
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 069: BUSINESS AND MARKETING TEST DESIGN AND FRAMEWORK

September 2014

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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**FIELD 069: 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 constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

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

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Competency	Selected-Response		Constructed-Response	
	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 Business and Marketing Information Technology	12	10%	--	--
0005 Business and Marketing Communication	11	10%	--	--
0006 Economics and Personal Finance	11	10%	--	--
0007 Marketing and International Business	11	10%	--	--
0008 Business and Marketing Career and Professional Development	12	10%	--	--
0009 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

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Business Management, Entrepreneurship, and Ownership
Business Law, Ethics, and Social Responsibility
Financial Management, Accounting, and Business and Marketing Mathematics
Business and Marketing Information Technology
Business and Marketing Communication
Economics and Personal Finance
Marketing and International Business
Business and Marketing Career and Professional 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 small business, and knows different types of business ownership.

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Performance Indicators

- a. identifies management functions (e.g., planning, organizing, leading) and major theories of management
- b. applies knowledge of business organizational structures (e.g., line and staff, matrix) and forms of business ownership (e.g., sole proprietorship, partnership, corporation)
- c. demonstrates an understanding of business operations
- d. applies knowledge of human resources management (e.g., hiring, evaluating, and terminating employees), collective bargaining, and employee compensation and benefits
- e. analyzes factors that influence individual and group behavior, team building, and employee motivation and morale
- f. applies knowledge of entrepreneurship, personal characteristics of entrepreneurs, advantages and disadvantages of business ownership, and strategies for starting a new 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, tax, and agency laws, affect business and marketing. The teacher understands laws relating to intellectual property and recognizes the central roles that laws relating to advertising, sales, and competition play in domestic and global economies. 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), environmental protection laws, and laws pertaining to energy regulation
- e. demonstrates knowledge of employment law (e.g., antidiscrimination in hiring laws, Americans with Disabilities Act)
- f. demonstrates knowledge of negotiable instruments, commercial paper, credit, bankruptcy, and tax laws

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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 and personal decision making

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 process (e.g., steps in 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 relevant tax codes, payroll and financial reporting laws, and risk management (e.g., insurance)
- f. demonstrates knowledge of the use of industry-standard accounting software
- g. 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—BUSINESS AND MARKETING INFORMATION TECHNOLOGY

Performance Expectations

The New York State business and marketing teacher recognizes the integral role of information technology in business and society. The teacher has a broad understanding of computer hardware, peripherals, software, 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 has a deep understanding of software applications and their appropriate and inappropriate use in a school setting. The teacher is proficient in the use of the Internet and is familiar with principles of Web design and strategies for developing an e-commerce business. The teacher understands dangers and risks associated with using the Internet and takes countermeasures to ensure security and privacy. The teacher knows how to select and acquire technological resources and train students in their use.

Performance Indicators

- a. assesses the effect of information technology in a global society and legal and ethical issues associated with the use of information technology
- b. identifies characteristics of hardware and peripherals, operating systems, and utilities
- c. demonstrates knowledge of input systems, including keyboarding, scanning, and speech recognition
- d. applies knowledge of software applications and operations, including the use of word processing, spreadsheet, multimedia, database management, presentation, and desktop publishing software
- e. demonstrates knowledge of telecommunications and networking infrastructures
- f. applies procedures for accessing and navigating the Internet and communicating, retrieving, synthesizing, and evaluating information using the Internet
- g. applies knowledge of Web design and strategies and procedures for developing and using technologies that allow for the creation and exchange of user-generated content (e.g., blogs, social networks)
- h. applies knowledge of strategies for developing an e-commerce business and for pricing, promoting, and selling products and services on the Internet
- i. demonstrates knowledge of strategies for maintaining security, ensuring privacy, and managing risk when using information technology and the Internet
- j. applies knowledge of strategies for planning the selection and acquisition of hardware and software, and providing technical support

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COMPETENCY 0005—BUSINESS AND MARKETING COMMUNICATION

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 communication effectiveness. The teacher demonstrates a strong awareness and appreciation of 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.

Performance Indicators

- a. applies knowledge of human relations and interpersonal skills (e.g., tact, sincerity, honesty, manners, etiquette, sensitivity, courtesy) in communicating with others
- 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, using correct business writing format and terminology
- d. applies knowledge of communications technologies (e.g., characteristics, applications, operation), including emerging technologies, and their use in business contexts
- e. demonstrates knowledge of cultural diversity and the techniques of cross-cultural communication
- f. applies strategies and skills for planning, preparing, and delivering effective presentations in a variety of business contexts
- g. recognizes ways to foster positive ongoing relationships with all stakeholders

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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, managing risk, paying taxes, and making rational decisions 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 rational processes to financial decision making, assessing income and compensation packages, managing personal finances, budgeting, calculating taxes, and 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. applies strategies for assessing and managing risk, controlling personal information, and assessing and selecting insurance coverage for individuals, families, and various income levels
- j. demonstrates the ability to apply rational decision-making skills when purchasing goods and services

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COMPETENCY 0007—MARKETING AND INTERNATIONAL BUSINESS

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 e-commerce and social media marketing techniques and legal and ethical issues that affect both traditional and Internet marketing. The teacher has a deep understanding of consumer motivation and behavior and how they affect the selling process. 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. demonstrates knowledge of the roles and functions of marketing in facilitating economic exchanges with customers
- b. analyzes the marketing mix (product/service development, price, place, promotion), their interrelationships, and how these strategies are used in the marketing process
- c. applies knowledge of the techniques of market research and marketing information management, the selection of target markets, and the development of marketing plans
- d. demonstrates knowledge of legal and ethical issues in marketing and the effects of cultural diversity in marketing
- e. applies knowledge of marketing techniques and strategies used in e-commerce, including the use of social media and other emerging technologies
- f. demonstrates knowledge of the selling process, consumer behavior and motivation, demographics, and customer relations
- g. analyzes 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
- h. analyzes economic factors (e.g., absolute and comparative advantage, opportunity costs, competition, resource availability) that affect international marketing and trade
- i. demonstrates knowledge of the global business environment, including social, cultural, political, legal, linguistic, and ethical factors that affect trade
- j. identifies forms of business ownership, entrepreneurial opportunities, and strategies used by domestic businesses for entering and participating in international business (e.g., licensing, direct investment, joint ventures, franchising)

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**COMPETENCY 0008—BUSINESS AND MARKETING CAREER AND
PROFESSIONAL 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 professional development and lifelong learning to career success.

Performance Indicators

- a. applies knowledge of methods for assessing skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and development as well as job selection
- 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 database to analyze 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 goals and an individual career plan
- f. applies knowledge for developing and executing school-to-career transitions (e.g., effective job search strategies, job-related documents, successful interviews)
- g. applies knowledge of strategies for professional development and lifelong learning to ensure career success

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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