



Learning that works for Wisconsin

Standards 101: An Orientation to Career and Technical Education Standards in Wisconsin

1. CTE Standards 101: Standards provide a scope of what students should know and be able to do within a discipline.

- What is it that students need to know and be able to do?
- What is the process for unpacking and repacking the standards for the academic and behavioral demands?

2. Enduring Understandings: Enduring Understandings frame the big ideas central to a discipline and can be written as Essential Questions to generate inquiry.

- What are the big ideas of the discipline?
- Which ideas have lasting value beyond the classroom?

3. Performance Tasks: Performance tasks present students with a robust, real-world challenge in which the scenario, role, process, and product allow students to apply their skills and knowledge to complete the task.

- What assessments will measure these enduring understandings?
- Is the assessment an authentic task that reflects the key challenges and accomplishments of the discipline?

4. Course Development: A course consists of a coherent series of units where concepts and/or skills advance and deepen over time.

- Which standards are used to create this course?
- Which assessments will measure student learning?
- Which essential questions will frame the big ideas?
- What resources, materials, and technology are needed?
- How does disciplinary literacy support students' learning of the discipline?
- What intra- and interdisciplinary connections can be made?
- What is the sequence for units?

5. Unit Plan Development: A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time.

- What is it that students need to know and be able to do?
- How will the standards be sequenced?
- What assessments will monitor and measure student learning?
- Which essential questions will frame the big ideas?
- Which vocabulary words will need to be taught and to what extent?
- What data will be used to inform instruction?
- How does disciplinary literacy support students' learning of the discipline?
- What intra- and interdisciplinary connections can be made?
- How do students have opportunities to lead?

6. Universal Design for Learning: Universal Design for Learning ensures access and engagement for all learners, reduces barriers in instruction and assessment, provides appropriate supports and challenges, and maintains high expectations for all.

- How can information be represented in multiple ways?
- How can students be engaged in multiple ways?
- What are the multiple options for students to demonstrate their learning?
- What assistive technology is available if needed?

7. Lesson Plan Development: A lesson articulates daily instruction, can vary in length, is recursive in nature, and allows students several opportunities for practice.

- What is it that students need to know and be able to do?
- How will the standards be sequenced?
- What assessments will monitor and measure student learning?
- Which essential questions will frame the big ideas?
- Which vocabulary words will need to be taught and to what extent?
- What data will be used to inform instruction?
- How does disciplinary literacy support students' learning of the discipline?
- What intra- and interdisciplinary connections can be made?
- How will you use instructional practices and strategies within an instructional framework that aligns to Wisconsin's Guiding Principles for Teaching and Learning to ensure meaningful engagement for all learners?
- How do teachers use reflection to improve student learning?

