational personnel and agency representatives to provide services for special populations in the business education program; and
- 10.5k roles and responsibilities of business and finance education teachers in regard to creating and maintaining community partnerships that enhance student learning, staying informed about important changes in the world of business (e.g., new management practices, new technologies), and ensuring that the business education program appropriately reflects and responds to change.

Application: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 10.1s establish partnerships involving internal and external individuals and institutions (e.g., teachers, businesses, community agencies, postsecondary institutions);
- 10.2s develop articulation agreements with educational and training partners;
- 10.3s organize and work with advisory committees;
- 10.4s work effectively with local civic and service organizations to promote business education;
- 10.5s identify and evaluate performance standards in relation to curriculum needs;
- 10.6s collaborate with other school faculty to design business instruction for all students that integrates knowledge and skills from core academic subject areas;
- 10.7s collaborate with internal and external entities for program assessment;
- 10.8s communicate effectively with internal and external partners; and
- 10.9s promote awareness of industry certification to students, teachers, administrators, parents/guardians, and community.

Standard XI. The business and finance teacher knows how to plan, implement and utilize instruction and student assessment including academic integration.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 6–12

The beginning teacher knows and understands

- 11.1k state content and performance standards in business and finance education, as defined by the Texas Essential Knowledge and Skills (TEKS);
- 11.2k 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);
- 11.3k instructional strategies for working effectively with students who have diverse strengths, needs, and backgrounds;
- 11.4k the importance of integrating business and finance education with concepts and skills in academic areas, including language arts, mathematics, science, and social studies;
- 11.5k strategies for using current and emerging technologies as tools for learning and communicating marketing education concepts;
- 11.6k strategies and techniques for communicating effectively in the classroom; and
- 11.7k a variety of assessment instruments and methods, including performance based methods, for evaluating instructional effectiveness and determining students' progress and needs.

Teacher Knowledge: What Teachers Can Do

Teachers of Students in Grades 6–12

The beginning teacher is able to

- 11.1s use personal marketing experience and skills to enhance student learning in the classroom;
- 11.2s select and use effective instructional practices, strategies, activities, technologies, and materials to promote students' knowledge, skills, and progress in marketing education;
- 11.3s use multiple forms of assessment to evaluate instructional effectiveness, determine students' progress and needs, and plan instruction;
- 11.4s assist students in developing and evaluating career objectives;
- 11.5s use strategies to keep abreast of and apply current research, trends, and practices in business and finance education;
- 11.6s identify business and finance industry sources for learning about emerging trends and practices; and
- 11.7s apply correct grammar, spelling, punctuation, and other English mechanics.