

## Policy Statement 78

---

### This We Believe About Business Teacher Education Programs

Business education is vital for every student to operate effectively as a consumer, producer, and citizen in today's economic and business environments. Effective professional business educators can prepare learners of business subjects to meet the demands of business education and society.

Business teacher education programs must prepare prospective teachers who can help their business students become confident, skillful, and interested participants in the economic and business environment. Business teacher education programs include preparation for prospective business teachers, as well as continuous professional development for practicing business teachers.

#### **Developmental Nature of Business Teacher Education Programs**

**We believe that** an effective business teacher education program is developmental in nature. A developmental program moves prospective teachers through stages of growth in business content and pedagogical knowledge.

Business teacher education programs must offer a variety of business content courses to its students. Prospective business teachers must be well grounded in the fundamental concepts that underlie business curriculums such as accounting, communications, economics, entrepreneurship, finance, information systems, management, and marketing. Because of the breadth of business content and the ability of business teachers to specialize during their careers, business teacher education programs must allow prospective teachers latitude in identifying areas for study in greater depth.

Business content knowledge alone is not sufficient to allow an individual to become a competent business teacher. Business teacher education programs must also include pedagogical knowledge. The integration of business content and pedagogical knowledge sets the stage for high quality professional business teachers who are competent in pedagogical knowledge of business content. **Thus, we believe that** all prospective business teachers must have a clear understanding of business and pedagogical knowledge and the ability to integrate this knowledge into their practice.

#### **Cohesive Nature of Business Teacher Education Programs**

**We believe that** a cohesive business teacher education program connects critical, theoretical, and academic thinking with practical and pragmatic thinking of business education teachers. The cultural and social thinking of other stakeholders in business teacher education, including students, parents, state certification agencies, accreditation agencies, federal government, and employers, influences the business teacher education program.

The components of the business teacher education program should form an integrated package of developmental experiences that enhances the prospective business teacher's initial competence and life-long learning skills. The business teacher education program is not merely a collection of courses. **Thus, we believe that** the program must connect coursework and field experiences. Instructional strategies are

best learned by business teachers in a business education context. Prospective business teachers develop a repertoire of practices through microteaching; initial and extended field practice facilitated by experienced business teacher educators, both university/college and non-university personnel (middle and high school business teachers, postsecondary business teachers, and trainers); practicums; and/or supervised student teaching experiences.

### **Collaborative Nature of Business Teacher Education Programs**

**We believe that** collaboration between practicing business teachers and university-based business teacher educators is critical. Prospective business teachers develop pedagogical skill and theoretical knowledge through field and mentoring experiences with practicing business educators. The result of collaboration between schools and universities allow for interpretation of prior learning of prospective business teachers and the consideration of their own teaching practice. Prospective business teachers become self aware. They are mentored. They are guided by theory and practice.

**Therefore, we believe that** developmental, cohesive, and collaborative business teacher education programs prepare prospective teachers to meet the demands placed on business education.

### **Business Teacher Education Program Outcomes**

Business teacher educators are charged with assisting prospective teachers in becoming well prepared for their present and future roles. Business teacher educators must guide prospective teachers so that they become effective teachers who:

- master the business content
- develop and align curriculum with performance standards
- integrate rigorous and relevant business content and skills with cross-disciplinary academic core requirements
- evaluate learning materials and resources available for specific subject areas
- choose curriculum materials that meet the requirements of appropriate curriculum frameworks, performance standards, and assessments
- identify students' individual needs and differentiate instruction to meet those needs
- select appropriate content and instructional strategies to match students' needs
- assess students' performance
- demonstrate critical and creative thinking
- participate in professional organizations
- adapt to changes in school, community, and culture.

Prospective business teachers come to the profession with an interest in business content and teaching. Business teacher educators are charged with developing and nurturing these interests. These educators assist students in becoming highly qualified and effective business teachers. Students in business teacher education programs develop expertise by participating in multi-faceted experiences. The programs also provide opportunities for continued professional growth. Students who complete these quality programs are well prepared for employment opportunities in business education. **Thus, we believe that** a high quality business teacher education program is vital to the continuation and growth of business education at all levels.