

This We Believe About the Role of Standards for Business Education

Policy Statement 62

Standards provide a framework for curriculum and program improvement in business education. In meeting standards, business teachers may participate in a variety of activities that include collaborating with the business community, implementing school-to-work concepts, incorporating technology, and reflecting on effective work practices for continuous improvement of their teaching.

In this statement, a standard is defined as a basis of comparison in measuring or judging quality. A standard becomes a criterion for measurement. A set of standards provides a framework for judging the quality of business teacher education programs. When this definition is accepted for business teacher education, a direct link exists between expectations and standards for teaching and learning. Standards identify expectations and become a basis for determining whether these expectations have been met for both teachers and students.

Standards are used in the preparation of both prospective and practicing teachers. As a profession, education relies on standards to set the stage for lifelong learning and improvement of teaching. Standards may be used to assess teachers, assess programs, demonstrate accountability, and measure progress against benchmarks. To meet standards, business educators must embrace lifelong learning and continuous improvement of teaching.

Need for Business Teacher Education Standards

We Believe That standards identify what teachers should know and be able to do. Business teacher education standards address mastery of subject matter, theories of student development and learning, and knowledge of instructional delivery techniques.

Authentic assessment of prospective and practicing teachers is essential. Multiple authentic assessment techniques can be used to measure achievement of specific standards. These techniques include formal and informal performance-based assessment practices. They provide for the holistic evaluation of teachers. Teachers who demonstrate exemplary teaching practices are ultimately the true test of quality business teacher education programs.

Standards are an important vehicle for directing program improvement. National, state, and local standards provide the framework for developing curriculum, establishing program requirements, and evaluating the professional growth of

business teachers. Standards established by accrediting agencies, professional associations, departments of education, and other educational entities are used in program review. The review process provides business teacher educators with feedback about the quality of their programs and instruction.

We Believe That essential teaching standards can be mastered in an undergraduate business teacher education program. Others require reflection and continued professional growth. Business teachers must be involved in continuous improvement, assessing their daily teaching to ensure adherence to professional teaching standards. As an outcome of assessment and reflective practice, business teachers improve their methods, enhance their knowledge, and refine their philosophies.

Business teacher educators are accountable for the preparation of teachers who can meet the instructional needs of all students. Collaboration between business teacher education programs and their stakeholders provides the means for setting standards used in measuring accountability. As a result of input from these stakeholders, standards are established that lead to changes in business teacher education programs. When these professional standards are used as criteria for business teacher education, they promote collaboration with colleagues, the community, and business and industry.

We Believe That standards for business teacher education become the benchmarks for best teaching practices. Business teacher education programs must prepare teachers who:

- Have command of a core body of knowledge for and about business.
- Integrate vocational and academic learning, including school-based and work-based activities.
- Understand how individuals develop and learn.
- Create instructional opportunities that meet the needs of diverse learners.
- Assist students in processing information and making decisions at progressively higher cognitive levels.
- Provide articulated instruction and programs that allow students to progress smoothly from one educational level to the next.
- Value diversity and cultural differences.
- Teachers who have these abilities meet the essential standards relative to business teacher education programs.

Application of Business Teacher Education Standards

Business teacher education programs should be built around professional standards provided by accrediting agencies, professional associations, departments of education, and other educational entities. Therefore, employers of program graduates have assurance that prospective teacher candidates have been held accountable to criteria that are more clearly identified than in the past. Adherence to standards for business teacher education should result in teachers who have the knowledge, skills, abilities, and commitment to guide students in their learning. If these standards are an integral part of business teacher education programs, graduates will continue to learn, refine their skills, and renew their commitment to quality education throughout their teaching careers.

Teachers and their supervisors use standards to promote professionalism and lifelong learning. They work together to formulate professional development

plans, using the standards as a guide. These standards become a tool for analyzing, evaluating, and strengthening the quality and effectiveness of teachers prepared through business teacher education programs.

Impact of Business Teacher Education Standards

We Believe That business teacher education programs must be based on standards that define a quality program. The use of these standards confirms the importance of preparing teachers who can help students learn, can facilitate their transition to work, and can assist them in contributing to their communities.

We Further Believe That standards identified by various accrediting agencies, professional associations, departments of education, and other educational entities are important for business teacher educators to use in assessing contributions that prospective and practicing teachers make to student learning. Standards set expectations for business educators and their students, enabling ongoing evaluation and improvement of business teacher education programs.

Thus, We Believe That standards are a driving force in the education profession. Standards serve as the catalyst for preparing business teachers to become lifelong learners who are visionary in their teaching and curriculum design.