

# Competencies for Secondary Teachers: Marketing Technology, Grades 7-12

**2014**

In addition to the Arkansas Teaching Standards, the teacher of Marketing Technology, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Marketing: Social and Historical Perspectives</b></p> <p>CCTC: MK</p>	<ul style="list-style-type: none"> <li>1.1 Ability to describe the impact of economics, economics systems and entrepreneurship on marketing</li> <li>1.2 Ability to implement marketing research to obtain and evaluate information for the creation of a marketing plan</li> <li>1.3 Ability to plan, monitor, manage and maintain the use of financial resources for marketing activities</li> <li>1.4 Ability to plan, monitor and manage the day-to-day activities required for continued marketing business operations</li> <li>1.5 Ability to describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways</li> <li>1.6 Ability to select, monitor and manage sales and distribution channels</li> <li>1.7 Ability to determine and adjust prices to maximize return while maintaining customer perception of value</li> <li>1.8 Ability to obtain, develop, maintain and improve a product or service mix in response to market opportunities</li> <li>1.9 Ability to communicate information about products, services, images and/or ideas to achieve a desired outcome</li> <li>1.10 Ability to use marketing strategies and processes to determine and meet client needs and wants</li> </ul>
<p><b>2. Communication</b></p> <p>CCTC: MK-COM</p>	<ul style="list-style-type: none"> <li>2.1 Ability to apply techniques and strategies to convey ideas and information through marketing communications</li> <li>2.2 Ability to plan, manage and monitor day-to-day activities of marketing communications operations</li> <li>2.3 Ability to access, evaluate and disseminate information to enhance marketing decision-making processes</li> <li>2.4 Ability to obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities</li> <li>2.5 Ability to communicate information about products, services, images and/or ideas to achieve a desired outcome</li> </ul>
<p><b>3. Marketing Management</b></p> <p>CCTC: MK-MGT</p>	<ul style="list-style-type: none"> <li>3.1 Ability to plan, organize and lead marketing staff to achieve business goals</li> <li>3.2 Ability to plan, manage and monitor day-to-day marketing management operations</li> <li>3.3 Ability to plan, manage and organize to meet the requirements of the marketing plan</li> <li>3.4 Ability to access, evaluate and disseminate information to aid in making marketing management decisions</li> <li>3.5 Ability to determine and adjust prices to maximize return and meet customers' perceptions of value</li> <li>3.6 Ability to obtain, develop, maintain and improve a product or service mix in response to market opportunities</li> <li><b>3.7</b> Ability to communicate information about products, services, images and/or ideas</li> </ul>

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

CCTC = 2012 Common Career Technical Core

NMES = 2007 National Marketing Education Standards

Praxis II (5561) = Praxis II Marketing Education

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<p><b>4. Research</b></p> <p>CCTC: MK-RES</p>	<p>4.1 Ability to plan, organize and manage day-to-day marketing research activities</p> <p>4.2 Ability to design and conduct research activities to facilitate marketing business decisions</p> <p>4.3 Ability to use information systems and tools to make marketing research decisions</p>
<p><b>5. Merchandising</b></p> <p>CCTC: MK-MER</p>	<p>5.1 Ability to plan, organize and lead merchandising staff to enhance selling and merchandising skills</p> <p>5.2 Ability to plan, manage and monitor day-to-day merchandising activities</p> <p>5.3 Ability to move, store, locate and/or transfer ownership of retail goods and services</p> <p>5.4 Ability to access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities</p> <p>5.5 Ability to determine and adjust prices to maximize return and meet customers' perceptions of value</p> <p>5.6 Ability to obtain, develop, maintain and improve a product or service mix to respond to market opportunities</p> <p>5.7 Ability to communicate information about retail products, services, images and/or ideas</p> <p>5.8 Ability to create and manage merchandising activities that provide for client needs and wants</p>
<p><b>6. Professional Sales</b></p> <p>CCTC: MK-SAL</p>	<p>6.1 Ability to access, evaluate and disseminate sales information</p> <p>6.2 Ability to apply sales techniques to meet client needs and wants</p> <p>6.3 Ability to plan, organize and lead sales staff to enhance sales goals</p>
<p><b>7. Disciplinary Literacy</b></p>	<p><u>Reading in Science and Technical Subjects, Grades 7-12</u>                  Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>7.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>7.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>7.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>7.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics Analyzing how the text structures information</p>

	<p>or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>7.5 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>7.6 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>7.7 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>7.8 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>7.9 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>7.10 Writing arguments focused on discipline-specific content by</p> <ol style="list-style-type: none"> <li>a. Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</li> <li>b. Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Providing a concluding statement or section that follows from or supports the argument presented</li> </ol> <p>7.11 Writing informative/explanatory texts, including the narration</p>
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	<p>of historical events, scientific procedures/ experiments, or technical processes by</p> <ul style="list-style-type: none"> <li>a. Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>b. Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>c. Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</li> <li>d. Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</li> <li>e. Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</li> </ul> <p>7.12 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7.13 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>7.14 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>7.15 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>7.16 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
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	<p>7.17 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>7.18 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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