



Career and Technical Education Content Standards Negotiated Rulemaking Committee Agenda

When: December 3, 2019
Time: 10 a.m. to 4 p.m.
Where: Capitol Building, Rm 152 Helena, MT 59601
Lunch: On your own

Committee members are welcome to arrive at 9 a.m. to check computer or device connectivity.

Lunch break, on your own, at approximately 12:00 p.m.

The Committee will move through the agenda as needed.

- 10 a.m. Introductions
 Call to Order
 Facilitator Confirmation
 Establish Committee Membership
 Review Negotiated Rulemaking roles, responsibilities, and process
 Establish Committee’s consensus definition
 OPI provides background and context behind rule recommendations
 Proposed rule changes
 Overview of Economic Impact Survey Questionnaire
 Next NR Committee meeting date: January 2020
 Public comment
4 p.m. Adjourn
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All comments received become part of the official public record of the Negotiated Rulemaking Committee proceedings in accordance with §2-3-212, MCA.

CTE STANDARDS DRAFT FOR NRC 12.3.19

- 1 1. The content areas covered by the career and technical education standards may
2 include:
 - 3 a. act as a responsible and contributing citizen and employee
 - 4 b. apply appropriate academic and technical skills
 - 5 c. attend to personal health and financial well-being
 - 6 d. communicate clearly, effectively, and with reason
 - 7 e. consider the environmental, social and economic impacts of decisions
 - 8 f. demonstrate creativity and innovation
 - 9 g. employ valid and reliable research strategies
 - 10 h. utilize critical thinking to make sense of problems and persevere in solving them
 - 11 i. model integrity, ethical leadership, and effective management
 - 12 j. plan education and career path aligned to personal goals
 - 13 k. use technology to enhance productivity
 - 14 l. work productively in teams while using cultural/global competence
- 15 2. Students will learn career and technical education content across programs of study and
16 integrated with academic content.
- 17 3. Programs of study may include:
 - 18 a. agriculture, food, and natural resources
 - 19 b. architecture and construction
 - 20 c. arts, audio-visual technology, and communications
 - 21 d. business management and administration
 - 22 e. education and training
 - 23 f. health sciences
 - 24 g. hospitality and tourism
 - 25 h. human services
 - 26 i. information technology
 - 27 j. law, public safety, corrections and security
 - 28 k. manufacturing
 - 29 l. marketing
 - 30 m. transportation, distribution and logistics

CTE STANDARDS DRAFT FOR NRC 12.3.19

- 1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR KINDERGARTEN
- 2 1. The career and technical education standards for kindergarten are that each student will:
- 3 a. Act as a responsible and contributing citizen and employee
- 4 i. explore roles of employees, citizens, and community members
- 5 b. Demonstrate creativity and innovation
- 6 i. identify more than one way to solve a problem
- 7 c. Utilize critical thinking to make sense of problems and persevere in solving them
- 8 i. look for and make use of patterns
- 9 ii. try several methods to solve a problem
- 10 d. Plan education and career path aligned to personal goals
- 11 i. identify and describe various careers

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FIRST GRADE

- 2 1. The career and technical education standards for first grade are that each student will:
- 3 a. Act as a responsible and contributing citizen and employee
- 4 i. identify the characteristics of citizenship across jobs and communities
- 5 b. Communicate clearly, effectively, and with reason
- 6 i. recognize effective communication and active listening skills to foster
- 7 positive relationships
- 8 c. Demonstrate creativity and innovation
- 9 i. identify an alternate solution to a problem
- 10 d. Utilize critical thinking to make sense of problems and persevere in solving them
- 11 i. look for and make use of patterns
- 12 ii. try several methods to solve a problem
- 13 e. Plan education and career path aligned to personal goals
- 14 i. identify various careers
- 15 ii. work successfully in small and large groups to accomplish tasks within a
- 16 time frame
- 17 f. Use technology to enhance productivity
- 18 i. explore how technology is used in different jobs and careers
- 19 g. Work productively in teams while using cultural/global competence
- 20 i. identify strategies to develop a sense of inclusion

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR SECOND GRADE

- 2 1. The career and technical education standards for second grade are that each student
3 will:
- 4 a. Act as a responsible and contributing citizen and employee
 - 5 i. recognize the rights and responsibilities of citizenship
 - 6 b. Communicate clearly, effectively, and with reason
 - 7 i. practice compromise and conflict resolution with support
 - 8 c. Consider the environmental, social and economic impacts of decisions
 - 9 i. compare and contrast safety procedures for different environments and
10 tasks
 - 11 ii. identify and explain the reasons for personal protective equipment for
12 personal use
 - 13 d. Demonstrate creativity and innovation
 - 14 i. discuss ways people work together
 - 15 e. Utilize critical thinking to make sense of problems and persevere in solving them
 - 16 i. outline and explain the steps to complete a task
 - 17 ii. try several methods to solve a problem
 - 18 f. Model integrity, ethical leadership, and effective management
 - 19 i. describe the role of a leader
 - 20 g. Plan education and career path aligned to personal goals
 - 21 i. identify and describe basic work skills that contribute to the success of a
22 team
 - 23 h. Use technology to enhance productivity
 - 24 i. investigate how technology in school and at work enhances learning and
25 connections with others
 - 26 i. Work productively in teams while using cultural/global competence
 - 27 i. work cooperatively to examine issues from multiple viewpoints

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR THIRD GRADE

- 2
- 3 1. The career and technical education standards for third grade are that each student will:
- 4 a. Act as a responsible and contributing citizen and employee
- 5 i. Identify characteristics of being an employee
- 6 b. Attend to personal health and financial well-being
- 7 i. describe how consumer actions influence the use of resources
- 8 c. Communicate clearly, effectively, and with reason
- 9 i. apply active listening, compromise, and conflict resolution skills
- 10 d. Consider the environmental, social and economic impacts of decisions
- 11 i. adapt to different environments by adjusting behavior to promote personal
- 12 and group safety
- 13 ii. identify and explain the reasons for personal protective equipment for
- 14 personal and classroom use
- 15 e. Demonstrate creativity and innovation
- 16 i. explore the design cycle
- 17 f. Employ valid and reliable research strategies
- 18 i. represent data in multiple formats
- 19 g. Utilize critical thinking to make sense of problems and persevere in solving them
- 20 i. compare and explain similarities and differences of patterns and
- 21 operations
- 22 ii. plan and execute activities to develop a solution or complete a project
- 23 iii. test and refine methods to solve a problem
- 24 h. Model integrity, ethical leadership, and effective management
- 25 i. explain how actions and attitudes impact others
- 26 ii. define and give examples of leadership roles
- 27 i. Plan education and career path aligned to personal goals
- 28 i. compare career options that align with personal interest
- 29 ii. apply and manage resources efficiently and effectively
- 30 j. Use technology to enhance productivity
- 31 i. explain how technology is used in homes, schools, and jobs
- 32 k. Work productively in teams while using cultural/global competence
- 33 i. identify and mitigate barriers to productive communication

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FOURTH GRADE

- 2
- 3 1. The career and technical education standards for fourth grade are that each student will:
- 4 a. Act as a responsible and contributing citizen and employee
- 5 i. explore consequences of actions in communities and workplace
- 6 b. Attend to personal health and financial well-being
- 7 i. investigate advertising and media that influence behavior
- 8 c. Communicate clearly, effectively, and with reason
- 9 i. practice compromise and conflict resolution
- 10 d. Consider the environmental, social and economic impacts of decisions
- 11 i. adapt to different environments by adjusting behavior to promote personal
- 12 and group safety
- 13 ii. predict potential outcomes of various decisions in a complex environment
- 14 iii. identify and explain the consequences of improper personal protective
- 15 equipment use
- 16 e. Demonstrate creativity and innovation
- 17 i. explore innovations and their creators
- 18 f. Employ valid and reliable research strategies
- 19 i. map data for a culture, community, or state
- 20 g. Utilize critical thinking to make sense of problems and persevere in solving them
- 21 i. identify models that organize and analyze patterns of information
- 22 ii. explain how personal and cultural histories can influence team
- 23 approaches to completing tasks and projects
- 24 iii. test and refine methods to solve a problem
- 25 h. Model integrity, ethical leadership, and effective management
- 26 i. contribute constructively to teams assuming various roles and
- 27 responsibilities to work effectively toward a common goal
- 28 i. Plan education and career path aligned to personal goals
- 29 i. explore education requirements for different career options
- 30 ii. prepare personal communications based upon the intended audience
- 31 j. Use technology to enhance productivity
- 32 i. select appropriate tools to create and communicate
- 33 k. Work productively in teams while using cultural/global competence
- 34 i. engage with learners from diverse cultures through use of available
- 35 technology
- 36

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR FIFTH GRADE

- 2 1. The career and technical education standards for fifth grade are that each student will:
 - 3 a. Act as a responsible and contributing citizen and employee
 - 4 i. identify activities and behaviors that build and strengthen community
 - 5 ii. define employability skills
 - 6 b. Apply appropriate academic and technical skills
 - 7 i. read and comprehend a variety of resources to explain procedures, ideas,
 - 8 or concepts in career pathways
 - 9 ii. construct charts, tables, and graphs using mathematical data
 - 10 iii. apply scientific methods including data gathering, direct and indirect
 - 11 observation, and prediction to solve workplace problems
 - 12 c. Attend to personal health and financial well-being
 - 13 i. model the interrelationships between mental, emotional, social, cultural,
 - 14 intellectual, and physical health
 - 15 d. Communicate clearly, effectively, and with reason
 - 16 i. apply safety, responsibility, and ethical use of information to communicate
 - 17 knowledge of career pathways
 - 18 ii. demonstrate employability skills to interact with team members to
 - 19 accomplish group goals
 - 20 e. Consider the environmental, social and economic impacts of decisions
 - 21 i. evaluate the effectiveness of safety procedures for different environments
 - 22 and tasks
 - 23 f. Demonstrate creativity and innovation
 - 24 i. communicate complex ideas in creative ways
 - 25 g. Employ valid and reliable research strategies
 - 26 i. identify valid data from multiple sources for a variety of career-related
 - 27 research projects
 - 28 h. Utilize critical thinking to make sense of problems and persevere in solving them
 - 29 i. interpret data to observe and explain trends
 - 30 ii. compare and contrast multiple approaches to solving a problem or
 - 31 completing a project
 - 32 iii. test and refine methods to solve a problem
 - 33 i. Model integrity, ethical leadership, and effective management
 - 34 i. lead a group activity
 - 35 j. Plan education and career path aligned to personal goals
 - 36 i. describe how work relates to meeting needs for goods, clothing, shelter,
 - 37 and other necessities for living
 - 38 ii. performs basic tasks for personal and workplace communication
 - 39 k. Use technology to enhance productivity
 - 40 i. demonstrate how to work cooperatively and collaboratively with peers
 - 41 when using technology tools
 - 42 l. Work productively in teams while using cultural/global competence
 - 43 i. collaboratively set teamwork roles and goals

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR SIXTH THROUGH EIGHTH
2 GRADES

- 3 1. The career and technical education standards for sixth through eighth grades are that
4 each student will:
- 5 a. Act as a responsible and contributing citizen and employee
 - 6 i. defend choices related to positive, safe, legal, and ethical behavior
 - 7 ii. practice employability skills
 - 8 b. Apply appropriate academic and technical skills
 - 9 i. develop a product using oral, pictorial, or multimedia
 - 10 ii. compose well-organized written documents for the workplace
 - 11 iii. communicate mathematical data using charts, tables, and graphs
 - 12 iv. integrate and translate scientific methods to technical data using oral,
13 written, and multimedia communications
 - 14 c. Attend to personal health and financial well-being
 - 15 i. investigate the connection between work and financial well-being
 - 16 ii. identify how peers influence personal well-being
 - 17 iii. develop a personal budget and savings plan
 - 18 d. Communicate clearly, effectively, and with reason
 - 19 i. apply employability skills to productively interact with all team members to
20 accomplish group goals
 - 21 ii. integrate a variety of multimedia applications to effectively organize and
22 present information
 - 23 e. Consider the environmental, social and economic impacts of decisions
 - 24 i. evaluate peer behaviors and exhibit personal responsibility to promote
25 personal and group safety in all environments
 - 26 ii. identify personal protective equipment for workplace, classroom, and
27 personal use, determining when and where it should be utilized
 - 28 f. Demonstrate creativity and innovation
 - 29 i. develop or modify an existing innovation to improve the workplace
 - 30 g. Employ valid and reliable research strategies
 - 31 i. evaluate the accuracy, credibility, perspective, and relevance of
32 information, media, data and other resources
 - 33 ii. curate information from multiple sources to make meaningful connections
34 and draw conclusions
 - 35 iii. apply fair use and copyright laws
 - 36 h. Utilize critical thinking to make sense of problems and persevere in solving them
 - 37 i. analyze trends to draw conclusions and explore solutions to problems
 - 38 ii. analyze and explain how individual behaviors influence processes and
39 environments
 - 40 iii. evaluate resources in testing and refining solutions to problems before
41 asking for assistance
 - 42 i. Model integrity, ethical leadership, and effective management

CTE STANDARDS DRAFT FOR NRC 12.3.19

- 1 i. examine the importance of professional ethics, cultural, and legal
- 2 responsibilities of the workplace
- 3 ii. evaluate alternative responses to workplace situations
- 4 iii. describe the diversity of workplace environments
- 5 j. Plan education and career path aligned to personal goals
- 6 i. develop programs of study for various career pathways, examining
- 7 outlook, salary, education, job duties, and lifestyle
- 8 ii. organize and synthesize information about career skills and requirements
- 9 for applications
- 10 k. Use technology to enhance productivity
- 11 i. explain how scientific and technological changes impact specific careers
- 12 ii. describe the role of technology within a community in maintaining safe
- 13 and healthy environments
- 14 l. Work productively in teams while using cultural/global competence
- 15 i. evaluate local and global challenges
- 16 ii. evaluate diversity and inclusion language in documents and policies

CTE STANDARDS DRAFT FOR NRC 12.3.19

1 THE CAREER AND TECHNICAL EDUCATION STANDARDS FOR NINTH THROUGH
2 TWELFTH GRADE

- 3 1. The career and technical education standards for ninth through twelfth grades are that
4 each student will:
- 5 a. Act as a responsible and contributing citizen and employee
 - 6 i. engage in positive, safe, legal, and ethical behavior
 - 7 ii. model industry-identified, career-ready skills
 - 8 b. Apply appropriate academic and technical skills
 - 9 i. compose clear and coherent documents and presentations appropriate to
10 task, purpose, and audience
 - 11 ii. demonstrate knowledge of mathematical operations needed to succeed in
12 a selected career pathway
 - 13 iii. apply appropriate scientific methods in qualitative and quantitative
14 analysis in a selected career pathway
 - 15 c. Attend to personal health and financial well-being
 - 16 i. evaluate validity of health and financial information, products, and
17 services
 - 18 ii. analyze financial practices including budgeting, banking, savings,
19 investments
 - 20 iii. explain significance in achieving personal and business short and long
21 term goals
 - 22 iv. develop financial goals based on lifestyle expectations, education plans,
23 and career choices
 - 24 d. Communicate clearly, effectively, and with reason
 - 25 i. model integrity, ethical leadership, and effective employability skills in all
26 communication
 - 27 ii. evaluate and use information systems to prepare technical documents for
28 the workplace
 - 29 iii. model appropriate strategies for communicating persuasively in
30 professional settings to effectively interact with individuals from various
31 cultural, ethnic, and language backgrounds
 - 32 iv. employ awareness of world cultures and languages in work-based
33 learning opportunities
 - 34 e. Consider the environmental, social and economic impacts of decisions
 - 35 i. design and construct safe working environments according to government
36 and industry standards
 - 37 ii. create plans and policies that reflect deep understanding of individual
38 histories and societal complexities in a work environment
 - 39 iii. integrate personal protective equipment use regularly in necessary
40 environments
 - 41 f. Demonstrate creativity and innovation
 - 42 i. design and implement an innovation to improve the workplace
 - 43 ii. evaluate peer innovations and provide feedback

CTE STANDARDS DRAFT FOR NRC 12.3.19

- 1 g. Employ valid and reliable research strategies
- 2 i. use evidence from multiple sources to defend a position
- 3 ii. determine various research methodologies based on a defined
- 4 problem/purpose
- 5 iii. identify research protocols required to ensure legality, validity, and
- 6 reliability
- 7 h. Utilize critical thinking to make sense of problems and persevere in solving them
- 8 i. devise forecasts or solutions to problems that reflect analysis of trends
- 9 ii. utilize understanding of resources and culture to devise collaborative
- 10 solutions to problems
- 11 iii. utilize multiple resources to test and refine solutions to a problem
- 12 i. Model integrity, ethical leadership, and effective management
- 13 i. apply laws and regulations to personnel situations to help employees
- 14 perform their jobs according to employer rules and expectations
- 15 ii. apply insight to positively influence others' actions, attitudes, and beliefs
- 16 based on the needs of the workplace
- 17 j. Plan education and career path aligned to personal goals
- 18 i. execute a program of study following a career pathway, evaluating the
- 19 opportunities for personal and professional lifelong learning
- 20 ii. explore the benefits of having a personal or career mentor
- 21 iii. construct applications, resumes, and necessary work-related documents
- 22 k. Use technology to enhance productivity
- 23 i. describe how job market changes have resulted from scientific
- 24 advancements and the increased use of technology in the global
- 25 economy
- 26 ii. evaluate the purpose of technology tools and multimedia to analyze their
- 27 impact on productivity in homes, schools and workplaces
- 28 iii. safely and ethically use current industry-standard and emerging
- 29 technologies
- 30 iv. model appropriate communication and technological skills to seek, obtain
- 31 and change jobs/careers
- 32 l. Work productively in teams while using cultural/global competence
- 33 i. collaborate to address geographic, economic, cultural, or political issues
- 34 considering multiple perspectives

CTE STANDARDS DRAFT FOR NRC 12.3.19

- 1 Administrative Rules of Montana Chapter 55
- 2 CAREER AND /TECHNICAL EDUCATION PROGRAM DELIVERY STANDARDS
- 3 [10.55.1701](#)

Current ARM	Recommendation	Suggested Modification
(1) In general, a basic program in career and /technical education shall:		
(a) meet the following conditions:		
(i) skill development leading to lifelong pursuits;	Keep as is	
(ii) program development in consultation with an advisory council; and	Keep as is	
(iii) opportunities for authentic application, work experience, and/or articulation with postsecondary education	Keep as is	
(b) include the following practices:		
(i) foster skill development for employment, advanced training, and lifelong learning;	Keep as is	
(ii) input from representatives of business and industry;	Keep as is	
(iii) analysis of skills and knowledge required in paid and non-paid careers;	Keep as is	
(iv) leadership and character development through participation in career and technical student organizations (CTSOs) ;	Keep as is	
(v) progression of skills and knowledge from basic to advanced; and	modify	progression of knowledge and skills from foundational to advanced through a sequence of courses; and
(vi) integration of career and /technical competencies with academic knowledge in a contextual setting	Keep as is	

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Montana Content Standards for Career and Vocational/Technical Education

Adopted October 2000

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Introduction

Career and Vocational/Technical Education is a program of articulated sequential experiences that prepare students for successful participation in community, family, postsecondary education and careers.

Career and Vocational/Technical Education programs include Agriculture, Business and Marketing, Family and Consumer Sciences, Industrial Technology, and Trades and Industry.

Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. Programs are driven by authentic applications where students will be prepared for the workplace.

Through Career and Vocational/Technical Education students are empowered to be successful in today's world.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a development continuum in each content area. That continuum is focused at three points – at the end of grade 8, the end of one high school course, and the completion of six units of vocational coursework.

Content Standard 1: Students experience various career opportunities and assess personal career pathways.

Content Standard 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Content Standard 3: Students acquire and utilize personal leadership skills to become successful, productive citizens.

Content Standard 4: Students acquire and demonstrate current technical skills leading to an occupation.

Content Standard 5: Students know and demonstrate the requirements of the workplace through authentic application.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1

(1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) describe and demonstrate the importance of goal setting and career and life planning;
- (b) explore and investigate career opportunities; and
- (c) describe various lifetime roles (e.g., friend, student, leader, worker, family member).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;
- (b) utilize local resources to research career plans; and
- (c) recognize the interrelationships of family, community, career, and leisure roles.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) develop, evaluate, and modify personal career and life plans;
- (b) experience an internship, job shadow, or work experience related to one's career plan; and
- (c) evaluate career choices and the effect on family and lifestyle.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2

(1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management).

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) use basic monetary skills, practice maintaining basic financial records;
- (b) follow detailed instructions and complete assignment (e.g., project/time management);
- (c) recognize time constraints (e.g., personal time); and
- (d) recognize limitations on physical resources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) prepare a budget and keep financial records;
- (b) prioritize, allocate time, and prepare and follow schedules to complete a project;
- (c) apply appropriate time to task; and
- (d) use physical resources wisely to accomplish a goal.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;
- (b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);
- (c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and
- (d) evaluate the use of physical resources.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3

(1) To satisfy the requirements of career and vocational/technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) serve as a positive role model by following the rules and management strategies for school, family, and community;
- (b) identify personal and work ethics;
- (c) recognize characteristics of good citizenship;
- (d) identify methods that can increase a person's self-esteem;
- (e) observe and recognize diversity; and
- (f) describe several methods of communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) demonstrate active leadership skills by participation in group activities and projects;
- (b) demonstrate positive personal and work ethics;
- (c) demonstrate skills to be a productive citizen;
- (d) apply self-esteem building practices;
- (e) demonstrate appreciation for diverse perspective needs and characteristics; and
- (f) practice several methods of effective communication.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
- (b) evaluate, compare, and contrast positive personal and work ethics;
- (c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);
- (d) select methods to constructively build esteem in others as well as self;
- (e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
- (f) utilize multiple communication methods to complete a class project.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4

(1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) identify appropriate technical skills required for selected occupation;
- (b) practice safe and appropriate use of technology;
- (c) identify and use the appropriate tools and equipment for the task;
- (d) identify and demonstrate appropriate care of technological tools; and
- (e) follow basic technical instruction.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice technical skills and procedures required for an occupation;
- (b) practice safe and appropriate use of technology;
- (c) select the appropriate tools, equipment, and procedures for the task;
- (d) manage and maintain technological tools and follow troubleshooting protocol; and
- (e) apply technical information to a variety of sources.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) master the technical skills required for an entry level job or advanced training;
- (b) practice safe and appropriate use of technology;
- (c) master tools and equipment needed for an entry level job or advanced training;
- (d) manage and maintain technological systems and follow troubleshooting protocol; and
- (e) adapt technical information generated from a variety of technical sources.

CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5

(1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) apply academic and technical skills to a class project;
- (b) identify the concepts of entrepreneurship;
- (c) describe how decisions affect self and others; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice and demonstrate academic and technical skills in a workplace setting;
- (b) apply the concepts of entrepreneurship;
- (c) identify possible outcomes and consequences of decisions; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) transfer academic and technical skills to the level of industry standards;
- (b) evaluate and/or design components of a business plan;
- (c) demonstrate decision-making and problem-solving skills; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment.

TEMPLATE Economic Impact Survey for XXX Standards

Your email address (cbartow@opiconnect.org) will be recorded when you submit this form. Not [cbartow?](#) [Sign out](#)

* Required

1. First and Last Name *

2. What is your role? *

Check all that apply.

- School Administrator
- School Business Official
- School Board Trustee
- Teacher
- Other: _____

3. What school size/type do you represent? *

Mark only one oval.

- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Other: _____

4. School Name and ZIP Code *

Program Delivery Standards

ARM Chapter 55

5. Is your district able to implement the current program delivery standards for XXX?

Mark only one oval.

- Yes
- No

6. If no, what is the most significant barrier to implementation?

Mark only one oval.

- Staffing
- Professional Development
- Instructional Resource Availability
- Other: _____

Content Standards Implementation

7. Is your district able to implement the current XXX content standards with existing staff?

Mark only one oval.

- Yes
- No

8. Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

Mark only one oval.

- Yes
- No
- Maybe

9. Do you anticipate that your district will be able to meet the proposed standards with existing resources?

Mark only one oval.

- Yes
- No

Instructional Materials

10. Would the proposed standards impose a cost for instructional materials beyond that required to implement the current standards?

Mark only one oval.

- Yes
- No

11. Does your district have difficulty finding instructional materials to implement the current standards?

Mark only one oval.

- Yes
- No

12. Will your district have difficulty finding instructional materials to implement the proposed standards?

Mark only one oval.

- Yes
- No
- Maybe

13. What increase in total dollars would be required to cover the cost associated with Instructional Materials?

14. If you answered "no" to any of the questions above, please provide additional feedback.

Personnel

15. Would the proposed standards impose a cost for personnel beyond what is required to implement the current standards?

Mark only one oval.

- Yes
- No

16. Does your district have a shortage of teachers endorsed in XXX?

Mark only one oval.

- Yes
- No

17. Will your district have a shortage of teachers endorsed to teach XXX?

Mark only one oval.

- Yes
- No

18. How many new hires would be needed?

19. What increase in total dollars would be required to cover the cost associated with Personnel?

20. If you answered "no" to any of the questions above, please provide additional feedback.

Professional Learning

21. Would the proposed standards impose a cost for professional learning beyond those expenses already required to implement the current standards?

Mark only one oval.

- Yes
- No

22. Does your district have difficulty in finding professional development opportunities for XXX educators?

Mark only one oval.

- Yes
- No

23. Will your district have difficulty finding professional development opportunities for XXX educators?

Mark only one oval.

- Yes
- No
- Maybe

24. What increase in total dollars would be required to cover the cost associated with Professional Development?

25. What professional development would be needed?

26. How many teachers would need this professional development?

27. How many hours of professional development would be needed for each teacher?

28. If you answered "no" to any of the questions above, please provide additional feedback.

Curriculum Development

29. Would the proposed standards impose a cost for curriculum development beyond what is required to implement the current standards?

Mark only one oval.

Yes

No

30. Does your district have a shortage of time and resources to support curriculum development in XXX?

Mark only one oval.

Yes

No

31. Will your district have a shortage of time and resources to support curriculum development in XXX?

Mark only one oval.

Yes

No

Maybe

32. What new purchases would be needed?

33. What increase in total dollars would be required to cover the cost associated with Curriculum Development?

34. How many personnel would be involved in curriculum development?

35. How many hours of professional time would be needed in total for Curriculum Development?

36. If you answered "no" to any of the questions above, please provide additional feedback.

YOUR TURN: General Feedback

Please expand on any significant issue that you have indicated in your responses.

37. Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new program delivery and content standards?

Send me a copy of my responses.

