

APPENDICES

APPENDIX A:

Analysis of the *National Standards for Business Education*

THE NATIONAL STANDARDS FOR BUSINESS EDUCATION

This section is an analysis of the *National Standards for Business Education (NSBE)* that was developed by the National Business Education Association in 1995. Unless otherwise noted, all information was derived from the document.

The *NSBE* project was the result of hundreds of business educators and business professionals. The curriculum, which had been developed in 1987, was becoming quickly outdated. Reform efforts across the nation prompted the NBEA to develop a set of national standards to define the curriculum competencies and performance expectations of business education for kindergarten through postsecondary students.

A Curriculum Administrative Committee was formed from all the geographic regions of NBEA. The committee included the presidents of NBEA and the National Association for Business Teacher Educators (NABTE) as well as representatives from state departments of education, colleges and universities, community colleges, and secondary schools. The committee developed the model and the timeline for the project and defined the twelve content areas.

Next, two teams developed initial drafts of the competencies for each content area. Also during this period, a proposal seeking funding for the project was presented to selected foundations and businesses. Organizations including South-Western Educational Publishing; Center for Entrepreneurial Leadership, Ewing Marion

Kauffman Foundation, WordPerfect Corporation; Glencoe/McGraw Hill; and EMC/Paradigm Publishing contributed to the project.

A writing task force was then named to review and rewrite the standards and performance expectations. Each of the twelve content areas had an individual writing team. Teams of business educators nationwide were selected from different constituencies including state departments of education, colleges and universities, technical colleges, community colleges, high schools, middle schools, and publishing houses. Other business educators reviewed the document after the writing task forces had completed their work.

During the process, each set of standards and performance expectations was examined to evaluate the following criteria (NBEA, 1995, p. 10):

1. What performance expectations were superfluous?
2. What performance expectations were omitted?
3. Were the performance expectations geared to the appropriate level?
4. Did the performance expectations demand appropriate rigor?

The document is organized into the twelve areas of content for the business education discipline with a description of each area. Following is an example of the business law area (NBEA, 1995, p. 10):

Business Law--development of skills in preparation for the advanced study of accounting or for the application of accounting principles to entrepreneurial ventures or small business ownership.

The *NSBE* is based on a developmental approach and uses the following levels (NBEA, 1995, p. 11):

- Level 1 Elementary (K-6)*
- Level 2 Middle School/Junior High (6-9)*
- Level 3 Secondary (9-12)*
- Level 4 Postsecondary--Community College or Technical College (13-14)

*Note: The division of grades may vary from one school system to another.

An example of an overall competency in business law with a performance expectation follows (NBEA, 1995, p. 22):

I. Basics of the Law:

Achievement Standard: Analyze the relationship between ethics and the law and describe the sources of the law, the structure of the court system, the different classifications of procedural law, and the different classifications of substantive law.

A. Ethics and the Law

Level 1 - Explain a person's responsibility to obey the law

Level 2 - Explain the relationship between law and ethics

Level 3 - Identify consequences of unethical and illegal conduct

Level 4 - Compare and contrast various ethical theories

The last content area in the *NSBE* is Interrelationships of Business Functions. Each of the twelve content areas contains numerous achievement standards with accompanying performance expectations.

Each achievement standard consists of content and purpose--or what students need to know and be able to do. The performance expectation delineates the students' ability to exhibit knowledge (what they know) and skills (what they can do) required to meet the achievement standard (NBEA, 1995, p. 11).

All levels, particularly Levels 1 and 2, are not included in all achievement standards. Some subject matter is included only at secondary level or higher.

The document is very flexible in that it can be used for interdisciplinary purposes. No specific courses are mentioned, and performance expectations can be integrated into several courses. Curriculum planners can use the document to custom tailor instruction for all levels of development.

Appendix B pictures the Curriculum Standards Model. In the inner core is the philosophy of continuous quality education. The core reflects the goal of a continuous evaluation of competencies which were selected to provide cutting edge information for the purpose of curriculum development.

All the subjects that comprise the business education curriculum are represented by the twelve areas. Those subjects are accounting, business law, career development, communications, computation, economics and personal finance,

entrepreneurship, information systems, international business, interrelationships of business functions, management, and marketing. Writers designed the competencies to require the comprehension of knowledge acquired in the courses, the development of appropriate workplace attitudes, and the application of skills and knowledge.

Five critical focus areas of communications, human relations, international business, quantitative, and technology encircle the subjects. These focus areas are interwoven throughout the competencies and are important in the students' comprehensive development.

The outer ring represents continuous assessment. NBEA encourages and endorses continuous assessment to improve the content of the business education discipline and to ensure the best education possible to America's students.

In summary, the standards were in response to a nationwide grass roots appeal in reform efforts for education. The document is a very flexible tool to be used by many facets of business education. However,

. . . the real success of this project can be guaranteed only if educators across the country are willing to implement the standards, to take risks and try new ideas, and to care about their students enough to be sure that what is being taught in America's business education classrooms provides the best education in the world (NBEA, 1995, p. 13).

APPENDIX B

Curriculum Standards Model

See separate file Model.pdf

APPENDIX C

Survey Instrument

BEGINNING SECONDARY BUSINESS TEACHER COMPETENCY SURVEY

1. _____ **Number of years** you have taught business education courses in a public high school system.

COVERAGE OF COURSE COMPETENCIES

2. Directions: **Below are listed competencies in eleven content areas. Indicate the importance of each competency for beginning high school business education teachers in Virginia by circling the appropriate code.**

1 = Not Important 2 = Less Than Average Importance 3 = Average Importance
4 = More Than Average Importance 5 = Essential Importance

1. ACCOUNTING

- | | |
|---|-------------------|
| a. Complete the various steps of the <i>accounting cycle</i> and explain the purpose of each step. | 1 2 3 4 5 |
| b. Determine the value of assets, liabilities, and owner's equity according to generally accepted accounting principles, explaining when and why they are used (<i>accounting process</i>). | 1 2 3 4 5 |
| c. Prepare, interpret, and analyze <i>financial statements</i> using manual and computerized systems for service, merchandising, and manufacturing businesses. | 1 2 3 4 5 |
| d. Apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems (<i>special applications</i>). | 1 2 3 4 5 |
| e. Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present value concepts to make decisions (<i>interpretation and use of data</i>). | 1 2 3 4 5 |

2. BUSINESS LAW

- | | |
|--|--------------------|
| a. Analyze the relationship between ethics and the law and describe the sources of the law, the structure of the court system, the different classifications of procedural law, and the different classifications of substantive law (<i>basics of the law</i>). | 2 3 4 5
1 |
| b. Analyze the relationships among <i>contract law, law of sales, and consumer law</i> . | 1 2 3 4 5 |
| c. Analyze the role and importance of <i>agency law and employment law</i> as they relate to the conduct of business in the national and international marketplaces. | 1 2 3 4 5 |
| d. Describe the major types of <i>business organizations</i> operating within the socio-economic arena of the national and international marketplace today and in the future. | 1 2 4 5
3 |
| e. Explain the legal rules that apply to personal property and real property (<i>property law</i>). | 1 2 3 4 5 |

- | | | | | | | |
|------------------------------|--|---|---|---|---|---|
| f. | Analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy . | 1 | 2 | 3 | 4 | 5 |
| g. | Explain how the advances in computer technology impact upon such areas as property law, contract law, criminal law, and international law (computer law). | 1 | 2 | 3 | 4 | 5 |
| h. | Determine appropriateness of wills and trusts in estate planning. | 1 | 2 | 3 | 4 | 5 |
| i. | Explain the legal rules that apply to marriage, divorce, and child custody (domestic relations law). | 1 | 2 | 3 | 4 | 5 |
| j. | Explain the legal rules that apply to environmental law and energy regulation . | 1 | 2 | 3 | 4 | 5 |
| 3. CAREER DEVELOPMENT | | | | | | |
| a. | Assess personal strengths and weaknesses as they relate to career exploration and development (self awareness). | 1 | 2 | 3 | 4 | 5 |
| b. | Utilize career resources to develop an information base that includes global occupational opportunities. | 1 | 2 | 3 | 4 | 5 |
| c. | Relate work ethic, workplace relationships, workplace diversity, and workplace communication skills to career development (workplace expectations). | 1 | 2 | 3 | 4 | 5 |
| d. | Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan (career strategy). | 1 | 2 | 3 | 4 | 5 |
| e. | Develop strategies to make an effective transition from school to work . | 1 | 2 | 3 | 4 | 5 |
| f. | Relate the importance of lifelong learning to career success. | 1 | 2 | 3 | 4 | 5 |
| 4. COMMUNICATIONS | | | | | | |
| a. | Communicate in a clear, courteous, concise and correct manner on personal and professional levels (foundations of communications). | 1 | 2 | 3 | 4 | 5 |
| b. | Apply basic social communication skills in personal and professional situations. | 1 | 2 | 3 | 4 | 5 |
| c. | Use technology to enhance the effectiveness of communications (technological communications). | 1 | 2 | 3 | 4 | 5 |
| d. | Integrate all forms of communication in the successful pursuit of a career (employment communications). | 1 | 2 | 3 | 4 | 5 |
| e. | Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics in organizational communications . | 1 | 2 | 3 | 4 | 5 |
| 5. COMPUTATION | | | | | | |
| a. | Apply basic mathematical operations to solve problems | 1 | 2 | 3 | 4 | 5 |

(*computational skills*).

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|----|---|---|---|---|---|---|
| b. | Solve problems containing whole numbers, decimals, fractions, percents, ratios, and proportions (<i>number relationships</i>). | 1 | 2 | 3 | 4 | 5 |
| c. | Use algebraic operations to solve problems (<i>patterns, functions, and algebra</i>). | 1 | 2 | 3 | 4 | 5 |
| d. | Use common international standards of <i>measurement</i> in solving problems. | 1 | 2 | 3 | 4 | 5 |
| e. | Analyze and interpret data using common statistical procedures (<i>statistics and probability</i>). | 1 | 2 | 3 | 4 | 5 |
| f. | Use mathematical procedures to analyze and <i>solve business problems</i> for such areas as taxation, investments, payroll, financial statements, and credit management. | 1 | 2 | 3 | 4 | 5 |

6. ECONOMICS AND PERSONAL FINANCE

- | | | | | | | |
|----|---|---|---|---|---|---|
| a. | Identify opportunity costs and trade-offs involved in making choices about how to use scarce economic resources (<i>scarcity, choice, and opportunity costs</i>). | 1 | 2 | 3 | 4 | 5 |
| b. | Use a rational <i>decision-making</i> process as it applies to the roles of citizens, workers, and consumers. | 1 | 2 | 3 | 4 | 5 |
| c. | Explain the importance of <i>productivity</i> ; and discuss how specialization, division of labor, saving, investment in capital goods and human resources, and technological change affect productivity. | 1 | 2 | 3 | 4 | 5 |
| d. | Explain why societies develop <i>economic systems</i> , identify the basic features of different economic systems, and discuss the major features of the U.S. economy. | 1 | 2 | 3 | 4 | 5 |
| e. | Explain the role of core <i>economic institutions and incentives</i> in the U.S. economy. | 1 | 2 | 3 | 4 | 5 |
| f. | Explain the role of <i>exchange</i> and <i>money</i> in an economic system <i>and</i> describe the effect of <i>interdependence</i> on economic activity. | 1 | 2 | 3 | 4 | 5 |
| g. | Describe the role of <i>markets and prices</i> in the U.S. economy. | 1 | 2 | 3 | 4 | 5 |
| h. | Analyze the role of <i>supply and demand</i> in the U.S. economy. | 1 | 2 | 3 | 4 | 5 |
| i. | Describe different types of competitive structures and illustrate the role of competitive markets in the U.S. and other economies (<i>competition</i>). | 1 | 2 | 3 | 4 | 5 |
| j. | Manage limited personal financial resources and recognize that more of the wants and needs of members of a society can be satisfied if wise consumer decisions are made (<i>role of consumers</i>). | 1 | 2 | 3 | 4 | 5 |
| k. | Explain how the U.S. economy functions as a whole and describe macroeconomic measures of economic activity such as gross domestic product, unemployment, and inflation (<i>aggregate supply and demand</i>). | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|----|---|---|---|---|---|--------|
| l. | Discuss the <i>role of government</i> in an economic system, especially the necessary and desirable role of government in the U.S. economy. | 1 | 2 | 3 | 4 | 5 |
| m. | Describe rights and responsibilities of citizens in the U.S. economy, including their role in making decisions that affect individual and societal needs and wants (<i>role of citizens</i>). | 1 | 2 | 3 | 4 | 5 |
| n. | Examine the importance of economic relationships among nations and discuss the role of <i>international</i> trade and investment and international monetary <i>relations</i> in the global economy. | 1 | 2 | 3 | | 5
4 |
| o. | Relate personal interests, wants and abilities to career choices and assess how conditions in the labor market may affect <i>career choices</i> . | 1 | 2 | 3 | 4 | 5 |

7. ENTREPRENEURSHIP

- | | | | | | | |
|----|---|---|---|---|---|---|
| a. | Identify unique <i>characteristics</i> of an entrepreneur and evaluate the degree to which one possesses those characteristics. | 1 | 2 | 3 | 4 | 5 |
| b. | Develop a <i>marketing</i> plan for an entrepreneurial venture. | 1 | 2 | 3 | 4 | 5 |
| c. | Apply <i>economic concepts</i> when making decisions for an entrepreneurial venture. | 1 | 2 | 3 | 4 | 5 |
| d. | Identify and use the necessary <i>financial</i> competencies needed by an entrepreneur. | 1 | 2 | 3 | 4 | 5 |
| e. | Identify, establish, maintain, and analyze appropriate records to make business decisions (<i>accounting</i>). | 1 | 2 | 3 | 4 | 5 |
| f. | Develop a <i>management</i> plan for an entrepreneurial venture. | 1 | 2 | 3 | 4 | 5 |
| g. | Describe how cultural differences, export/import opportunities, and current trends in a <i>global marketplace</i> can affect an entrepreneurial venture. | 1 | 2 | 3 | 4 | 5 |
| h. | Describe how ethics, government, and different forms of business ownership affect the entrepreneurial venture (<i>legal</i>). | 1 | 2 | 3 | 4 | 5 |
| i. | Develop a <i>business plan</i> . | 1 | 2 | 3 | 4 | 5 |

8. INFORMATION SYSTEMS

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|----|--|---|---|---|---|---|
| a. | Describe current and emerging computer architecture; configure, install, and upgrade hardware systems; and diagnose and repair hardware problems (<i>computer architecture</i>). | 1 | 2 | 3 | 4 | 5 |
| b. | Identify, select, evaluate, use, install, upgrade, and customize <i>application software</i> ; diagnose and solve problems occurring from an application software's installation and use. | 1 | 2 | 3 | 4 | 5 |
| c. | Identify, select, evaluate, use, install, upgrade, customize, and diagnose and solve problems with various types of <i>operating</i> | 1 | 2 | 3 | 4 | 5 |

systems, environments, and utilities.

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|----|--|---|---|---|---|---|
| d. | Enter, sort, and retrieve data from databases; evaluate media and file structures; and plan, develop, and modify file specifications and database schema (<i>file and database management systems</i>). | 1 | 2 | 3 | 4 | 5 |
| e. | Use, select, evaluate, install, customize, plan, design, and diagnose and solve problems with <i>communications and networking systems</i> . | 1 | 2 | 3 | 4 | 5 |
| f. | Use touch <i>keyboarding</i> skills to enter and manipulate text and data. | 1 | 2 | 3 | 4 | 5 |
| g. | Select and use word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia, and imaging software and industry- and subject-specific software (<i>common applications</i>). | 1 | 2 | 3 | 4 | 5 |
| h. | Plan the <i>selection and acquisition</i> of information systems. | 1 | 2 | 3 | 4 | 5 |
| i. | <i>Analyze and design</i> information systems using appropriate development tools. | 1 | 2 | 3 | 4 | 5 |
| j. | Compare, evaluate, and demonstrate skills used in different types and levels of <i>programming</i> languages. | 1 | 2 | 3 | 4 | 5 |
| k. | Design and implement <i>security</i> plans and procedures for information systems. | 1 | 2 | 3 | 4 | 5 |
| l. | Establish and use a personal code of <i>ethics</i> for information systems use and management. | 1 | 2 | 3 | 4 | 5 |
| m. | Assess the <i>impact</i> of information systems on society. | 1 | 2 | 3 | 4 | 5 |
| n. | Select and apply information systems <i>across the curriculum</i> . | 1 | 2 | 3 | 4 | 5 |
| o. | Describe positions and <i>career paths</i> in information systems. | 1 | 2 | 3 | 4 | 5 |

9. **INTERNATIONAL BUSINESS**

- | | | | | | | |
|----|---|---|---|---|---|---|
| a. | Explain the role of international business and analyze its impact on careers and doing business at the local, state, national, and international levels (<i>awareness</i>). | 1 | 2 | 3 | 4 | 5 |
| b. | Apply <i>communication strategies</i> necessary and appropriate for effective and profitable international business relations. | 1 | 2 | 3 | 4 | 5 |
| c. | Describe the social, cultural, political, legal, and economic factors that shape and impact the international business environment (<i>environment</i>). | 1 | 2 | 3 | 4 | 5 |
| d. | Describe the environmental factors that define what is considered <i>ethical</i> business behavior. | 1 | 2 | 3 | 4 | 5 |
| e. | Explain the role, importance, and concepts of international <i>finance</i> and risk management. | 1 | 2 | 3 | 4 | 5 |
| f. | Address special challenges in operations and <i>management</i> of human resources in international business. | 1 | 2 | 3 | 4 | 5 |

	g.	Apply marketing concepts to international business.	1	2	3	4	5
	h.	Relate balance of trade concepts to the import/export process.	1	2	3	4	5
	I.	Identify forms of business ownership and entrepreneurial opportunities available in international business (organizational structure).	1	2	3	4	5
10.	MANAGEMENT						
	a.	Illustrate how the functions of management are implemented and explain why they are important.	1	2	3	4	5
	b.	Compare and contrast the basic tenets of management theories and explain why they are important.	1	2	3	4	5
	c.	Analyze financial data influenced by internal and external factors in order to make long-term and short-term management decisions (financial decision making).	1	2	3	4	5
	d.	Justify the need to gain and maintain competitive advantage through the use of internal comparisons and external research services (competitive analysis and marketing strategy).	1	2	3	4	5
	e.	Describe the activities of human resources managers and their importance to the successful operation of the organization (human resource management).	1	2	3	4	5
	f.	Identify various organizational structures and discuss the advantages and disadvantages of each.	1	2	3	4	5
	g.	Develop and use general managerial skills .	1	2	3	4	5
	h.	Define, develop, and apply a code of ethics to various issues confronted by businesses.	1	2	3	4	5
	i.	Identify, describe, and analyze the impact and relationship of government regulations and community involvement to business management decisions (and social responsibility).	1	2	3	4	5
	j.	Describe the role of organized labor and its influences on government and business.	1	2	3	4	5
	k.	Apply generally accepted operations management principles and procedures to the design of an operations plan.	1	2	3	4	5
11.	MARKETING						
	a.	Identify marketing roles and analyze the impact of marketing on the individual, business, and society.	1	2	3	4	5
	b.	Define, develop, and apply a code of ethics to various marketing issues.	1	2	3	4	5
	c.	Identify and explain how external factors influence/dictate marketing decisions.	1	2	3	4	5

d.	Describe the characteristics of a product and stages of product development.	1	2	3	4	5
e.	Explain the role of pricing in the marketing process and describe and use various pricing strategies.	1	2	3	4	5
f.	Apply distribution processes and methods to develop distribution plans (place).	1	2	3	4	5
g.	Identify the four general forms of promotion and determine how each contributes to marketing.	1	2	3	4	5
h.	Develop, implement, and evaluate a marketing research project.	1	2	3	4	5
i.	Identify numerous marketing variables and strategies in dealing with a diversified marketplace (characteristics of a market).	1	2	3	4	5
j.	Develop a marketing plan encompassing all of the necessary components.	1	2	3	4	5
k.	Apply forecasting principles and methods to determine sales potential for specific products.	1	2	3	4	5

SOURCE: Adapted from *National Standards for Business Education*
National Business Education Association. (1995).

APPENDIX D

Human Subjects Clearance Letter

See separate file Human.pdf

APPENDIX E

Letter to Participants in Pilot Study

LETTER TO PARTICIPANTS IN PILOT STUDY

Dear Business Teacher:

I am conducting a research study to determine desired competencies for beginning secondary business teachers in Virginia. Conducting this research partially fulfills the requirements for my doctoral degree at Virginia Tech.

The National Business Education Association established the National Standards for Business Education in 1995. The purpose of this study is to determine the degree of importance of each of the curriculum competencies in the document for the successful performance of a beginning secondary business teacher. Results of this study will provide a base for teacher education programs in Virginia to update their curriculum competencies for subject matter content.

Your expertise, experience, and professional input as a business educator are needed to develop the survey instrument. As you complete the enclosed survey, please note any wording or directions that are unclear. You may mark them on the survey instrument or include them on a separate sheet of paper. Please record the amount of time you took in completing the survey.

You may be assured that all responses will be kept confidential. Upon completion of the study, all individual information from these surveys will be destroyed. No reference in either this study or any future study will be made to any individual teacher or school.

Your participation in this pilot test is important. Please take time from your busy schedule to respond today and return the survey in the enclosed envelope. Thank you for your help in this research and the improvement of the business education curriculum in Virginia.

Sincerely,

Paula Wood
Doctoral Candidate

Enclosures: Survey Instrument
Envelope

In order for me to make revisions and send out my document on schedule, I would appreciate your returning the survey by February 11, 1999.

APPENDIX F

Letter to Local Business Supervisors

LETTER TO LOCAL BUSINESS SUPERVISORS

Dear Local Business Supervisor:

The curriculum competencies necessary for the successful performance of a beginning secondary business teacher in Virginia is a critical issue. I am developing a survey concerning this issue that will be sent to secondary business teachers in the commonwealth. The survey will ask their perceptions of the curriculum competencies identified by NBEA in the National Standards for Business Education.

The results of this study will provide the information that teacher education programs in Virginia can use to update their curriculum competencies for subject matter content. Obviously, your support is very important to the success of this study. Please ask business teachers in your school division to respond to the survey when they receive it. The survey results will help in the improvement of our business education curriculum in the state of Virginia.

Some school divisions have clear guidelines that must be followed before surveys can be administered to faculty members. Please use the enclosed self-addressed, stamped envelope to indicate the contact person in your school division who grants this approval.

You may also reach me by e-mail at prwood@vt.edu or by telephone at (540) 961-6858.

I understand that your schedule is quite busy, but I appreciate your help in improving the business education program in Virginia.

Sincerely,

Paula Wood

Enclosures: Envelope
Survey Procedures

APPENDIX G

Letter for Research Authorization

REQUEST FOR RESEARCH AUTHORIZATION

Dear Research Chairperson:

I am conducting a research study to determine desired competencies for beginning business teachers in Virginia. Conducting this research partially fulfills the requirements for my doctoral degree at Virginia Tech.

The National Business Education Association established the National Standards for Business Education in 1995. The purpose of this study is to determine the degree of importance of each of the curriculum competencies in the document for the successful performance of a beginning secondary business teacher. Results of this study will provide a base for teacher education programs in Virginia to update their curriculum competencies for subject matter content.

I am asking permission to survey business teachers in your school district. The enclosed survey instrument is a draft of the form to be used. Only formatting changes for printing will be made. Participation in the project will be strictly voluntary, and all participants may be assured of complete confidentiality. The survey instrument will be numbered for follow up purposes only.

Your approval for your school district is very important to the success of this research project. Each district in the state needs to be represented in order for the results to be as accurate as possible. The survey results will help in the improvement of our business education curriculum in the state of Virginia. Thank you for your help in this project.

Sincerely,

Paula Wood
Doctoral Candidate

Betty Heath-Camp, Professor
Advisor

Enclosure

APPENDIX H

Initial Letter to Sample

INITIAL LETTER TO SAMPLE

Dear Business Teacher:

I am conducting a research study to determine desired competencies for beginning business education teachers in Virginia. Conducting this research partially fulfills the requirements for my doctoral degree at Virginia Tech.

The National Business Education Association established the National Standards for Business Education in 1995. The purpose of this study is to determine the degree of importance of each of the curriculum competencies in the document for the successful performance of a beginning high school business education teacher. Results of this study will provide a base for teacher education programs in Virginia to update their curriculum competencies for subject matter content.

Your identity will not be revealed or connected in any way to your responses to the survey. The enclosed envelope is coded so that I may know who responds in order to contact nonrespondents. After your response is received, your name will be marked as responding, and the coded envelope will be discarded. No other identifying marks will be on the survey. This will insure strict confidentiality.

Your expertise, experience, and professional input as a business educator are valuable to the success of this study. Each school district needs to be represented in order for the results to be as accurate as possible. Please take time from your busy schedule to complete and return the enclosed survey as soon as possible. Thank you for your help in this research and in the improvement of the Virginia business education curriculum.

Sincerely,

Paula Wood

Enclosures: Envelope
Survey Instrument

APPENDIX I

First Follow-up Letter to Nonrespondents

FIRST FOLLOW-UP LETTER TO NONRESPONDENTS

Dear Business Teacher:

Recently I mailed you a questionnaire about beginning secondary business teachers. As of today, I have not received your completed questionnaire.

This survey is part of a research project to determine essential curriculum competencies most important for preparing beginning secondary business education teachers. Results of this study will provide a base for teacher education programs in Virginia to update their curriculum competencies for subject matter content. As you know, business education is composed of a myriad of courses, and technology connected with many of these areas is changing at a rapid pace. Keeping curriculum content up to date in a rapidly changing technical area is difficult, but it is a task that business educators must attempt to master if we are to continue to train students to be competitive in a changing society.

If you have misplaced your survey or your envelope, please call me collect or send me an e-mail message so that I may send you another one. As I stated previously, all information is confidential. Surveys and envelopes were coded so that I may know who responds in order to contact nonrespondents.

Your response to this survey is very important to me. You are part of a chosen sample to represent the entire population of business education teachers in Virginia. I need your help to make this research project as representative as possible. If you have already responded, I thank you for your help; and please excuse this card. If you have not responded, won't you please take time to do so now?

Sincerely,

Paula Wood

APPENDIX J

Second Follow-up Letter to Nonrespondents

SECOND FOLLOW-UP LETTER TO NONRESPONDENTS

Dear Business Teacher:

Recently I wrote to you seeking your opinion of the technical skills needed by beginning business teachers in Virginia. Your input, regardless of your years of experience, is important to the success of this study. Your name was selected as part of a sample to represent business teachers in Virginia.

This survey is part of a research project to determine essential curriculum competencies that are most important for preparing beginning secondary business teachers. Results of this study can be used to provide a base for teacher education programs in Virginia to update their curriculum competencies for subject matter content.

As you know, business education is composed of a myriad of courses, and technology connected with many of those areas is changing rapidly in our global society. Keeping curriculum content up to date in a rapidly changing technical area is difficult. However, it is a task that teacher education programs must attempt to keep current in order to prepare future business teachers for a very demanding role.

I was a high school business teacher for many years, and I know that you have a very busy schedule. However, I really need your help to make this survey as representative of Virginia secondary business teachers as possible. I am enclosing another questionnaire in case your first one has been misplaced. A self-addressed, stamped envelope is enclosed for your convenience.

Your response to the study is greatly appreciated. Each survey will contribute to the success of this research study that is meant to improve the business program in Virginia.

Sincerely,

Paula Wood

Enclosures: Questionnaire
Envelope

VITA

Paula Reese Wood
5188 Burnt Quarter Drive
Vinton, VA 24179
(540) 890-5225

EDUCATION

- Ph.D. 1999 -- Virginia Polytechnic Institute and State University
 Blacksburg, VA
 Vocational and Technical Education
- M.S. 1991 -- Longwood College
 Farmville, VA
 College and Community Counseling
- B. S. 1986 -- Longwood College
 Farmville, VA
 Business Education

EXPERIENCE

- | | |
|-------------------------|--|
| August 1996 - Present | Graduate Teaching Assistant
Vocational Technical Education
Virginia Tech; Blacksburg, VA |
| August 1987 - June 1996 | Business Teacher
Bluestone Senior High School
Mecklenburg County; Skipwith, VA |
| August 1987- June 1988 | Adjunct Instructor
Southside Virginia Community College
Alberta, VA |

PROFESSIONAL MEMBERSHIP

Association for Career and Technical Education
National Business Education Association
Omicron Tau Theta
Delta Pi Epsilon
Professional Secretaries International
Delta Kappa Gamma

Phi Kappa Phi