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**NEW YORK STATE TEACHER  
CERTIFICATION EXAMINATIONS™**

**FIELD 168: BUSINESS AND MARKETING  
TEST DESIGN AND FRAMEWORK**

**DRAFT**

**February 2020**

**Authorized for Distribution by the New York State Education Department**

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## **NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

### **FIELD 168: BUSINESS AND MARKETING** **TEST DESIGN**

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

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<b>Competency</b>	<b>Selected-Response</b>		<b>Constructed-Response</b>	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Business Management, Entrepreneurship, and Ownership	11	10%	--	--
0002 Business Law, Ethics, and Social Responsibility	11	10%	--	--
0003 Financial Management, Accounting, and Business and Marketing Mathematics	11	10%	--	--
0004 Communication and Information Technology	12	10%	--	--
0005 E-Commerce and International Business	11	10%	--	--
0006 Economics and Personal Finance	11	10%	--	--
0007 Marketing	11	10%	--	--
0008 Career Development	12	10%	--	--
0009 Pedagogical Content Knowledge	--	--	1	20%
<b>Total</b>	<b>90</b>	<b>80%</b>	<b>1</b>	<b>20%</b>

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**TEST FRAMEWORK**

Business Management, Entrepreneurship, and Ownership  
Business Law, Ethics, and Social Responsibility  
Financial Management, Accounting, and Business and Marketing Mathematics  
Communication and Information Technology  
E-Commerce and International Business  
Economics and Personal Finance  
Marketing  
Career Development  
Pedagogical Content Knowledge

The New York State business and marketing teacher has the knowledge and skills necessary to teach effectively in New York State public schools. A business and marketing teacher has a deep understanding of concepts, principles, methods, and skills related to business, marketing, and associated careers. The teacher has a strong foundation in principles and concepts of entrepreneurship and business management, including business and personal financial management. The business and marketing teacher analyzes the effects of laws and regulations on business operations and communicates effectively. The teacher applies accounting principles and mathematical concepts to solve business problems. The business and marketing teacher uses technology effectively and teaches all aspects of technology and computer applications. The teacher understands the central role that marketing plays in business and applies economic and marketing concepts to business operations in domestic and international contexts.

**COMPETENCY 0001—BUSINESS MANAGEMENT, ENTREPRENEURSHIP, AND OWNERSHIP**

Performance Expectations

The New York State business and marketing teacher understands the importance of business management and applies management principles to organizational, operational, and human resources management. The teacher understands the leadership role of management in team building and maintaining employee motivation. The teacher recognizes the importance of entrepreneurship and the personal characteristics of entrepreneurs, understands how to start a business, and knows different types of business ownership.

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Performance Indicators

- a. identifies forms of business ownership, entrepreneurial opportunities, and strategies used by businesses (e.g., licensing, direct investment, joint ventures, franchising)
- b. identifies management functions (e.g., planning, organizing, leading)
- c. applies knowledge of business organizational structures (e.g., line and staff, systems, hierarchical)
- d. demonstrates an understanding of business operations for different types of businesses (e.g., manufacturing, services, retail)
- e. applies knowledge of human resources management (e.g., hiring, evaluating, and terminating employees), collective bargaining, and employee compensation and benefits
- f. analyzes management styles and factors that influence individual and group behavior, team building, and employee motivation and morale
- g. applies knowledge of entrepreneurship, personal characteristics of entrepreneurs, advantages and disadvantages of business ownership, and strategies for starting a business

**COMPETENCY 0002—BUSINESS LAW, ETHICS, AND SOCIAL RESPONSIBILITY**

Performance Expectations

The New York State business and marketing teacher understands the foundations of the U.S. legal system and how this system interacts with business and marketing. The teacher understands how particular laws, such as contract, consumer protection, environmental protection, employment, and agency laws, affect business and marketing. The teacher understands laws relating to intellectual property and recognizes the central roles of laws relating to advertising, sales, and competition in business. The teacher also recognizes the importance of ethics and social responsibility in business.

Performance Indicators

- a. applies knowledge of legal terminology and procedures and the legal system of the United States (e.g., civil vs. criminal law; court systems; roles of judges, prosecutors, juries, and attorneys)
- b. applies knowledge of contract law, the Uniform Commercial Code, agency law, and other laws regulating commerce
- c. identifies rights and responsibilities of individuals, businesses, and governments under the U.S. and New York constitutions
- d. interprets and applies consumer protection laws (e.g., product safety, liability, product labeling) and environmental protection laws
- e. demonstrates knowledge of employment law (e.g., antidiscrimination in hiring laws, Americans with Disabilities Act, affirmative action, OSHA, DASA)
- f. demonstrates knowledge of negotiable instruments, credit, and bankruptcy

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- g. interprets and applies property, patent, cyber and trademark laws, including copyright and other laws related to intellectual property
- h. applies knowledge of laws related to advertising, sales, and the regulation of competition
- i. recognizes the importance and roles of ethics and social responsibility in business

**COMPETENCY 0003—FINANCIAL MANAGEMENT, ACCOUNTING, AND BUSINESS AND MARKETING MATHEMATICS**

Performance Expectations

The New York State business and marketing teacher recognizes the importance of using sound financial practices in business. The teacher understands the accounting cycle; understands characteristics of computerized accounting systems; and knows how to use standard accounting practices and financial reports to record transactions, manage payroll, pay taxes, and analyze the state of a business. The teacher understands laws and regulations related to finance and how to ensure compliance. The teacher employs computational skills to solve business and marketing problems and uses charts, tables, and graphs to communicate financial information to stakeholders.

Performance Indicators

- a. interprets and applies basic terms and principles used in financial management (e.g., capital, liquidity, solvency, assets, liabilities, debt, equity, profitability, budgeting, functions of money, time value of money)
- b. identifies types and characteristics of financial institutions, government regulatory agencies, and laws and regulations related to banking and securities
- c. applies basic accounting principles (e.g., GAAP) and the accounting cycle
- d. applies knowledge of the production, interpretation, and analysis of financial statements and reports
- e. applies knowledge of managerial accounting (e.g., payroll, taxes), compliance with payroll and financial reporting laws, and risk management
- f. applies basic computational skills (e.g., percents, decimals, fractions); constructs, interprets, and analyzes charts, graphs, and tables; and applies algebra, statistics, and concepts of probability to solve problems in business contexts

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**COMPETENCY 0004—COMMUNICATION AND INFORMATION TECHNOLOGY**

Performance Expectations

The New York State business and marketing teacher knows that effective communication is one of the foundations of a successful business. The teacher understands the importance of proficiency in both oral and written communication and the application of interpersonal skills to enhance the effectiveness of communication. The teacher demonstrates a strong awareness of and appreciation for diversity and understands the importance of cross-cultural communication. The teacher is knowledgeable about communication technologies, including emerging technologies. In addition, the teacher demonstrates knowledge of techniques for delivering effective presentations to a variety of business audiences. The teacher recognizes the integral role of communication and information technology in business and society. The teacher has a broad understanding of computer hardware, peripherals, software, media, input, networking, and telecommunications systems and how to integrate this technology to increase efficiency and expand the capabilities of business and marketing systems. The teacher is proficient in the use of the Internet.

Performance Indicators

- a. applies knowledge of human relations, interpersonal skills, cultural diversity, and cross-cultural communication (e.g., tact, sincerity, honesty, manners, etiquette, sensitivity, courtesy)
- b. recognizes principles and methods for effective oral communication in the workplace, including active listening and the importance of nonverbal forms of communication
- c. applies standard practices for effective written communication, including using correct business writing format and terminology
- d. applies strategies and skills for planning, preparing, and delivering effective presentations in a variety of business contexts
- e. identifies characteristics of hardware and peripherals, operating systems, and utilities while demonstrating knowledge of input and output systems
- f. applies knowledge of software applications and operations, including the use of word processing, spreadsheet, multimedia, database management, presentation, and desktop publishing software
- g. applies procedures for accessing and navigating the Internet and communicating, retrieving, synthesizing, and evaluating information
- h. applies knowledge of strategies and procedures for developing and using technologies that allow for the creation and exchange of user-generated content (e.g., blogs, social networks)

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**COMPETENCY 0005—E-COMMERCE AND INTERNATIONAL BUSINESS**

Performance Expectations

The New York State business and marketing teacher understands e-commerce and social media marketing techniques and legal and ethical issues that affect Internet marketing. The teacher is familiar with principles of Web design and strategies for developing an e-commerce business. The teacher understands the dangers and risks associated with using the Internet and promotes security and privacy in e-commerce. The teacher recognizes the importance of trade to the global economy and factors, including protectionism, international agreements, currency exchange, competition, and comparative advantage, that affect trade. The teacher understands factors that affect the global business environment and strategies used by businesses to expand their operations into other countries.

Performance Indicators

- a. assesses the effect of e-commerce in a global society as well as the legal and ethical issues associated with its use
- b. applies knowledge of Web design and of strategies and procedures for creating online businesses
- c. applies knowledge of techniques and strategies used in e-commerce, including the use of social media and other emerging technologies
- d. demonstrates knowledge of strategies for maintaining security, ensuring privacy, and managing risk when using information technology and the Internet
- e. demonstrates knowledge of the roles of trade, protectionism, currency exchange, and other factors that affect global trade and the roles of trade agreements and international institutions in regulating trade
- f. analyzes economic factors (e.g., absolute and comparative advantage, opportunity costs, competition, resource availability) that affect international marketing and trade
- g. demonstrates knowledge of the global business environment, including social, cultural, political, legal, linguistic, and ethical factors that affect trade



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**COMPETENCY 0006—ECONOMICS AND PERSONAL FINANCE**

Performance Expectations

The New York State business and marketing teacher applies economic concepts to analyze how domestic and global businesses and markets operate. The teacher recognizes a variety of competitive structures and economic systems and is especially knowledgeable of factors that affect the operation of markets. The teacher understands factors that affect economic growth on regional, national, and global levels. The teacher recognizes how the business cycle is related to growth, recession, and inflation and how economic indicators can be used to interpret the state of the economy. The teacher applies knowledge of economic and financial principles to personal financial management, including budgeting, investing, using credit, selecting insurance, paying taxes, and using decision-making skills when purchasing goods and services.

Performance Indicators

- a. applies economic principles, concepts, and terminology (e.g., scarcity, choice, opportunity costs, supply and demand, circular flow model) that are fundamental to business operations
- b. analyzes economic systems (e.g., command, traditional, market), types and characteristics of markets and market structures (e.g., monopoly, oligopoly), and factors (e.g., price and nonprice competition, supply and demand, consumer choice) that affect the operation of market economies
- c. demonstrates knowledge of factors that affect productivity (e.g., specialization, diminishing returns, innovation)
- d. analyzes factors that influence economic growth and fluctuations in the U.S. and global economies; the relationship of the business cycle to growth, recession, and inflation; and the use of economic indicators to assess the state of the economy
- e. demonstrates knowledge of the roles of government in the economy; how government tax, regulatory spending, and monetary and fiscal policies affect the U.S. economy; and how government agencies (e.g., the Federal Reserve) and other institutions respond to changing economic conditions
- f. demonstrates the ability to apply financial decision-making processes (e.g., assessing income and compensation packages, managing personal finances, budgeting, calculating taxes, completing tax forms)
- g. applies knowledge of saving and investing and analyzes the characteristics, advantages, and disadvantages of various investment and retirement options
- h. demonstrates knowledge of various types of financial institutions and the services that they offer; and factors that affect the choice, cost, use, and management strategies for credit and debt
- i. demonstrates knowledge of strategies for assessing and selecting insurance for individuals and families
- j. demonstrates the ability to apply decision-making skills when purchasing goods and services and protecting and controlling personal information

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**COMPETENCY 0007—MARKETING**

Performance Expectations

The New York State business and marketing teacher understands the central role that marketing plays in determining the success of a business. The teacher understands the importance of market research in determining the correct marketing mix for a business's products and services. The teacher understands legal and ethical issues that affect marketing. The teacher has a deep understanding of consumer motivation and behavior and how they affect the marketing process.

Performance Indicators

- a. demonstrates knowledge of the roles and functions of marketing (e.g., sports, entertainment, hospitality, fashion) in facilitating economic exchanges
- b. analyzes the marketing mix (product/service development, price, place, promotion)
- c. demonstrates knowledge of strategies used in the marketing process (e.g., advertising, public relations, promotion)
- d. demonstrates knowledge of a SWOT analysis
- e. applies knowledge of the techniques of market research and marketing information management, the selection of target markets, and the development of marketing plans
- f. demonstrates knowledge of legal and ethical issues in marketing and the effects of cultural diversity in marketing
- g. demonstrates knowledge of the selling process, consumer behavior and motivation, demographics, and customer relations

**COMPETENCY 0008—CAREER DEVELOPMENT**

Performance Expectations

The New York State business and marketing teacher has a strong knowledge of careers in business and marketing and uses this knowledge to help students in their choice of careers. The teacher recognizes the importance of self-knowledge in the choice of a career and knows how to find and apply information about careers that match a student's skills, abilities, goals, and expectations. The teacher understands standards that all students must meet for college and career readiness. The teacher helps students recognize workplace expectations and develop workplace skills, develop career plans, and engage in effective job search and other school-to-career transition strategies. The teacher understands the importance of lifelong learning to career success.

Performance Indicators

- a. applies knowledge of methods for assessing skills, abilities, aptitudes, interests, and personal strengths and weaknesses as they relate to career exploration and development as well as job selection

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- b. demonstrates knowledge of college and career readiness expectations and standards and their connection to continuing education (e.g., college, military, professional programs)
- c. develops a career plan that analyzes the education, experience, skills, and other requirements needed for current and emerging careers
- d. demonstrates knowledge of expectations in the workplace (e.g., work ethic, relationships, communication skills)
- e. applies knowledge of career strategies that include a comprehensive set of short- and long-term goals
- f. applies knowledge for developing and executing school-to-career transitions (e.g., job search strategies, job-related documents, interviewing skills)
- g. applies knowledge of strategies for lifelong learning to promote career success

**COMPETENCY 0009—PEDAGOGICAL CONTENT KNOWLEDGE**

Performance Expectations

The New York State business and marketing teacher effectively applies pedagogical content knowledge across multiple content domains to design instruction to ensure all students achieve a specific learning goal. The business and marketing teacher applies knowledge of how students learn to develop effective instructional strategies that will facilitate development of students' skills and their achievement of learning goals. The teacher understands methods of effective assessment of student learning and how to apply assessment results to inform future instructional strategies and methods.

Performance Indicators

- a. identifies a developmentally appropriate learning goal related to a specified business education topic as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including the learning goal in an instructional unit devoted to the specified business education topic
- c. applies knowledge of methods for assessing student readiness for learning the concepts and skills associated with the learning goal
- d. describes in detail an appropriate and effective instructional strategy or activity designed to promote students' achievement of the learning goal, including the use of appropriate business education and media resources
- e. provides a clear and logical explanation of how the strategy or activity supports the learning goal and fosters students' knowledge and skills related to the learning goal
- f. applies knowledge of effective assessment and data analysis to inform future instructional strategies and methods