

Basic Business Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Basic Business Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

C. Demonstrate competence in touch keyboarding, the ten-key pad, document formatting, correct technique, and employable speed

I. Demonstrate an understanding of and be able to apply business concepts, principles, and processes in each of the following areas: accounting, economics, marketing, management, business law, and business communications;

J1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;

L. Demonstrate the skills and strategies of the positions in business for which they will prepare students;

M1. Demonstrate an understanding of and be able to utilize operating systems; and

M2. Demonstrate an understanding of technological issues and concerns.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and community people, and others;
- D. Practice positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program; and
- F. Communicate effectively with all publics.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

- G. Build relationships with various publics to produce a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community; and
- N. Integrate core academic areas (reading, writing, mathematics, science, social sciences, and history) into business education.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

- J2. Analyze the role of the consumer in the global economy;
- J3. Analyze consumer problems and provide and evaluate a variety of solutions; and
- J4. Describe the role of the entrepreneur in the economy and the process of starting and maintaining a business.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

- A1. Prepare students for initial employment and careers in business;
- A2. Prepare students for their roles as consumers and citizens;
- A3. Prepare students for advanced education in business;
- A4. Prepare students for roles as owners and managers of businesses;
- A5. Prepare students to understand the role and function of business in our global society;
- A6. Prepare students to understand the domestic economy and how it is similar to and different from other economies;
- A7. Prepare students to locate, access, use, and present information;
- E. Integrate the professional student organization into the curriculum;
- H. Facilitate students in the realization of their full potential through career development; and
- K. Identify concepts and strategies needed for career exploration, development and growth in the business area.

Peru State College Conceptual Framework Outcomes		
Pedagogical Knowledge/Skills		
PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7

PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7