

Unpacking CTE Standards

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CCUSD 301

<http://bit.ly/KaneCTE20>





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Meet your presenters

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CTE Standards

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Unpacking a Standard

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Activity

Let's UNPACK

Introductions

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What Are NBEA Standards?

The National Business Education Association (NBEA) has standards for 11 subject areas in business education that are intended to prep students for any job or work environment.



Overview of Standards

4th Edition of Standards



3 Major Areas of Emphasis



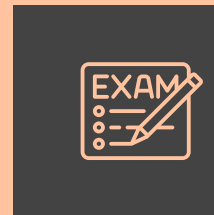
Interrelatedness

Acknowledgement and deeper understanding of content areas and how they relate and rely on one another



Technical Skills

Evaluation of performance expectations for technical skills along with recognition of their functions as tools for business solutions



Critical Thinking

More sophisticated decision-making skills for worker's to compete in global economy

TWIN THREADS OF TECHNOLOGY AND HUMAN RELATIONS

Information Technology and Human Relations

Technology because it is the problem-solving and decision-making tool that support every discipline and...

human relations because no business can succeed if it ignores the human factor.



Developmental Approach to Content Mastery

Level 1

Elementary (K-6)

Assumes that learning is lifelong

Serve as resource persons

Educators are able to integrate technology and career awareness into the curriculum

Level 2

Middle School/Jr. High (6-9)

Use technology effectively in learning process

Students introduced to key concepts

Students apply technology skills and soft skills to become successful and effective in the business world

Level 3

Secondary (9-12)

Student-centered environment

Guide learners as they develop skills

Learning is customized—students select projects based on personal or career interests

Support learners as continue to grow, gain workplace knowledge and gain business experience



Let's Unpack Standards

Baby steps!





What are we really doing when we unpack a standard?

It's a Juggling Act!

- Educators first clarify the standards to fully understand what students have to know and be able to do.
- Then connect the instruction to the assessment. Next teachers need to determine how they will assess student learning and proficiency.
- Then, they teach the standards, beginning where the student is ready to learn while formatively assessing students throughout a unit of study.
- Teachers will need to assess differentiation needed for students to meet proficiency levels of a standard.



Knowing the Structure

- Unpacking the standards is a process to “unconfuse” skills and concepts by separating them into meaningful chunks.
- It gives educators a clear path about what to **assess**, **plan** and **teach**.
- The first step in Unpacking the Standards...
- ... is to organize the standards in a way that reveals hidden patterns *within* and *among* the standards.



The Process

- Step 1— Identify Nouns (concepts) and verbs (skills)
- Step 2— Identify Depth of Knowledge (DoK) for each skill
- Step 3—Big Ideas
- Step 4--How do they relate to employability skills



Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

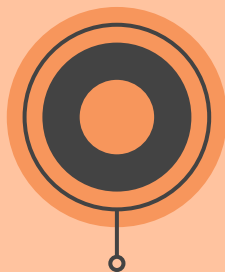
Focus: on complex reasoning, planning, and thinking make real-world applications in new situations

Note: has multiple answers or approaches often requires extended periods of time with multiple steps

Webb's Depth of Knowledge Chart

DoK works through different levels of complexity in questioning. We need to find balance and be thoughtful in leading students through different levels to challenge their thinking.

The Process



Step 1

Identify Level
Performance
Expectations



Step 2

Put standard
into nouns and
verbs



Step 3

Identify Depth
of Knowledge
(DoK)



Step 4

What are the
Big Ideas/
enduring
concepts and
employability
competencies?



**Let's
Unpack!**



Blank Unpack Worksheet Filled out

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