

# **Marketing 6-12**

# **Educator Standards**

**FINAL**

*May 2, 2014*



## Marketing Educator Standards

- Standard I.** The marketing teacher understands and applies knowledge of the foundations of business concepts related to marketing, economics, management, entrepreneurship, statistics, and international commerce.
- Standard II.** The marketing teacher understands and applies knowledge of marketing principles, concepts, and strategies.
- Standard III.** The marketing teacher understands and applies knowledge of qualitative research and quantitative research in marketing.
- Standard IV.** The marketing teacher understands and applies knowledge of technology, the Internet, and e-commerce in relation to marketing.
- Standard V.** The marketing teacher understands and applies knowledge of finance, accounting, and mathematics in marketing and entrepreneurship.
- Standard VI.** The marketing teacher understands and applies knowledge of interpersonal, leadership, and professional career-development skills for marketing.
- Standard VII.** The marketing 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 DECA.
- Standard VIII.** The marketing 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 IX.** The marketing teacher knows how to plan, implement, and utilize instruction and student assessment, including academic integration.

**Standard I.** The marketing teacher understands and applies knowledge of the foundations of business concepts related to marketing, economics, management, entrepreneurship, statistics, and international commerce.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
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| <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, entering international markets, human resource management);</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 multiculturalism and multigenerationalism (e.g., culture, linguistics) 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, international economic factors);</p> <p><i>(continued)</i></p> | <p>The beginning teacher is able to</p> <p>1.1s apply knowledge of business to economic concepts, management, entrepreneurship, statistics, and international commerce (e.g., supply and demand, pricing, business cycle, productivity) to analyze specific industries;</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. and global society;</p> <p>1.6s apply the marketing concept;</p> <p>1.7s model and apply ethical behaviors relevant to business and marketing;</p> <p>1.8s analyze the legal environment;</p> <p>1.9s model and apply risk management strategies; and</p> <p>1.10s evaluate the impact that a multicultural and multigenerational population has on business and marketing.</p> |

**Standard I.** The marketing teacher understands and applies knowledge of the foundations of business concepts related to marketing, economics, management, entrepreneurship, statistics, and international commerce.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i> |
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| <p>1.7k functions of business management (e.g., goal setting, planning, motivating), levels of management;</p> <p>1.8k business plans and the use of preliminary analysis and planning in successful entrepreneurial ventures;</p> <p>1.9k the role of continual self-assessment, research, and preparation in business and entrepreneurship;</p> <p>1.10k 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;</p> <p>1.11k ethical issues and practices in business and marketing;</p> <p>1.12k 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>1.13k laws and regulations impacting business decisions (e.g., domestic and international commerce, currency exchange, import and export guidelines, investments)</p> <p>1.14k human resources management and strategies and compliance (e.g., recruitment, selection, training and development, performance and evaluation); and</p> <p>1.15k risk management and profit/loss issues (e.g., casualty prevention, identification, security risks, workplace safety).</p> |  |

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

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>  | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>  |
|---|---|
| The beginning teacher knows and understands   | The beginning teacher is able to  |
| 2.1k the importance and functions of marketing;   | 2.1s apply knowledge of marketing concepts and functions (e.g., marketing mix, promotional mix, new product development, selling, advertising, distribution, product mix, relationship development) to business concepts; |
| 2.2k basic concepts in marketing (e.g., market, market segmentation, market identification, target markets, mass marketing) and their significance;       | 2.2s develop, evaluate, and apply promotional plans and campaigns;  |
| 2.3k components of the marketing mix (product, price, place, promotion, people) and how each component contributes to successful business ventures;       | 2.3s demonstrate knowledge of laws and regulations involved in marketing (e.g., product development, promotion, advertising, selling, buyers' rights);  |
| 2.4k elements and processes of product planning, stages of new-product planning, and stages of the product life cycle;                                    | 2.4s evaluate distribution plans;   |
| 2.5k laws and regulations that affect new product development;  | 2.5s prepare and evaluate sales presentations;  |
| 2.6k the components of a promotional mix (e.g., advertising, visual merchandising, personal selling);   | 2.6s apply marketing principles, concepts, and techniques to situations relevant to various industries (e.g., apparel, food/grocery, hotel, restaurant, travel and tourism);  |
| 2.7k development, implementation, and evaluation of a promotional plan;   | 2.7s evaluate supplies in the buying and purchasing process;  |
| 2.8k factors affecting promotional activities (e.g., laws, diversity, costs);   | 2.8s analyze trends in marketing and their significance;  |
| 2.9k the role of advertising in a competitive economic environment, types of advertising, and advertising media;  | 2.9s analyze pricing structures and strategies; and   |
| 2.10k the roles of selling and factors that influence buying and selling;   | 2.10s identify characteristics and the purpose of marketing information systems.  |
| 2.11k selling techniques, steps in the selling process, methods for closing a sale, and the use of product and service information to facilitate selling; |   |
| 2.12k distribution activities (e.g., transportation, storage, product handling, inventory control), their significance, and their cost;                   |   |
| 2.13k distribution channel members (e.g., manufacturers, wholesalers) and how they facilitate the movement of products;                                   |   |
| (continued)   |   |

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

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>  | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i> |
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| <p>2.14k the characteristics and purposes of a marketing-information system (MkIS);</p> <p>2.15k the components of a product mix (e.g., utility forms, use of components);</p> <p>2.16k pricing policies, objectives, and strategies in retail and other business contexts; factors that affect pricing;</p> <p>2.17k purchasing functions (e.g., resale/organization buying, consumer buying) and activities (e.g., processing of purchase orders and invoices, buying habits);</p> <p>2.18k the purchasing process and the concept of purchasing as a continuous cycle;</p> <p>2.19k factors affecting a business's image and the role of public relations and publicity in business success;</p> <p>2.20k major federal laws that affect selling; sellers' and buyers' obligations under the Uniform Commercial Code;</p> <p>2.21k ways in which implementation of marketing concepts impact retailing;</p> <p>2.22k management skills and procedures relevant to marketing functions (e.g., managing selling activities);</p> <p>2.23k emerging trends in marketing;</p> <p>2.24k international and domestic marketing strategies;</p> <p>2.25k marketing related to specific industries (e.g. trends, history, terminology, resources); and</p> <p>2.26k importance of relationship development.</p> |  |

**Standard III.** The marketing teacher understands and applies knowledge of qualitative research and quantitative research in marketing.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
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| <p>The beginning teacher knows and understands</p> <p>3.1k 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, apply models);</p> <p>3.2k the design, identification, use, evaluation, and/or interpretation of various research and technology applications;</p> <p>3.3k collection, analysis, and interpretation of data for forecasting and reporting information;</p> <p>3.4k reliability of information resources (e.g., online and text);</p> <p>3.5k the development of marketing research processes (e.g., surveys, focus groups);</p> <p>3.6k application and evaluation of marketing research; and</p> <p>3.7k general research strategies to obtain various forms of information.</p> | <p>The beginning teacher is able to</p> <p>3.1s use the marketing research process to analyze demand, forecast sales, and make other decisions;</p> <p>3.2s develop surveys and other research tools to administer the marketing research process;</p> <p>3.3s identify appropriate areas in which to use marketing research;</p> <p>3.4s determine the benefits of marketing research;</p> <p>3.5s develop research reports using information collected through marketing research; and</p> <p>3.6s conduct exploratory research to gather information for multiple uses in business and marketing.</p> |

**Standard IV.** The marketing teacher understands and applies knowledge of technology, the Internet, and e-commerce in relation to marketing.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>  | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
|---|--|
| <p>The beginning teacher knows and understands</p> <p>4.1k basic technology concepts (e.g., benefits and limitations, impact on business laws and regulations, intellectual property);</p> <p>4.2k different types of digital technology applications, hardware, and software (e.g., spreadsheets, databases, desktop publishing, communications technology) and the use of technology for a variety of business and marketing purposes;</p> <p>4.3k the importance of technology in marketing and the use of technology to implement and facilitate various marketing functions;</p> <p>4.4k strategies for using current and emerging technologies as tools for learning and communicating marketing education concepts;</p> <p>4.5k technology communication skills (e.g., e-mail, digital media, receiving and sending business communication, dissemination of information);</p> <p>4.6k scope of the Internet in marketing (e.g., search engines, website development, structure and design, legal implications);</p> <p>4.7k characteristics of e-commerce (e.g., advantages and disadvantages, payment options, legal obligations);</p> <p>4.8k the importance of customer service in e-commerce;</p> <p>4.9k point-of-sale and inventory control systems (e.g., financial reports, reorder points, types of systems, shrinkage processing); and</p> <p>4.10k safety and security issues related to the use of computer technology in business and marketing.</p> | <p>The beginning teacher is able to</p> <p>4.1s use technology resources to achieve business and marketing goals;</p> <p>4.2s analyze the significance of various technologies for marketing processes;</p> <p>4.3s integrate communication and presentation skills with technology;</p> <p>4.4s use the Internet and e-commerce in business and marketing;</p> <p>4.5s develop and analyze inventory control and point-of-sale systems; and</p> <p>4.6s apply knowledge of laws and safety in relation to technology in business and marketing.</p> |



**Standard V.** The marketing teacher understands and applies knowledge of finance, accounting, and mathematics in marketing and entrepreneurship.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>  |
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| <p>The beginning teacher knows and understands</p> <p>5.1k finance and accounting functions and terms related to marketing;</p> <p>5.2k the application of finance and accounting documents (e.g., profit and loss statements, balance sheets, income statements);</p> <p>5.3k formulas and equations used in business and marketing context for estimations, projections, and performance (e.g., price profit, cost, breakeven, rate of exchange, return on investment, owner's equity);</p> <p>5.4k types of revenue, expenses, and liabilities;</p> <p>5.5k procedures for financial planning in various business contexts and the role of financial planning in entrepreneurial success and solvency;</p> <p>5.6k alternative accounting and internal controls;</p> <p>5.7k the role of financial services (e.g., types of services, credit contracts, consumer credit);</p> <p>5.8k the use of mathematical operations, math models, and relational expressions in business and marketing; and</p> <p>5.9k application of data in relation to measurements, validity, and mathematical functions.</p> | <p>The beginning teacher is able to</p> <p>5.1s apply mathematical skills and concepts in a variety of business and marketing contexts;</p> <p>5.2s apply knowledge of pricing and monetary exchange rates to situations involving international markets;</p> <p>5.3s analyze types of consumer credit and the effects of credit on sales, price, and profit;</p> <p>5.4s create financial statements used in various marketing and entrepreneurial areas;</p> <p>5.5s determine the appropriate financial services for various situations;</p> <p>5.6s identify alternative accounting options and internal controls;</p> <p>5.7s define and evaluate accounting functions and terms (e.g., assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, inventory, liabilities, owner's equity);</p> <p>5.8s evaluate and analyze financial documents used in marketing; and</p> <p>5.9s create visual representations of financial, accounting, and mathematical business data.</p> |

**Standard VI.** The marketing teacher understands and applies knowledge of interpersonal, leadership, and professional career-development skills for marketing.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>  | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
|---|--|
| <p>The beginning teacher knows and understands</p> <p>6.1k the role of continual self-assessment, research, and preparation in career development; and strategies for engaging in career-related self-assessment, research, and preparation;</p> <p>6.2k the social and communicative skills needed to work effectively in business and marketing contexts;</p> <p>6.3k concepts of leadership and teamwork;</p> <p>6.4k leadership characteristics and roles (e.g., trustworthy, responsible);</p> <p>6.5k team functions (e.g., team usage and formation, roles, result measurement, problem solving, and acknowledgement);</p> <p>6.6k work situations and conflict resolution (e.g., consequences of unethical behavior, handling customer relations);</p> <p>6.7k concepts related to customers (e.g., role of management, customer service, policy relationship management, ethics);</p> <p>6.8k the role of work ethics, job expectations, workplace diversity, and time management in achieving success in the workplace;</p> <p>6.9k continued education and training requirements for industry licenses/certificates; and</p> <p>6.10k goal development and implementation.</p> | <p>The beginning teacher is able to</p> <p>6.1s 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> <p>6.2s 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>6.3s integrate concepts of leadership and teamwork;</p> <p>6.4s analyze the use of interpersonal skills to accomplish business and marketing objectives; and</p> <p>6.5s demonstrate appropriate customer service, relationship, and workplace strategies.</p> |

**Standard VII.** The marketing 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 DECA.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
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| <p>The beginning teacher knows and understands</p> <p>7.1k various career opportunities in marketing and the education and training requirements associated with these careers;</p> <p>7.2k procedures for applying for and obtaining employment in marketing and related fields;</p> <p>7.3k goals and purposes of work-based learning programs and the connections between classroom learning and work-based learning experiences;</p> <p>7.4k various models for work-based learning experiences (e.g., mentoring, job shadowing, co-op experiences, internships/externships);</p> <p>7.5k legal and ethical issues related to work-based learning;</p> <p>7.6k relationships between classroom learning and student organizations;</p> <p>7.7k characteristics, functions, and organizational structure of DECA and other student organizations;</p> <p>7.8k roles and responsibilities of advisors in relation to student organizations; and</p> <p>7.9k parliamentary procedures and strategies for conducting effective meetings of a student organization.</p> | <p>The beginning teacher is able to</p> <p>7.1s evaluate student skills, abilities, and aptitudes to determine strengths and needs related to career planning and development;</p> <p>7.2s 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>7.3s use data from various sources for determining career opportunities and needs;</p> <p>7.4s assist students in the transition from program completion to employment and/or higher education;</p> <p>7.5s coordinate work-based learning programs;</p> <p>7.6s develop individualized training plans for work-based learning experiences;</p> <p>7.7s 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>7.8s apply strategies for encouraging student participation in DECA and other student organizations;</p> <p>7.9s apply skills for advising a DECA chapter and helping students develop a program of activities for the chapter;</p> <p>7.10s apply democratic principles to help students conduct effective meetings of a DECA chapter; and</p> <p>7.11s assist students in planning and conducting effective fundraisers for a DECA chapter.</p> |

**Standard VIII.** The marketing 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><br><i>Teachers of Students in Grades 6–12</i>  | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>   |
|---|--|
| <p>The beginning teacher knows and understands</p> <p>8.1k roles and responsibilities of the marketing education teacher (e.g., program coordinator, advisor);</p> <p>8.2k methods and strategies for planning, implementing, and maintaining a marketing education program;</p> <p>8.3k the importance of basing classroom instruction on business and industry standards;</p> <p>8.4k strategies for establishing partnerships with individuals, groups, and organizations (e.g., teachers, businesses, community groups, postsecondary institutions);</p> <p>8.5k roles and responsibilities of community, industry organizations, and advisory committees (e.g., evaluating the marketing education program, ensuring that the curriculum meets industry standards, supporting youth organizations);</p> <p>8.6k the importance of various professional organizations (e.g., MEA, ACTE, Chamber of Commerce) for professional growth and development; and</p> <p>8.7k types and characteristics of professional development activities (e.g., conferences, graduate work) to ensure lifelong learning in marketing education.</p> | <p>The beginning teacher is able to</p> <p>8.1s plan a sequence of courses for a marketing education program (e.g., exploratory, technical, comprehensive, specialized);</p> <p>8.2s identify curriculum needs and apply performance standards in meeting those needs;</p> <p>8.3s collaborate with education, 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>8.4s 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>8.5s document the ability of the marketing program to meet goals;</p> <p>8.6s 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>8.7s develop articulation agreements with education and training partners;</p> <p>8.8s 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>8.9s use marketing strategies to promote the marketing education program and recruit students into the program.</p> |

**Standard IX.** The marketing teacher knows how to plan, implement, and utilize instruction and student assessment, including academic integration.

| <b>Teacher Knowledge: What Teachers Know</b><br><i>Teachers of Students in Grades 6–12</i>   | <b>Application: What Teachers Can Do</b><br><i>Teachers of Students in Grades 6–12</i>  |
|--|---|
| <p>The beginning teacher knows and understands</p> <p>9.1k state content and performance standards in marketing education, as defined by the Texas Essential Knowledge and Skills (TEKS);</p> <p>9.2k 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>9.3k instructional strategies for working effectively with students who have diverse strengths, needs, and backgrounds;</p> <p>9.4k the importance of integrating marketing education with concepts and skills in academic areas, including language arts, mathematics, science, and social studies;</p> <p>9.5k strategies for using current and emerging technologies as tools for learning and communicating marketing education concepts;</p> <p>9.6k strategies and techniques for communicating effectively in the classroom; and</p> <p>9.7k a variety of assessment instruments and methods, including performance-based methods, for evaluating instructional effectiveness and determining students' progress and needs.</p> | <p>The beginning teacher is able to</p> <p>9.1s use personal marketing experience and skills to enhance student learning in the classroom;</p> <p>9.2s select and use effective instructional practices, strategies, activities, technologies, and materials to promote students' knowledge, skills, and progress in marketing education;</p> <p>9.3s use multiple forms of assessment to evaluate instructional effectiveness, determine students' progress and needs, and plan instruction;</p> <p>9.4s assist students in developing and evaluating career objectives;</p> <p>9.5s use strategies to keep abreast of and apply current research, trends, and practices in marketing education; and</p> <p>9.6s identify marketing industry sources for learning about emerging trends and practices.</p> |