



## **Section III**

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Wisconsin Common Career Technical Standards



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## Wisconsin's Approach to Common Career Technical Standards

With the release of the Wisconsin Standards for Career and Technical Education (CTE), Wisconsin CTE teachers have access to the foundational knowledge and skills needed to educate students for successful entry into hundreds of high-wage, high-demand occupations and careers. Vetted by business, industry and education professionals, these standards guide Wisconsin schools, teachers and community partners toward development and continuous improvement of world class CTE courses and programs.

The learning priorities and performance indicators contained within each set of CTE standards consists of knowledge and skills specific to the respective disciplines and its related jobs and careers. These are, of course, critical as students develop and pursue their career goals. In addition, knowledge and skills exist that are common to the pursuit of jobs and careers in any field. It is this set of common career knowledge and skills that are contained in the *Wisconsin Common Career Technical Standards*.

The Wisconsin Common Career Technical Standards (WCCTS) include the CTE related knowledge and skills that all students should have to be college and career ready and they provide a foundation on which the discipline-specific CTE standards are built. In some cases, discipline-specific standards will be similar to the WCCTS, but those discipline-specific standards will have a depth or nature that is specific to that discipline and its related jobs and careers.

These WCCTS, which are included as an additional section in each of the discipline-specific CTE standards documents, have been developed from a broad collection of potential standards using a “workplace” lens. In other words, when determining common standards for all CTE areas, their relevance to being successful and valued as an employee in a wide range of career clusters and pathways has been considered. From this perspective, six areas for the WCCTS emerged: **Creativity, Critical Thinking, Communication and Collaboration; Career Development; Environment, Health and Safety; Global and Cultural Awareness; Information, Media and Technology; and Leadership.**

Numerous existing sets of standards and standards-related documents have been used in developing the Wisconsin Common Career Technical Standards. These include:

- 21<sup>st</sup> Century Skills
- Career Cluster Essential Knowledge and Skills Statements
- Wisconsin Employability Skills Certificate
- Wisconsin Youth Leadership Skill Certificate
- National Career Development Association Career Development Standards
- Wisconsin Comprehensive School Counseling Model
- NASDCTEc Common Career Technical Core Initiative

In addition to the Wisconsin Common Career Technical Standards, personal financial literacy and entrepreneurial knowledge and skills are an important part of a student's education. These areas were not included as part of the WCCTS since Wisconsin educators and schools use the Model Academic Standards for Personal Financial Literacy and *Wisconsin's Vision for Entrepreneurial Education* which adapts the *National Content Standards for Entrepreneurs*. Educators should reference these two sets of standards for inclusion in CTE curriculum where appropriate.

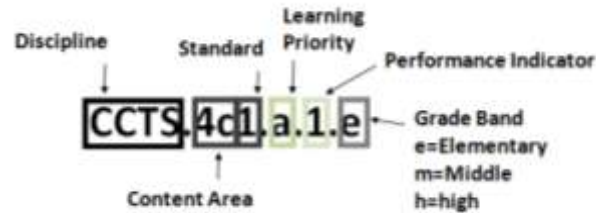
As with all the standards, the Wisconsin Common Career Technical Standards may be taught and integrated through a variety of classes and experiences. Each district, school and program area should determine the means by which students meet these standards. Through the collaboration of multiple stakeholders, these foundational standards will set the stage for high-quality, successful, contemporary CTE courses and programs throughout Wisconsin's PK-12 systems.



## Standard Structure

The Wisconsin Standards for Career and Technical Education, including the Wisconsin Common Career Technical Standards, each follow a similar structure.

### Standard Coding



### Standard Formatting

**Performance Indicator by Grade Band:**  
 Measurable degree to which a standard has been developed and/or met

**Discipline** →

**Content Area** →

**Standard:** Broad statement that tells what students are expected to know or be able to do →

**Learning Priority:** Breaks down the broad statement into manageable learning pieces →

Wisconsin Common Career Technical Standards (WCCTS)			
Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration			
Standard: 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.			
Performance Indicators (By Grade Band)			
Learning Priority	PK-5	6-8	9-12
4C1a: Develop original solutions, products, and services to meet a given need.	4C1a.1.a: Recognize that there can be multiple ways to solve a problem.	4C1a.4.m: Analyze elements of a problem to develop creative solutions.	4C1a.7.h: Develop original ways to solve a given problem.
	4C1a.2.e: Explain how human needs and desires drive innovation.	4C1a.5.m: Explain how a recently developed product or service fulfills a human need or desire.	4C1a.8.h: Design a product or service that could fulfill a human need or desire.
	4C1a.3.a: Explain how a solution to one problem may or may not work for a related problem or situation.	4C1a.6.m: Describe how past experiences can inform current problem solving.	4C1a.9.h: Apply past experiences to current problems in developing innovative solutions.

### Grade Bands

Grade bands of PK-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.

- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts can be an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 showcase these foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.