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|  | | | | Wisconsin Department of Public Instruction  **STANDARDS FOR A QUALITY PROGRAM IN MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP EDUCATION**  ***Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)***  MMEE-Local Use (Rev. 11-10) | | | | | | | | **INSTRUCTIONS:** MM & EE teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the three ratings and provide documented institutional evidence and remarks. **E-mail *The Grid*** to your Local Vocational Education Coordinator (or CPA Designee, if applicable). | | |
| **District Name** | | | | | **School Name** | | | | | | **Name(s) of Teacher Completing Report** | | | |
| **Category, Standard, Quality Indicators** | | | | | | **Meets the Standard** | | **Approaches the Standard** | **Does Not Meet the Standard** | **Documented Evidence** | | | | **Remarks** |
| **QUALITY EDUCATOR(S)** | | | | | | | | | | | | | | |
| **Standard 1**  The educator(s) is appropriately certified to teach all corresponding courses with the program and is endorsed by a DPI-approved teacher education institution that meets PI 34 Standards. | | | | | | ***Check One*** | | | |  | | | |  |
| 1.1 | | Holds a 285 Marketing Education certification from DPI | | | |  | |  |  |  | | | |  |
| 1.2 | | Completed 4,000 hours of relevant marketing work experience | | | |  | |  |  |  | | | |  |
| 1.3 | | Renews certification based on DPI requirements | | | |  | |  |  |  | | | |  |
| **Standard 2**  The educator(s) utilizes an improvement plan to demonstrate continual professional development experiences, including active involvement in marketing education professional associations. | | | | | | ***Check One*** | | | |  | | | |  |
| 2.1 | | Prepares and processes a professional development plan with school district that addresses the many roles of a marketing educator(s), including classroom instruction, DECA advisement, and coordination of cooperative education | | | |  | |  |  |  | | | |  |
| 2.2 | | Annually completes Program Self-Evaluation Improvement and Goal Setting Tool (this document) to set new professional learning goals as part of a three-year plan | | | |  | |  |  |  | | | |  |
| 2.3 | | Participates in the Wisconsin Marketing Education Association through membership and professional development activities; i.e., conferences, updates, and presentations | | | |  | |  |  |  | | | |  |
| 2.4 | | Participates in professional development activities sponsored by the National Marketing Education Resource Center; i.e., National Conclave, Leadership Institute, LAP development, focus group organizer, resource reviewer, test writer, etc. | | | |  | |  |  |  | | | |  |
| 2.5 | | Participates in DPI-sponsored professional development activities; i.e., Newer Teacher Workshop, Best Practices in Marketing, UW-Madison biannual Institute, etc. | | | |  | |  |  |  | | | |  |
| 2.6 | | Participates in local business and marketing related organizations; i.e., Chamber of Commerce, Sales and Marketing Executives, Rotary, etc. | | | |  | |  |  |  | | | |  |
| 2.7 | | Participates in professional development activities sponsored by UW-Stout and UW-Whitewater (and other colleges and universities) to enhance performance as a marketing educator(s) | | | |  | |  |  |  | | | |  |
| 2.8 | | Collaborates with others to create a school culture that fosters continuous professional development and improvement | | | |  | |  |  |  | | | |  |
| 2.9 | | Participates in locally sponsored professional development activities; i.e., externships, job shadows, and industry visits | | | |  | |  |  |  | | | |  |
| 2.10 | | Participates in training in effective teaching/learning strategies for diverse and special populations | | | |  | |  |  |  | | | |  |
| 2.11 | | Participates in activities that focus on new and emerging trends in education, marketing education, and business | | | |  | |  |  |  | | | |  |
| 2.12 | | Serves as a leader, team member, and mentor within school and/or marketing education profession | | | |  | |  |  |  | | | |  |
| **PROGRAM PLANNING** | | | | | | | | | | | | | | |
| **Standard 3**  The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district’s vision and mission. | | | | | | ***Check One*** | | | |  | | | |  |
| 3.1 | | Writes sound program rationale that includes statements of vision, mission, and principles that guide the development of the overall marketing education program (samples in 2005 Executive Summary of Marketing Standards) | | | |  | |  |  |  | | | |  |
| 3.2 | | Engages in effective strategic planning to develop a three-year plan that provides program direction and improvement; i.e., professional development, needs assessment, labor market trends, graduate follow-up studies, parents, employers, students, community representatives, etc. | | | |  | |  |  |  | | | |  |
| 3.3 | | Designs program that consistently reflects emerging trends and careers, research, topics/issues, and resources in the field | | | |  | |  |  |  | | | |  |
| 3.4 | | Utilizes program branding, target marketing, and other marketing tools to establish program identity within school and community | | | |  | |  |  |  | | | |  |
| **Standard 4**  The program utilizes *Wisconsin Model Academic Standards for Marketing Education* and incorporates the *Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts, and Social Studies*. | | | | | | ***Check One*** | | | |  | | | |  |
| 4.1 | | Aligns curriculum with the content standards found in *Wisconsin Model Academic Standards for Marketing Education (revised 06-07)* | | | |  | |  |  |  | | | |  |
| 4.2 | | Incorporates *Wisconsin Model Academic Standards for Mathematics, Science, English Language Arts and Social Studies* and other career and technical education areas of study into the marketing curriculum | | | |  | |  |  |  | | | |  |
| 4.3 | | Works with other academic staff to apply and integrate curriculum across disciplines. Provides proof that curriculum content positively impacts test scores in Wisconsin testing (examples found in 2005 Curriculum Guide) | | | |  | |  |  |  | | | |  |
| 4.4 | | Works with curriculum director to assess opportunities of marketing courses in meeting the requirements for district/state courses; i.e., consumer education, economics, etc. | | | |  | |  |  |  | | | |  |
| **Standard 5**  Coherent and sequential programming includes (a) fundamental marketing content followed by advanced marketing content, (b) standards- and work-based learning, and (c) DECA as the career and technical student organization. | | | | | | ***Check One*** | | | |  | | | |  |
| 5.1 | | Designs a program that includes courses based on a logical and coherent sequence of marketing content (from basic, to advanced, to specific)   * Introduces marketing content at the middle school, junior high school; i.e., Introduction to Marketing and Business or Careers in Marketing and Business, or assists other teachers in introducing marketing principles/careers * Delivers advanced marketing content in high school; i.e., Marketing I, Marketing Management, and Marketing Education Co-op/Internship or a series of semester courses is also an option with a full year of Marketing at the senior level * Delivers specific marketing content in high school; i.e., e-commerce, entrepreneurship, sports and special event marketing, executive leadership, etc. | | | |  | |  |  |  | | | |  |
| 5.2 | | Consults with elementary and middle school educators for integration of marketing related content and also provides opportunities for high school students to mentor younger students; i.e., school-based enterprises and career fairs | | | |  | |  |  |  | | | |  |
| 5.3 | | Offers opportunities to students for participation in DECA at the local, state, and national levels | | | |  | |  |  |  | | | |  |
| 5.4 | | Develops and utilizes (with chapter members) a program of work as a guide to successful chapter activities/operations | | | |  | |  |  |  | | | |  |
| 5.5 | | Works with alumni group that supports the marketing education/DECA program; i.e., mentoring, gaining school and community support, and special projects | | | |  | |  |  |  | | | |  |
| 5.6 | | Incorporates industry-based standards and trends in the curriculum | | | |  | |  |  |  | | | |  |
| 5.7 | | Offers cooperative education work-based experiences related to student career interests | | | |  | |  |  |  | | | |  |
| 5.8 | | Utilizes coordination time for activities supporting cooperative education; i.e., planning, placement, evaluation, work site visits, recruitment, etc. | | | |  | |  |  |  | | | |  |
| **Standard 6**  The program is served by an advisory committee that includes community members with experiences related to marketing education. | | | | | | ***Check One*** | | | |  | | | |  |
| 6.1 | | | Forms an advisory committee consisting of members knowledgeable of the marketing education program; i.e., parents, alumni, business people, community partners, guidance counselor, and school administration | | |  | |  |  |  | | | |  |
| 6.2 | | | Operates an active advisory committee that meets a minimum of twice a year to make recommendations for a quality marketing education program; i.e., scholarship support, course and curriculum revision, work-based learning improvement, financial and other resource support, DECA activity review and support, alumni involvement, and industry trends | | |  | |  |  |  | | | |  |
| 6.3 | | | Utilizes advisory committee recommendations for program improvement | | |  | |  |  |  | | | |  |
| **CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT** | | | | | | | | | | | | | | |
| **Standard 7**  The curriculum utilizes the *Wisconsin Curriculum Standards for Marketing Education,* Entrepreneurship Standards*,* as well as current business and industry trends, industry standards, and recognized educational practices. | | | | | | ***Check One*** | | | |  | | | |  |
| 7.1 | | | Reviews and utilizes the Curriculum Planning Levels when developing sequence of course curriculum—Prerequisite (PQ) for middle school, Career Sustaining (CS) for senior high introductory courses and the Specialists (SP), Supervisor (SU) and Manager (MN) for advanced courses | | |  | |  |  |  | | | |  |
| 7.2 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in selling | | |  | |  |  |  | | | |  |
| 7.3 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in distribution | | |  | |  |  |  | | | |  |
| 7.4 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in marketing information management | | |  | |  |  |  | | | |  |
| 7.5 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in pricing | | |  | |  |  |  | | | |  |
| 7.6 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in promotion | | |  | |  |  |  | | | |  |
| 7.7 | | | Develops curriculum utilizing marketing core standards at the Specialist (SP) curriculum planning level in product service management | | |  | |  |  |  | | | |  |
| 7.8 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Communications | | |  | |  |  |  | | | |  |
| 7.9 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Economics | | |  | |  |  |  | | | |  |
| 7.10 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Emotional Intelligence | | |  | |  |  |  | | | |  |
| 7.11 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Financial Analysis | | |  | |  |  |  | | | |  |
| 7.12 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Human Resource Management | | |  | |  |  |  | | | |  |
| 7.13 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Information Management | | |  | |  |  |  | | | |  |
| 7.14 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Operations | | |  | |  |  |  | | | |  |
| 7.15 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Professional Development | | |  | |  |  |  | | | |  |
| 7.16 | | | Develops curriculum utilizing Business Administration core standards at the Career Sustaining (CS) and Specialists (SP) levels in Strategic Management | | |  | |  |  |  | | | |  |
| 7.17 | | | Annually reviews and incorporates new and emerging trends and industry standards into the curriculum | | |  | |  |  |  | | | |  |
| 7.18 | | | Develops plan that will continually update the inclusion of business and industry “cutting edge” materials and information into the curriculum | | |  | |  |  |  | | | |  |
| 7.19 | | | Incorporates Marketing Career Pathways into curriculum content; i.e. Buying and Merchandising, Distribution and Logistics, E-Marketing, Management and Entrepreneurship, Marketing Information Management/Marketing Research, Marketing Communications and Promotion, and Professional Sales | | |  | |  |  |  | | | |  |
| 7.20 | | | Incorporates new best practices and educational research into curriculum | | |  | |  |  |  | | | |  |
| **Standard 8**  The curriculum applies the academic standards to support academic achievement and career development. | | | | | | ***Check One*** | | | |  | | | |  |
| 8.1 | | | Provides a coherent sequence of courses within marketing program leading to a “capstone” experience | | |  | |  |  |  | | | |  |
| 8.2 | | | Teaches a coherent sequence of units within each course in the marketing program tied to National Core Standards in Marketing and Core Standards in Business Administration | | |  | |  |  |  | | | |  |
| 8.3 | | | Guides marketing content by local, state, and national standards | | |  | |  |  |  | | | |  |
| 8.4 | | | Supports media technology through the use of appropriate technologies used within marketing contexts (presentation software, graphics media, database, spreadsheet, and web) | | |  | |  |  |  | | | |  |
| 8.5 | | | Meets academic standards (math, social studies, English, science) through curricula taught in marketing education | | |  | |  |  |  | | | |  |
| 8.6 | | | Plans and designs curricula around the *Wisconsin Academic Standards* | | |  | |  |  |  | | | |  |
| 8.7 | | | Utilizes DECA and School Based Enterprise as experiential components that support the marketing curriculum | | |  | |  |  |  | | | |  |
| 8.8 | | | Utilizes business and community partners in program delivery (mentoring, guest speakers, field trips, etc.) | | |  | |  |  |  | | | |  |
| 8.9 | | | Incorporates career exploration and development in work-based learning (co-op, internship, mentoring and job shadowing) | | |  | |  |  |  | | | |  |
| **Standard 9**  The career and technical student organization, DECA, is co-curricular and a valued, integral component of the program. Active DECA alumni support local program. | | | | | | ***Check One*** | | | |  | | | |  |
| 9.1 | | | Utilizes DECA within the classroom to enhance curriculum delivery | | |  | |  |  |  | | | |  |
| 9.2 | | | Utilizes active local alumni group that supports teacher and students in a variety of activities within the school and throughout the community | | |  | |  |  |  | | | |  |
| 9.3 | | | Incorporates leadership development, community service, career understanding, and social intelligence activities in annually developed program of work | | |  | |  |  |  | | | |  |
| 9.4 | | | Provides membership to all students enrolled in marketing and marketing related courses | | |  | |  |  |  | | | |  |
| 9.5 | | | Explores opportunities for students not enrolled in marketing courses to gain experience in marketing management and entrepreneurship careers through DECA participation | | |  | |  |  |  | | | |  |
| 9.6 | | | Provides students the opportunity to participate in state and national activities; i.e., leadership labs, Chapter Officer Workshop, district/state/International Career Development Conferences, etc. | | |  | |  |  |  | | | |  |
| **Standard 10**  Career guidance and counseling is offered as a part of the curriculum, emphasizing career and educational options. | | | | | | ***Check One*** | | | |  | | | |  |
| 10.1 | | | Proactively collaborates with school counselors | | |  | |  |  |  | | | |  |
| 10.2 | | | Provides up-to-date career information and opportunities to guidance personnel who are aware of career options within the marketing curriculum | | |  | |  |  |  | | | |  |
| 10.3 | | | Makes readily available career and technical education resources, and specifically marketing related resources, to all students | | |  | |  |  |  | | | |  |
| 10.4 | | | Provides a career research center (career inventories, planning tools, research tools, etc.) that contains marketing related resources | | |  | |  |  |  | | | |  |
| 10.5 | | | Focuses recruitment efforts on the needs, interests, and career objectives of the students in response to the needs of the business community | | |  | |  |  |  | | | |  |
| 10.6 | | | Includes career plans developed by all marketing education students | | |  | |  |  |  | | | |  |
| 10.7 | | | Provides career guidance to students in a variety of ways and settings | | |  | |  |  |  | | | |  |
| 10.8 | | | Provides a rich environment for career exploration and enrichment in the marketing classroom | | |  | |  |  |  | | | |  |
| **Standard 11**  Learning experience(s) is structured for active, performance-based learning to address individual differences in learning needs and talents of students. | | | | | | ***Check One*** | | | |  | | | |  |
| 11.1 | | | Utilizes methods and strategies that are differentiated to engage diverse learning styles and abilities | | |  | |  |  |  | | | |  |
| 11.2 | | | Uses performance-based projects to support major marketing concepts | | |  | |  |  |  | | | |  |
| 11.3 | | | Emerges the student talent through DECA and School-Based Enterprise projects and activities | | |  | |  |  |  | | | |  |
| 11.4 | | | Refines student skills through cooperative on-the-job experiences and work-based learning | | |  | |  |  |  | | | |  |
| 11.5 | | | Designs learning experiences that emphasize self-directed and cooperative learning, higher order thinking, and motivation to learn | | |  | |  |  |  | | | |  |
| 11.6 | | | Provides a challenging, supportive, and safe classroom environment | | |  | |  |  |  | | | |  |
| 11.7 | | | Upholds high expectations for learning | | |  | |  |  |  | | | |  |
| 11.8 | | | Creates learning environments where relationships are characterized by respect, caring, and appreciation of each individual’s unique learning needs and talents | | |  | |  |  |  | | | |  |
| **Standard 12**  Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability. | | | | | | ***Check One*** | | | |  | | | |  |
| 12.1 | Utilizes assessments that reflect the national standards | | | | |  | |  |  |  | | | |  |
| 12.2 | Identifies performance measures and standards for every marketing course offered in the program | | | | |  | |  |  |  | | | |  |
| 12.3 | Utilizes a range of tools to assess student progress (selected response, constructed response, performance assessment, peer evaluations, and observation) | | | | |  | |  |  |  | | | |  |
| 12.4 | Provides authentic assessments to help students integrate learning and performance across subject areas | | | | |  | |  |  |  | | | |  |
| 12.5 | Reports student progress on a regular basis | | | | |  | |  |  |  | | | |  |
| 12.6 | Provides constructive and informative feedback to facilitate student learning and development | | | | |  | |  |  |  | | | |  |
| 12.7 | Provides opportunities for student self-appraisal and self-regulated learning | | | | |  | |  |  |  | | | |  |
| **Standard 13**  The instructional program is aligned at the secondary level with post-secondary institutions. | | | | | | ***Check One*** | | | |  | | | |  |
| 13.1 | Implements articulation agreements with post-secondary institutions to promote a seamless education | | | | |  | |  |  |  | | | |  |
| 13.2 | Renews articulation agreements on an annual basis | | | | |  | |  |  |  | | | |  |
| 13.3 | Incorporates marketing career clusters and pathways in the program design | | | | |  | |  |  |  | | | |  |
| 13.4 | Utilizes networking structures with post-secondary institutions that facilitate opportunities to exchange ideas and plan curriculum | | | | |  | |  |  |  | | | |  |
| **STANDARDS- AND WORK-BASED LEARNING** | | | | | | | | | | | | | | |
| **Standard 14**  The program offers an industry-certified, work-based learning component for students; i.e., certified cooperative education skill standards, employability skills standards, or other related national skills standards, etc. | | | | | | ***Check One*** | | | |  | | | |  |
| 14.1 | Participates in the Wisconsin standards- and work-based learning credential program | | | | |  | |  |  |  | | | |  |
| 14.2 | Provides students an importunity to earn seven state level skill standard credentials in marketing | | | | |  | |  |  |  | | | |  |
| 14.3 | Utilizes training stations that are aligned with marketing education outcomes | | | | |  | |  |  |  | | | |  |
| 14.4 | Supports the occupational preparation in a coordinated school- and work-based curriculum | | | | |  | |  |  |  | | | |  |
| 14.5 | Utilizes a formalized training agreement between the school and training site for each student | | | | |  | |  |  |  | | | |  |
| 14.6 | Utilizes student skills standards portfolios to structure and document the work-based experience | | | | |  | |  |  |  | | | |  |
| 14.7 | Provides quarterly on-site coordination | | | | |  | |  |  |  | | | |  |
| 14.8 | Reviews quarterly performance assessments by the training sponsor to facilitate quality learning experience | | | | |  | |  |  |  | | | |  |
| 14.9 | Garners support from school counselors, parents, and school administration for a quality work-based learning program. | | | | |  | |  |  |  | | | |  |
| **PROGRAM EVALUATION** | | | | | | | | | | | | | | |
| **Standard 15**  Program assessment(s) is used to measure the program against current standards conducted on an ongoing basis and recommendations used for continual improvement. | | | | | | ***Check One*** | | | |  | | | |  |
| 15.1 | Uses graduate follow-up studies for continuous improvement | | | | |  | |  |  |  | | | |  |
| 15.2 | Reviews annually and revises the curriculum as necessary to reflect change and anticipate business and industry trends | | | | |  | |  |  |  | | | |  |
| 15.3 | Includes assessment with input from students, parents, teachers, community, administrators, guidance counselors, employers, and a representative from the program-specific advisory committee, etc. | | | | |  | |  |  |  | | | |  |
| 15.4 | Revises the program’s three year strategic plan based on program evaluation | | | | |  | |  |  |  | | | |  |
| 15.5 | Communicates program evaluation results to stakeholders in order to provide program credibility and value | | | | |  | |  |  |  | | | |  |
| **Standard 16**  Educational equity is a basic program component. | | | | | | ***Check One*** | | | |  | | | |  |
| 16.1 | Reflects program’s enrollment that is representative of school’s demographics | | | | |  | |  |  |  | | | |  |
| 16.2 | Utilizes teaching and learning resources that exemplify diverse populations | | | | |  | |  |  |  | | | |  |
| 16.3 | Provides all students, including non-traditional and special needs students, equal access to opportunities for achieving standards | | | | |  | |  |  |  | | | |  |
| 16.4 | Promotes elimination of bias, stereotyping and harassment | | | | |  | |  |  |  | | | |  |
| 16.5 | Creates environment to encourage diversity, inclusiveness, fairness and development of cultural competencies | | | | |  | |  |  |  | | | |  |
| 16.6 | Demonstrates respect for all persons | | | | |  | |  |  |  | | | |  |
| **QUALITY SCHOOL(S)** | | | | | | | | | | | | | | |
| **Standard 17**  The educator(s) is collectively involved in activities that enhance the school environment and student achievement. | | | | | | ***Check One*** | | | |  | | | |  |
| 17.1 | Engages in site governance | | | | |  | |  |  |  | | | |  |
| 17.2 | Engages in school-site/district improvement initiatives | | | | |  | |  |  |  | | | |  |
| 17.3 | Utilizes reform efforts that reflect student learning | | | | |  | |  |  |  | | | |  |
| 17.4 | Enhances educator and student learning by remaining active in professional organizations (WMEA, ACTE, Chamber of Commerce, etc.) | | | | |  | |  |  |  | | | |  |
| 17.5 | Attends discipline-specific professional development conferences (Marketing Education Summer Institute, Marketing Education Conclave, etc.) | | | | |  | |  |  |  | | | |  |
| **Standard 18**  The educator(s) is proactive, working with district and school leadership to advance career and technical education and marketing education. | | | | | | ***Check One*** | | | |  | | | |  |
| 18.1 | Engages in strategic initiatives and activities that advance career and technical education | | | | |  | |  |  |  | | | |  |
| 18.2 | Educates school leadership and guidance personnel on program mission, goals, curriculum, and marketing related careers | | | | |  | |  |  |  | | | |  |
| 18.3 | Facilitates an open house (or other possible venues) to provide program information to district and school leadership | | | | |  | |  |  |  | | | |  |
| 18.4 | Communicates successes through school district and community news releases and at school board meetings | | | | |  | |  |  |  | | | |  |
| 18.5 | Utilizes program advisory committee for advocacy and public relations activities/events | | | | |  | |  |  |  | | | |  |
| **RESOURCES** | | | | | | | | | | | | | | |
| **Standard 19**  A modern curriculum is supported by the facilities, materials, equipment, technology, and operating budget. | | | | | | ***Check One*** | | | |  | | |  | |
| 19.1 | Emulates the current trends in business and industry through communications and information technology | | | | |  | |  |  |  | | | |  |
| 19.2 | Ensures marketing students have adequate access to software supporting the marketing curriculum | | | | |  | |  |  |  | | | |  |
| 19.3 | Ensures marketing students have adequate access to hardware supporting the marketing curriculum | | | | |  | |  |  |  | | | |  |
| 19.4 | Facilitates learning in the information age through instructional technology | | | | |  | |  |  |  | | | |  |
| 19.5 | Allows for reconfiguration of classroom space based on instructional need | | | | |  | |  |  |  | | | |  |
| 19.6 | Uses separate office space to conduct parent, student, and employer meetings | | | | |  | |  |  |  | | | |  |
| 19.7 | Ensures the marketing program is provided with an adequate operating budget that supports maintenance and upgrades | | | | |  | |  |  |  | | | |  |
| **Standard 20**  The lab is an educational component used to reinforce classroom instruction; i.e., school store or other school-based enterprise. | | | | | | ***Check One*** | | | |  | | | |  |
| 20.1 | Closely ties school-based enterprise outcomes to the marketing curriculum | | | | |  | |  |  |  | | | |  |
| 20.2 | Uses school-based enterprise as an experiential environment to apply marketing concepts | | | | |  | |  |  |  | | | |  |
| 20.3 | Garners administrative support for the school-based enterprise | | | | |  | |  |  |  | | | |  |
| 20.4 | Implements school-based enterprises with appropriate technology (POS, etc.) | | | | |  | |  |  |  | | | |  |
| 20.5 | Utilizes sound business practices and standards in the school-based enterprise as described in the School-Based Enterprise credential program | | | | |  | |  |  |  | | | |  |
| 20.6 | Achieves national credential in School-Based Enterprise Program | | | | |  | |  |  |  | | | |  |
| **Standard 21**  Wisconsin’s affiliated curriculum consortium (Marketing Education Resource Center) is utilized as an important source of marketing related resources. Teacher(s) participates in sponsored programs and activities. | | | | | | ***Check One*** | | | |  | | | |  |
| 21.1 | Ascribes to organizing marketing education through the MarkEd curriculum framework | | | | |  | |  |  |  | | | |  |
| 21.2 | Utilizes MarkEd as a common resource to enhance curriculum | | | | |  | |  |  |  | | | |  |
| 21.3 | Utilizes LAPs to support curriculum | | | | |  | |  |  |  | | | |  |
| 21.4 | Utilizes mark-ed.org as a resource to improve program offerings | | | | |  | |  |  |  | | | |  |
| 21.5 | Utilizes Subscription Service, AlwaysNEW, presentation software, ProTech Career Planner, and other tools and materials to strengthen instruction | | | | |  | |  |  |  | | | |  |
| **PARENT AND COMMUNITY INVOLVEMENT** | | | | | | | | | | | | | | |
| **Standard 22**  The educator(s) actively involves parents, community leaders, alumni, and business people in continual program improvement. | | | | | | | ***Check One*** | | |  | | | |  |
| 22.1 | Ensures representation of parents, community leaders, alumni, and business people through the program-specific advisory board | | | | | |  |  |  |  | | | |  |
| 22.2 | Utilizes public relations efforts to reach out to and involve program stakeholders | | | | | |  |  |  |  | | | |  |
| 22.3 | Actively involves marketing alumni in school and community activities that highlight the value of marketing education | | | | | |  |  |  |  | | | |  |
| 22.4 | Utilizes community partnerships as resources in program improvement | | | | | |  |  |  |  | | | |  |
| 22.5 | Utilizes strategies for generating, maintaining, and strengthening family and community involvement | | | | | |  |  |  |  | | | |  |
| **Standard 23**  The educator(s) markets with parents, students, administration, guidance personnel, faculty, and prospective employers the educational and economic benefits of the program. | | | | | | | ***Check One*** | | |  | | | |  |
| 23.1 | Implements a marketing plan for the marketing program | | | | | |  |  |  |  | | | |  |
| 23.2 | Uses promotional materials with various target markets | | | | | |  |  |  |  | | | |  |
| 23.3 | Utilizes a web presence in the marketing program | | | | | |  |  |  |  | | | |  |
| 23.4 | Implements a recruitment plan using consistent theme | | | | | |  |  |  |  | | | |  |
| 23.5 | Develops positive branding techniques in the marketing program | | | | | |  |  |  |  | | | |  |
| 23.6 | Sponsors DECA chapter activities that involve and benefit the school and entire community | | | | | |  |  |  |  | | | |  |
| **LEGAL REQUIREMENTS** | | | | | | | | | | | | | | |
| **Standard 24**  Program operation complies with all state and federal laws and regulations. | | | | | | | ***Check One*** | | |  | | | |  |
| 24.1 | Adheres to DPI, district, and school policy and procedures | | | | | |  |  |  |  | | | |  |
| 24.2 | Shows proper documentation that marketing education co-op complies with state and federal labor laws and industry regulations for students in work-based learning experiences | | | | | |  |  |  |  | | | |  |
| 24.3 | Provides a safe and supportive learning environment for all students | | | | | |  |  |  |  | | | |  |
| 24.4 | Regularly reviews policies and practices that govern student conduct in the classroom and CTSO events | | | | | |  |  |  |  | | | |  |
| 24.5 | Understands and utilizes Carl Perkins Act funding to improve program | | | | | |  |  |  |  | | | |  |