

Notice & Wonder Protocol (Revised)

20 minutes

A protocol for looking at work developed by Daniel R. Venables

Purpose: To look descriptively and inferentially at a document.

Roles: *Facilitator, participants, timekeeper

Context (3 minutes)

The presenting staff member gives the context for the work she has shared. Other team members are silent and take notes. *After* the presenting staff member has offered context, she passes out relevant documents for the team to review.

Clarifying Questions (2 minutes)

The team asks clarifying questions of the presenter. These questions should be free of judgement and are asked to provide additional information. Answers to these questions are short, often a single statement.

Notice Statements (5 minutes)

Step 1: Quietly and individually, participants write 2 or 3 **Notice Statements** based on observations they make in the work. These observations must be free of inference, judgement, and speculation; they are factually based from what is *present* in the work. Each Notice Statement starts with the phrase "*I notice that...*" **(2 minutes)**

Step 2: In turn, each participant reads aloud one new **Notice Statement**, each time beginning with the phrase "*I notice that...*" The process continues until all Notice Statements have been shared aloud, *without discussion*. **(3 minutes)**

Wonder Statements (5 minutes)

Step 1: Quietly and individually, participants write 2 or 3 **Wonder Statements** about the work. These may or may not relate directly to Notice Statements shared in round 1. Sometimes they offer a suggestion, other times they are merely inquiries to help the presenting teacher think more expansively about her work. Each wonder statement starts with the phrase, "*I wonder why ...*", "*I wonder if ...*", "*I wonder how ...*", or "*I wonder whether ...*" **(2 minutes)**

Step 2: In turn, each participant reads aloud one new **Wonder Statement**. This process continues until all Wonder Statements have been shared aloud, *without discussion*. **(3 minutes)**

Small Group Debrief (5 minutes)

The team debriefs the experience they have just shared.

D214 Business Pathway Advisory Team Meeting

Document #1: Postsecondary Planning

Where are we HEADED?

Based on **feedback** from not only industry and postsecondary partners, but also the **economic outlook**, **current college course offerings**, and **existing pathway data**, what **updates** should be made to our existing Business Pathway?

Business Core

Course Title	Partner	Partnering Institution Course Code	Transfer Research
Financial Accounting	NLU	ACC201	Highly transferable - with ACC202
Managerial Accounting (not currently offered)	NLU	ACC202	Highly transferable - with ACC201
Business Principles	NLU	BUS101	Highly transferable
Microeconomics	EIU	ECN 2802	*IAI Gen Ed
Macroeconomics	EIU	ECN 2801	*IAI Gen Ed
Entrepreneurship	NLU	ENT295	Elective credit only

*State of Illinois guaranteed transferability

Business Electives / Concentration Course Titles

Marketing	Leadership	Human Resources / Business Law / Ethics	Finance
Marketing Strategies	Leadership Laboratory (Stanford)	Management Principles	Introduction to Finance
Marketing Innovation	Strategic Leadership (Booth School of Business)	Legal Environment of Business (Indiana)	Financial Markets (Illinois)
Marketing Communications (U of I)	How to be a Boss (Wharton)	Human Resource Management (NLU)	Portfolio Management (Illinois)
Brand Management (U of I)	Management and Leadership (NLU)	Legal Framework of Business (Fordham)	
Topics in Marketing: Marketing in Our World Today (Indiana)	Managing in Organizations (Booth School of Business)	Ethics in Business (Fordham)	

D214 Business Pathway Advisory Team Meeting

Document #2: Illinois/National Economic Outlook

Sources: [U.S. Small Business Administration](#) [Bureau of Labor Statistics](#) [O*NET](#)

Where are we HEADED?

Based on *feedback* from not only industry and postsecondary partners, but also the *economic outlook*, *current college course offerings*, and *existing pathway data*, what *updates* should be made to our existing Business Pathway?

Career A: Business Owner / Entrepreneur

A business owner has a product or service that makes a difference for their customers. They clearly understand who their target market is, and they want to serve their customers and make a profit.

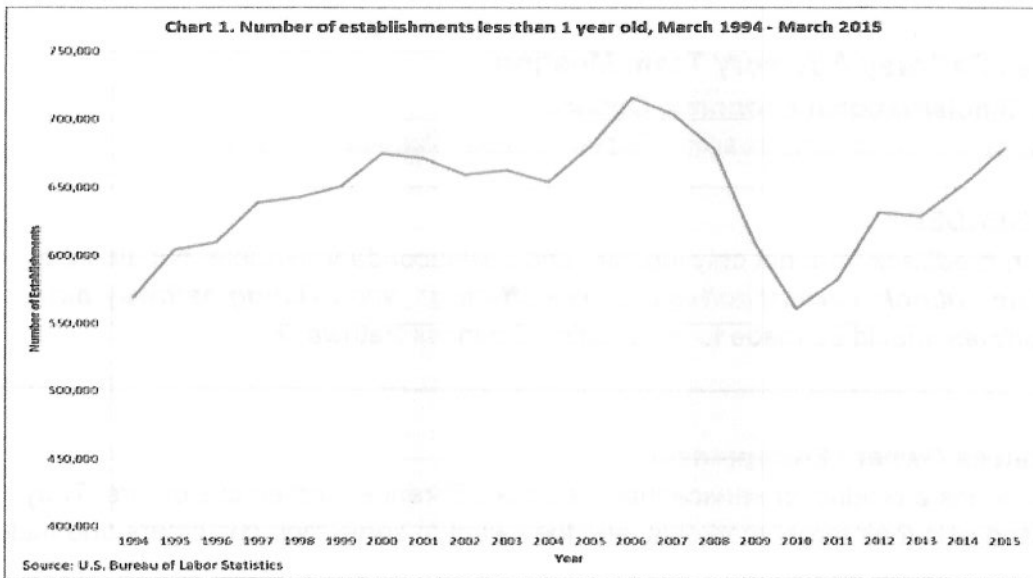
Many of the ideas of an entrepreneur are new; however, they also tend to build upon an already existing idea to improve it. They are looking to create products and services that are more helpful to people as well as very profitable.

According to data from the Bureau of Labor Statistics, as reported by Fundera, approximately 20 percent of small businesses fail within the first year. By the end of the second year, 30 percent of businesses will have failed. By the end of the fifth year, about half will have failed. Finally, 70% of small business owners fail in their 10th year in business.

- 82% of businesses that fail do so because of cash flow problems.
- Small businesses employ 59 million people in the U.S.A.
- 50% of all small businesses are operated from home.
- 84% of small business owners indicate that they're feeling optimistic about the future of their companies.
- 64% of small business owners begin with only \$10,000 in capital.
- Approximately a quarter of small businesses begin with no financing whatsoever.
- Only 40% of small businesses are profitable.

The salaries of a small business owner in the United States range from \$29,462 to \$160,606 a year. The average business owner salary is \$59,000 per year.

Postsecondary Education: Business Administration, Marketing, Business Technology, Economics, Finance, International Business, Entrepreneurship, Business Management.



2020 Small Business Profile (Illinois)

Career B: Accountants and Auditors

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data.

Related job titles: Accountant, Accounting Officer, Audit Partner, Auditor, Certified Public Accountant (CPA), Cost Accountant, Financial Auditor, General Accountant, Internal Auditor, Revenue Tax Specialist

Education Level: Most of these occupations require a four-year bachelor's degree.

Employment Trends:

Illinois	2018	58,210 employees
	Projected 2028	61,040 ↑ 5% employees
	Annual Median Salary	\$70,500
National	2019	1,436,100 employees
	Projected 2029	1,497,900 ↑ 4% employees
	Annual Median Salary	\$71,550

Career C: Market Research Analysts and Marketing Specialists

Research conditions in local, regional, national, or online markets. Gather information to determine potential sales of a product or service, or plan a marketing or advertising campaign.

Related job titles: Business Development Specialist, Communications Specialist, Demographic Analyst, Market Analyst, Market Research Analyst, Market Research Consultant, Market Research Specialist, Market Researcher

Education Level: 57% Bachelor's degree 39% Master's degree 4% Post-baccalaureate certificate

Employment Trends:

Illinois	2018	31,210 employees
	Projected 2028	36,740,320 ↑ 18% employees
	Annual Median Salary	\$60,790
National	2019	738,100 employees
	Projected 2029	868,400 ↑ 18% employees
	Annual Median Salary	\$63,790

Career D: Insurance Sales Agents

Sell life, property, casualty, health, automotive, or other types of insurance. May refer clients to independent brokers, work as an independent broker, or be employed by an insurance company.

Related job titles: Insurance Agent, Insurance Broker, Insurance Sales Agent, Sales Agent, Sales Associate, Sales Representative, Underwriting Sales Representative

Education Level: Although most employers only require agents to have a high school diploma, many agents have a bachelor's degree. Agents must be licensed in the states where they work.

Employment Trends:

Illinois	2018	45,640 employees
	Projected 2028	50,590 ↑ 11% employees
	Annual Median Salary	\$52,910
National	2019	501,300 employees
	Projected 2029	528,800 ↑ 6% employees
	Annual Median Salary	\$50,940

Career E: Fundraisers

Organize activities to raise funds or otherwise solicit and gather monetary donations or other gifts for an organization. May design and produce promotional materials. May also raise awareness of the organization's work, goals, and financial needs.

Related job titles: Direct Response Consultant, Fundraising Consultant, Principal Gifts Officer

Education Level: 78% Bachelor's degree 6% Master's degree 9% Some college, no degree

Employment Trends:

Illinois	2018	4,290 employees
	Projected 2028	4,510 ↑ 5% employees
	Annual Median Salary	\$56,210
National	2019	100,600 employees
	Projected 2029	115,000 ↑ 14% employees
	Annual Median Salary	\$57,970

Career F: Management Analysts

Conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Includes program analysts and management consultants.

Related job titles: Administrative Analyst, Business Analyst, Employment Programs Analyst, Management Analyst, Management Consultant, Organizational Development Consultant, Program Management Analyst, Quality Control Analyst

Education Level: 38% Bachelor's degree 46% Master's degree 12% Post-baccalaureate certificate

Employment Trends:

Illinois	2018	46,230 employees
	Projected 2028	52,970 ↑ 14% employees
	Annual Median Salary	\$88,590
National	2019	876,300 employees
	Projected 2029	970,270 ↑ 11% employees
	Annual Median Salary	\$85,260

Career G: Business Intelligence Analysts

Produce financial and market intelligence by querying data repositories and generating periodic reports. Devise methods for identifying data patterns and trends in available information sources.

Related job titles: Competitive Intelligence Analyst, Data Analyst, Intelligence Analyst, Market Intelligence Analyst, Market Intelligence Consultant, Strategic Business and Technology Intelligence Consultant, Strategist

Education Level: 76% Bachelor's degree 14% Master's degree 5% PhD

Employment Trends:

Illinois	2018	16,890 employees
	Projected 2028	17,780 ↑ 5% employees
	Annual Median Salary	\$97,090 (\$46.68 per hour)
National	2019	33,200 employees
	Projected 2029	43,400 ↑ 31% employees
	Annual Median Salary	94,280 (\$45.33 per hour)

Business Pathway DRAFT

Courses listed are independent of each other and not offered at all schools.



ORIENTATION

Career and Post-Secondary Awareness



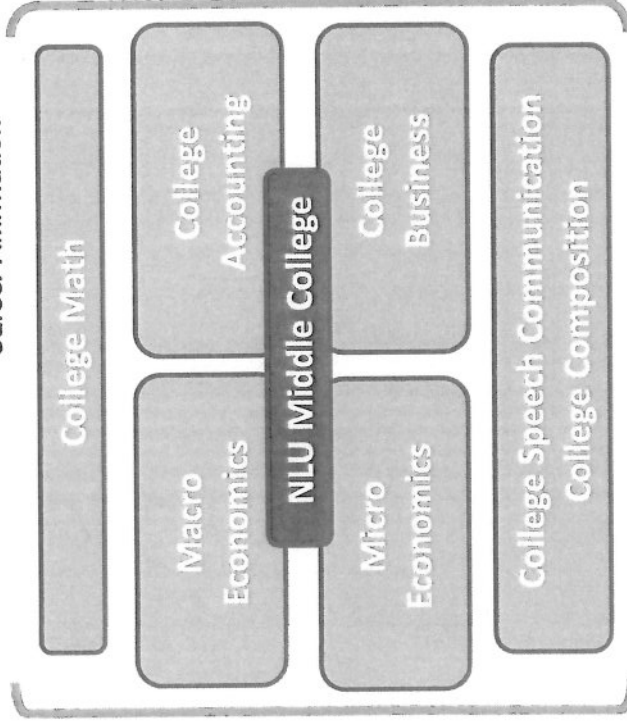
SKILL DEVELOPMENT

Refinement of Career Decision Making



CAPSTONE

Early College, Certifications, Career Affirmation



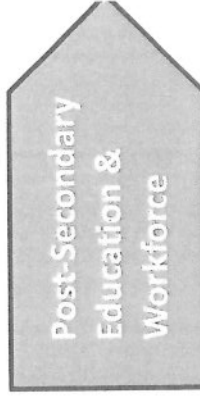
POST SECONDARY

Completion Focus



1886

NATIONAL LOUIS UNIVERSITY



- 15+ Hrs Strategic Dual Credit
- Credentials?
- Work Based Learning?

ISBE Finance & Business Services Endorsement

Career Pathway Orientation Course

The primary objective of the orientation course should be to advise, confirm and challenge a student's career decision making. This includes providing an understanding of career pathway opportunities and working conditions, education requirements and employment outlook within the field in our community.

Career pathway orientation course objectives:

- An exploration of career opportunities and working conditions
- A foundation of knowledge and skills
- Integration of career counseling and advising supports including identification of resources and information on related fields
- Career exploration activities
- Reflection of student's career decision-making point in regards to career cluster identification
- Intentional efforts to represent a diversity of career options and professionals in the career area

Upon completion of an orientation course students should have an in-depth understanding of:

- Sequence of Coursework in Pathway
- Work Based Learning Experiences
- Related Cocurricular Opportunities
- Related Community Service Activities
- Early College Credit Options
- Industry Credential Opportunities
- Postsecondary Education Options
- Postsecondary Employment Opportunities

D214 Business Pathway Advisory Team Meeting

Document #3: Top 10 Technical Competencies for Finance & Business Services

Where are we HEADED?

Based on **feedback** from not only industry and postsecondary partners, but also the **economic outlook**, **current college course offerings**, and **existing pathway data**, what **updates** should be made to our existing Business Pathway?

 FINANCE & BUSINESS SERVICES		TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR FINANCE & BUSINESS SERVICES
Cash & Capital Principles	Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.	
Technical Applications	Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.	
Project Management	Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.	
Principles of Economics & Business	Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.	
Financial Reporting	Students can use their understanding of financial statements to assess a business's financial information.	
Financial Statements	Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.	
Customer Care & Marketing	Students can use their understanding of market demands to meet the needs of a client.	
Business Operations	Students can use their understanding of transaction management to perform business operations.	
Principals of Customer Relationship Management	Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.	
Fundamentals of Sales	Students can use their understanding of personalized service and market demands to secure successful sales interactions.	

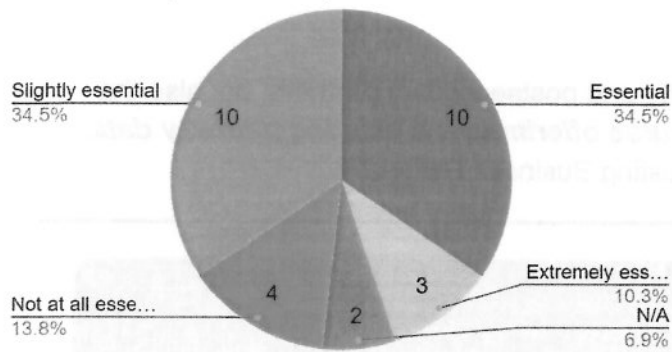
District 214 Industry Partner Results

District 214 sent a survey to the industry partners in the business and finance sectors asking them to rate each of the top ten competencies. A total of 29 partners responded.

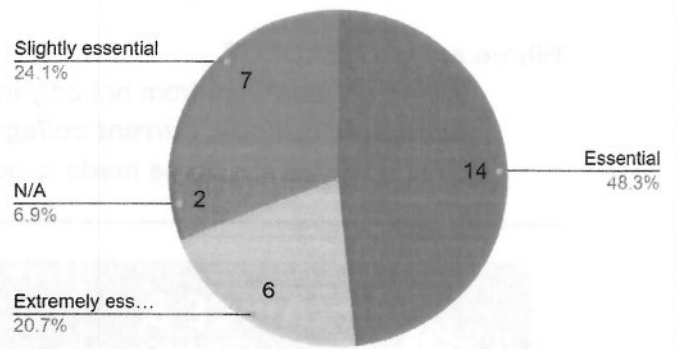
Each competency asked the partner to rate using the following scale:

Not At All Essential - Slightly Essential - Essential - Extremely Essential - N/A

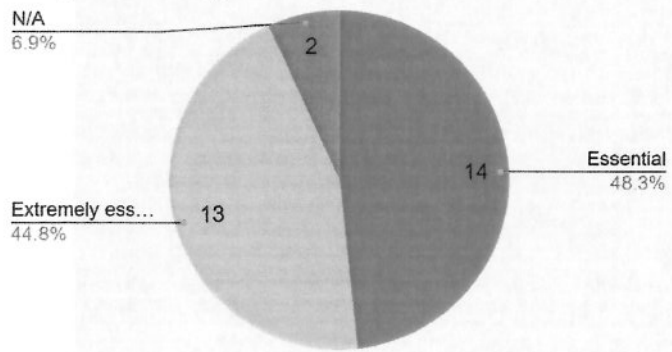
Cash & Capital Principals



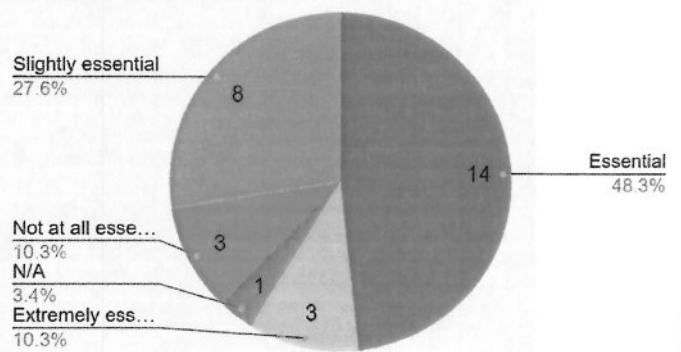
Technical Applications



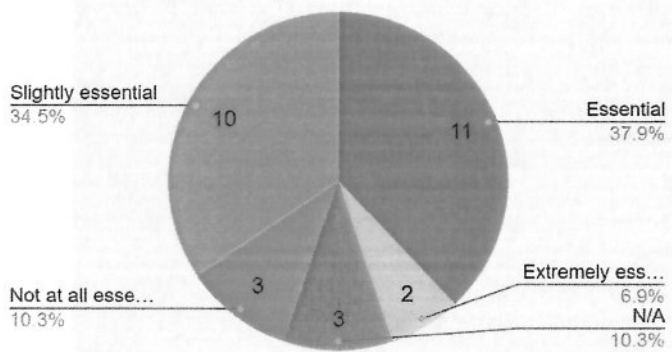
Project Management



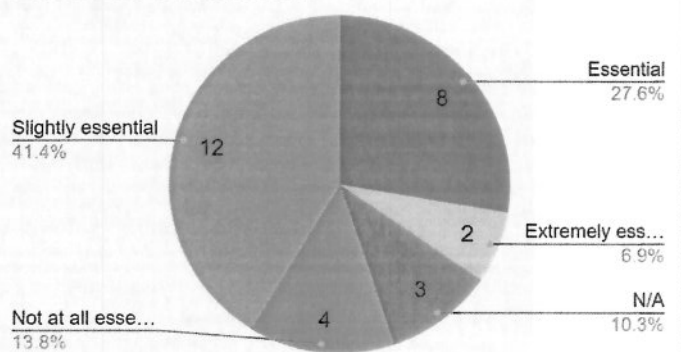
Principles of Economics & Business



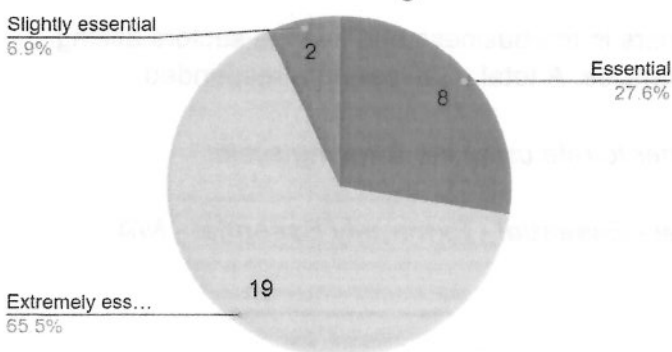
Financial Reporting



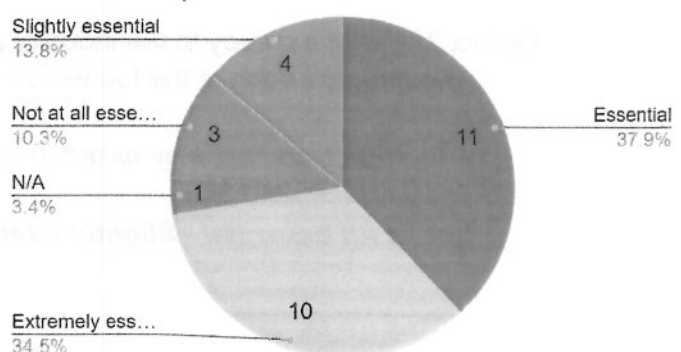
Financial Statements

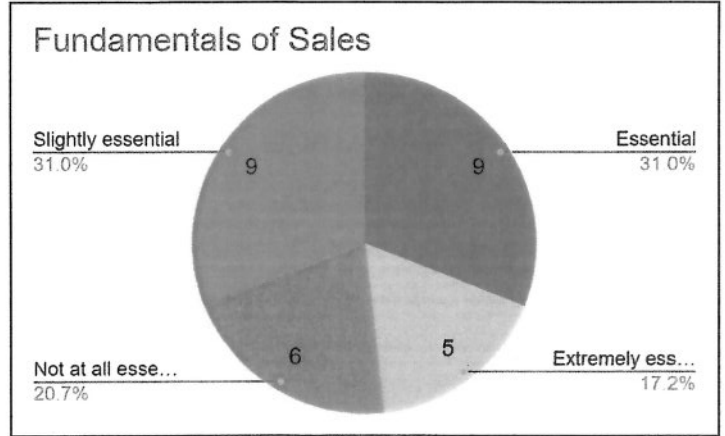
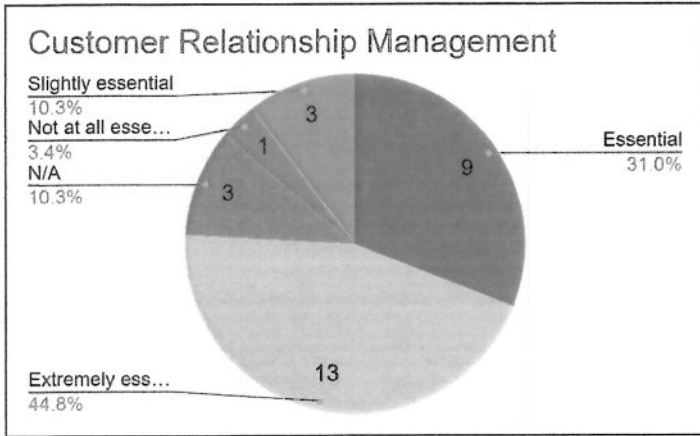


Customer Care & Marketing



Business Operations





Top 3: Extremely Essential & Essential

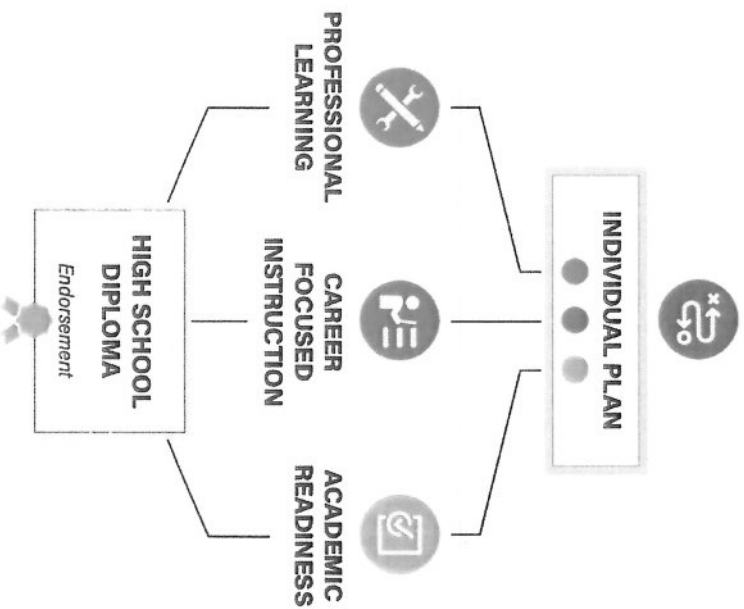
1. Customer Care & Marketing (27)
2. Project Management (27)
3. Customer Relationship Management (22)

Bottom 3: Not At All Essential

1. Fundamental of Sales (6)
2. Cash & Capital Principles (4)
3. Financial Statements (4)



College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
Skill Development			Capstone / Advanced Courses

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college