

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at [www.plnusoe.com](http://www.plnusoe.com).

## ***Business Education Competency Assessment***

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<b>1. Standards</b>	Teaches the state-adopted career technical education (CTE) model curriculum standards in business and applicable English Language Development Standards, while providing academic access to students at all levels of language proficiency.	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	Initial:      Date:
<b>2. Management</b>	Prepares students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts.	Little to no competency  <input type="checkbox"/>	Beginning competency  <input type="checkbox"/>	Average competency  <input type="checkbox"/>	Excellent competency  <input type="checkbox"/>	

						Initial:      Date:
<i>3. Problem Solving</i>	Enables students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>4. Marketing</i>	Prepares students to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>5. Technology for Business</i>	Teaches students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and the ethical use of information technology in business situations.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>6. Economic Principles</i>	Instructs students in basic economic principles applicable to microeconomic theories, macroeconomic theories, and domestic and international economics.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>7. Career Development</i>	Assists students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>8. Communication</i>	Assists students in the application of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>9. Reading</i>	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>10. Writing</i>	Teaches students to write argumentative and expository text in the content areas.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

						Initial:      Date:
<i>11. Technology in the Classroom</i>	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:
<i>12. Assessment</i>	Uses a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial:      Date:

							Initial: _____ Date: _____
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**This Teacher Candidate has completed all competencies for Business Education.**

University Supervisor or  Mentor teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_