Career and Technical Education State Standards

Who Was Involved?

Purpose of the Revised CTE Standards

Program leaders will find the Revised CTE Standards valuable for making decisions about:

- program **structure and integration**;
- curriculum **redesign**;
- staffing and **staff development**;
- **scheduling** and student grouping;
- **facility organization**;
- **learning spaces** and **materials development**;
- **resource allocation** and **accountability**; and
- **collaborative work** with other units of the school, district, and community.

The Shift

Model Academic Standards to *Wisconsin Standards for CTE*

	Old 1998	New Revised 2013
Which students?	ALL	Students taking CTE courses
Specificity & Structure	Broad Grades 4, 8, and 12	Specific By Grade band
How developed?	Focus groups to develop first set of state standards	Practitioners using multiple resources
Connection to other standards	Limited connection	Purposeful in connecting to multiple standards & initiatives

Timeline

New accountability system begins & AYP ends (ESEA waiver)
New proficiency benchmarks for WKCE reading & mathematics established
Title I Priority & Focus schools identified
Educator Effectiveness system design continues; Act 166 passed

SMARTER Balanced assessment field testing
Educator Effectiveness statewide system pilot
Roll out of Revised CTE State Standards

ASSETS for ELL assessment in use
All districts on SSIS

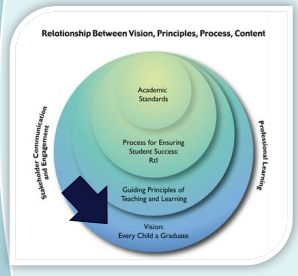
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17

New school report cards first issued (2011-12 accountability reports)
New system of support for Title I Priority & Focus schools begins
New kindergarten literacy screener administered statewide
DPI provides curricular resources for Common Core State Standards implementation
First districts using State Student Information System (SSIS)
First districts begin developmental pilot of Educator Effectiveness system

Common Core State Standards fully incorporated into school/district curricula
Smarter Balanced & Dynamic Learning Maps replace WKCE & WAA-SwD in mathematics and English/Language Arts, including reading and writing
Educator Effectiveness system implemented statewide

Higher graduation requirements (targeted –needs legislation)

Wisconsin's Vision for *ALL* Learners



"Every child must graduate ready for future education and the workforce. We must align our efforts so all our students are prepared to succeed in college or a career."

- State Superintendent Tony Evers

Agenda 2017

Standards & Instruction
- *What and how should kids learn?*

Assessments and Data Systems
- *How do we know if they learned it?*

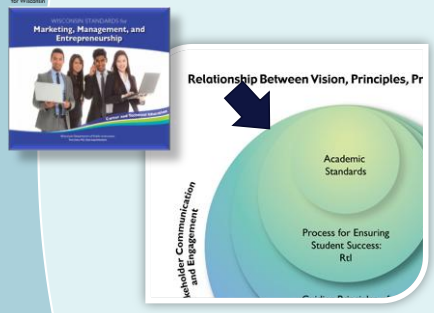
School and Educator Effectiveness
- *How do we ensure that students have highly effective teachers and schools?*

Guiding Principles of Teaching and Learning

- *Every* student has the right to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Responsive environments engage learners.
- Learning is a collaborative responsibility.

Response to Intervention

Wisconsin CTE Standards



Wisconsin's Approach to Academic Standards

- Provides a vision for student success and guiding principles for teaching and learning.
- Improves Career and Technical Education for students and for communities.
- Assists Wisconsin educators and stakeholders in understanding and implementing the CTE content standards.

What is Contemporary CTE?

- National Vision of CTE
- CTE in Wisconsin
- Quality Components of CTE in Wisconsin

National Vision of CTE

Career and Technical Education is:

- critical to ensuring that the United States leads in global competitiveness;
- actively partnering with employers to design and provide high-quality, dynamic programs;
- preparing students to succeed in further education and careers;
- delivered through comprehensive programs of study aligned to The National Career Clusters framework; and
- a results-driven system that demonstrates a positive return on investment.

https://careertech.org/

Wisconsin Vision of CTE

- CTE is both a collection of educational programs or content areas as well as a system of preparing students to be career and college ready.
- Contemporary CTE programs are delivered primarily through six specific content areas.

Wisconsin's Approach to CTE

- **What is Contemporary CTE?**
  - Quality Components of CTE
  - Delivering CTE through Career Clusters & Pathways
  - CTE Advocacy Resources
    - Importance of CTE
    - Work-Based Learning
    - CTSO

Quality Components of CTE

The Powerful Outcomes of CTE

- **2/3** of Wisconsin Students take **1** or more CTE course
- Higher Graduation Rates
- CTE prepares College & Career-Ready

*Statistics from 2011 Wisconsin Career and Technical Education Enrollment Report (CTEERS) data.

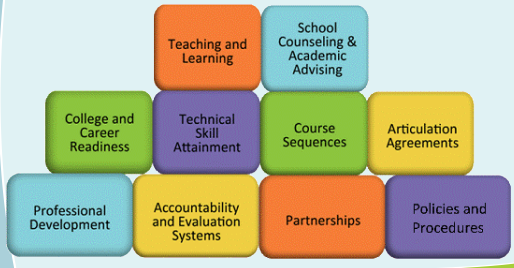
Delivering CTE through Career Clusters & Pathways

- Career Clusters Framework
- Common Career Technical Core (CCTC)
- Career Ready Practices (CRP)
- Wisconsin Common Career Technical Standards (WCCTS)
- Wisconsin Standards for CTE

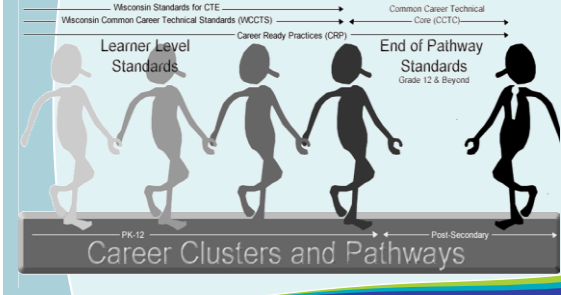
Career Clusters Framework

- Links school-based learning with knowledge and skills in workplace.
- Developed by NASDCTEc
- 16 Career Clusters & 79 Career Pathways
- https://dpi.wi.gov/cte/career-clusters

Career Clusters 10 Components Framework



PK-16 Learning Continuum



Common Career Technical Core (CCTC)

- The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE) that states can adopt voluntarily.
- The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers.
- The CCTC includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study.

Career Ready Practices (CRP)

- The Career Ready Practices (CRP) component of the CCTC provides a framework for the developmental experiences necessary to becoming career ready; experiences that can be "practiced" using many different approaches in a variety of settings.
- A student refines these practices throughout their full continuum of learning: through their journey in school, college, the workforce and when they return to advance their education.

CTE Advocacy Resources: Importance of CTE in Wisconsin

The Importance of Marketing, Management and Entrepreneurship in Wisconsin and our Communities

CTE Advocacy Resources: Work-Based Learning

Work-Based Learning in Marketing, Management and Entrepreneurship Programs

One of the goals of Marketing, Management and Entrepreneurship programs is to prepare all students to be college and career ready. Providing work-based learning opportunities is an important step to becoming career ready. Engaging work-based learning experiences allow students to apply knowledge and technical skills to real world projects and problems alongside professionals. Marketing students who participate in programs such as the State Certified Cooperative programs and School Based Enterprises (SBE) make a significant contribution to student's success in life.

Marketing students seek a clear connection between their future career(s) and their class work. The opportunity to explore and experience the world of work is beneficial to career decision making. These experiences provide students with a firsthand look at what skills and knowledge are needed to be successful in their chosen industry. Work-based learning is a key to a successful economy.

Some work-based education programs provide an opportunity for students to earn postsecondary credits concurrently while earning high school credit. This may occur through local agreements between a high school and college (such as a technical college or university) or through a more comprehensive agreement at the state or national level.

Today, most career pathways require some form of postsecondary education, whether it is an entry-level job, a management position for a mid-career professional or perhaps even a shift from practicing a profession to teaching others. A particular job might require a certificate, a two-year degree, a four-year degree, a doctorate or even a handful of courses to hone in on a particular piece of knowledge or a skill.

Wisconsin DECA and Work-based Learning

Recognized as integral to the success of work-based learning programs, our DECA organization is an important part in the success of our marketing students. Through a proven system of developing leadership skills, positive attitudes and a sense of community pride, DECA serves a vehicle to transition students into careers. DECA prepares students for future careers by integrating into the curriculum, activities that develop skills and knowledge that meet or exceed high standards, ethics and high-quality skills. It is an extremely effective instructional tool that connects our marketing, management and entrepreneurship classrooms with college and careers.

Work-Based Learning Options and Implementation in Marketing

Job Shadowing

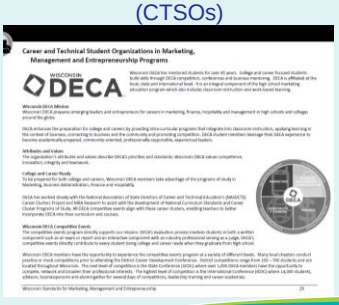
Job shadowing is a career exploration strategy. As such, it is most appropriate at the middle school level. Middle school is the time for students to explore the broad range of occupations so that later on they will be able to narrow their career interests; high school students who have not narrowed their career interests by tenth grade may also find job shadowing to be a useful activity.

Service Learning

Service-learning is a teaching method that engages students in solving problems within their schools and communities as part of their academic studies. In Wisconsin, service-learning is defined as "a teaching and learning method which fosters civic responsibility and links classroom learning and applied learning in communities." The strongest service-learning experiences occur when the service is intentionally connected in ongoing learning and is a natural part of the curriculum that extends into the community.

Wisconsin Standards for Marketing, Management and Entrepreneurship 27

CTE Advocacy Resources: Career and Technical Student Organizations (CTSOs)



Career and Technical Student Organizations in Marketing, Management and Entrepreneurship Programs

WISCONSIN DECA

Wisconsin DECA has mentored students for over 65 years. College and career focused students build skills through DECA competition, conferences and business mentoring. DECA is affiliated at the local, state and international level. It is an integral component of the high school marketing education program which also includes classroom instruction and work-based learning.

Wisconsin DECA Mission

Wisconsin DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.

DECA enhances the preparation for college and careers by providing extra-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition. DECA student members leverage their DECA experience to become academically prepared, community-oriented, professionally responsible, experienced leaders.

Attributes and Values

The organization's attributes and values describe DECA's priorities and standards. Wisconsin DECA values competence, innovation, integrity and teamwork.

College and Career Ready

DECA has worked closely with the National Association of State Directors of Career and Technical Education's (NASDCTE) Career Clusters Project and NBEA Research to assist with the development of National Curriculum Standards and Career Cluster Programs of Study. All DECA competitive events align with these career clusters, enabling teachers to further incorporate DECA into their curriculum and courses.

Wisconsin DECA Competitive Events

The competitive events program directly supports our mission. DECA's evaluation process involves students in both a written component such as an exam or report and an interactive component with an industry professional serving as a judge. DECA's competitive events directly contribute to every student being college and career ready when they graduate from high school.

Wisconsin DECA members have the opportunity to experience the competitive events program at a variety of different levels. Many local chapters conduct practice or mock competitions prior to attending the District Career Development Conference. District competitions range from 100 – 700 students and are located throughout Wisconsin. The next level of competition is the State Conference (ICDC) where over 1,000 DECA members have the opportunity to compete, network and broaden their professional interests. The highest level of competition is the International Conference (ICDC) where 14,000 students, advisors, businesspersons and alumni gather for several days of competitions, leadership training and career academies.

Wisconsin Standards for Marketing, Management and Entrepreneurship 29

Wisconsin Standards for CTE

Wisconsin's Common Career Technical Standards (WCCTS)

- Development began with variety of national standards and related documents
  - Partnership for 21st Century Skills (P21)
  - States' Career Cluster Initiative Essential Knowledge and Skill Statements
  - Career Readiness Partner Council Elements of Career Readiness
  - NASDCTEc Common Career Technical Core
  - Others

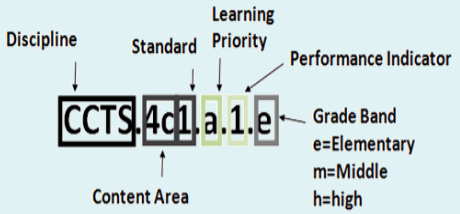
Common Career Technical Standards (WCCTS)

- Set of six standards that transcend CTE state-wide and across all CTE content areas
- Provide a strong foundation for students to complete a POS
- Vetted by workgroups from all CTE content areas and various other stakeholder groups

Wisconsin Common Career Technical Standards (WCCTS)

6 Wisconsin Common Career Technical Standards*					
Career Development Has a focus on personal and social, academic, career content and employability skills	**Creativity, Critical Thinking, Communication and Collaboration** Has a focus on creativity and innovative problem solving, critical thinking used to formulate and defend judgments, to communicate and collaborate to accomplish tasks and develop solutions	**Environment, Health & Safety** Has a focus on interrelationships of health, safety and environmental systems and the impacts of these systems on organizational performance for continuous improvement	**Global & Cultural Awareness** Has a focus on solutions and initiatives related to global issues and the benefits of working in diverse settings on diverse teams	**Information, Media and Technology** Has a focus on information and media literacy to improve productivity, solve problems and create opportunities	**Leadership** Has a focus on applying leadership skills in real-world, family, community and business and industry applications
12 Career Ready Practices**					
Attend to personal health and financial well-being	Apply appropriate academic and technical skills	Consider environmental, social and economic impacts of decisions	Work productively in teams while using cultural global competence	Employ valid and reliable research strategies	Act as a responsible and contributing citizen and employee
Plan education and career paths aligned to personal goals	Communicate clearly and effectively with reason			Use technology to enhance productivity	Model integrity, ethical leadership and effective management
	Demonstrate creativity and innovation				
	Utilize critical thinking to make sense of problems and preserve in solving them				

Standards Formatting



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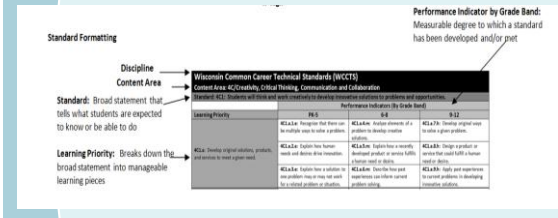

Structure of Programs & Standards

P=Primary source/s=secondary source

	Wisconsin Common Career Technical Standards						Business Standards										Information Technology Standards			
Type of Course	Global Awareness	Life & Career Skills, Career Planning, & Employability Skills	Information Media & Technology	Sustainability, Environmental & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Accounting & Finance	Business Calculations	Business Communication	Business Law & Ethics	Economics	Entrepreneurship	Global Business	Management	Marketing	Personal Finance	IT Foundations	Digital & Graphic Communication	Networking	Programming
Accounting	s	s	s		s	s	P	s		s	s		s	s	s	s	s			
Business Communication	s	s	s		s	s			P	s							s			
Business Law	s	s	s	s	s	s	s		s	P	s						s			
Business Math	s	s	s		s	s	s	P		s	s					P	s			
Computer Applications (dam., middle, high school levels)		s	s		s	s		s	P	s							P	s	s	
Computer Literacy (dam., middle, high school levels)		s	s		s	s		s		s							P	P	P	s
Desktop Publishing		s	s		s	s			P	s						s	P	P		
Digital/Software Devel.		s	s		s	s			s	s						s	s			P
Economics	s	s	s	s	s	s	s	s		s	P						s	s		

WCCTS

Pre-Learning Course Activity
(10 Minutes)

- Please do not refer to the standards book.
- This activity should address the broad connection to the six standard titles.

WCCTS

Post-Learning Course Activity
(20 Minutes)

(Based upon brief presentation and quick review of WCCTS)

- Indicate the standard that applies based upon your review of the WCCTS Content Area Standard, Learning Priority and Performance Indicators.
- Pair & Share Your Alignment to the WCCTS

Stacking Your Deck Activity

- See Handout

Stay Connected to WI CTE

- CTE Homepage (bookmark it!)
  https://dpi.wi.gov/cte
- CTE Standards
  https://dpi.wi.gov/cte/standards/standards
- CTE Calendar
  https://dpi.wi.gov/cte/events/upcoming
- CTE Data Resources
  https://dpi.wi.gov/cte/resources
- CTE Branding
  https://dpi.wi.gov/cte/promote
- Like Wisconsin Career & Technical Education Facebook

Career and Technical Education State Standards

Congratulations on taking a big step today to gain a better understanding of the revised CTE standards. Look for additional professional development opportunities online at