Vermont Career Technical Education (CTE) Program Critical Proficiencies

Digital and Visual Arts CTE Programs

The Critical Proficiencies identify the essential knowledge, skills, and abilities that VT CTE students need to demonstrate (1) to be program completers, and (2) to be prepared for future learning. Critical proficiencies promote high expectations for all students, and support students' personal, professional, and academic development. At the high school level, VT's Proficiency-Based Graduation Requirements (PBGRs) reflect the critical proficiencies that lead to postsecondary career and college readiness.

For each of the unique program areas which categorize VT's CTE programs, the proficiency template includes:
- Program-Area Descriptions
- Career Ready Practices
- Career Cluster(s) and Pathway(s)
- Anchor Standards
- Program Technical Standards
- Academic Alignment
- CTE Program Elements

Advance CTE Common Career Technical Core - Career Ready Practices

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). The CCTC includes a set of standards for each Career Cluster® and corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include statements that address the knowledge, skills, and dispositions that are important to becoming career ready.

The Career Ready Practices were developed from a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).

> Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEC, 2012)

The Career Ready Practices
- are applicable across all program areas.
- align with the VT Transferable Skills Proficiency-Based Graduation Requirements (PBGRs) and VT Portrait of a Graduate.
- are the *transferable skills* of the Common Career Technical Core and the *portrait* of a VT CTE program completer.

Advance CTE Common Career Technical Core - Career Cluster and Pathway Standards

The Common Career Technical Core is divided into Career Cluster and Pathway standards. Each Career Cluster contains one or more pathways with pathway-specific technical standards. The template shows which CCTC Career Cluster and Pathway standards are relevant to VT CTE programs.

Anchor Standards

The Anchor Standards build upon the Career Ready Practices and show the overarching standards categories which are common across all technical programs within their Career Cluster(s) and Pathway(s). The VT CTE Anchor Standards are derived from and align with the CCTC Anchor Standards.

Program Technical Standards

The Program Technical Standards build on and continue the Anchor Standards with more complexity, rigor, and career specificity. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction. The VT CTE Program Technical Standards are tailored to the unique characteristics and structure of each of the program areas.

Academic Alignment

Each program-area template includes academic alignment with the VT Content-Area Sample Graduation Proficiencies as part of VT's Proficiency-Based Graduation Requirements (PBGRs). These include Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards, as well as other adopted national and state academic standards.

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CTE Critical Proficiency Template

Critical Proficiency Template:	Attributes:
Program-Area Descriptions	For VT CTE Program Areas
Common Career Technical Core - Career Ready Practices	1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 3. Attend to personal health and financial well-being. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 10. Plan education and career paths aligned to personal goals. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.
Common Career Technical Core - Career Cluster(s) and Pathway(s)	Relevant to VT CTE Program Areas
Anchor Standards	1. Academics 2. Communication 3. Problem Solving and Critical Thinking 4. Technology 5. Systems (Responsibility and Flexibility) 6. Health and Safety 7. Leadership and Teamwork 8. Ethics and Legal Responsibilities 9. Career Planning and Management 10. Technical Knowledge and Skills (see Program Technical Standards) 11. Demonstration and Application (see CTE Program Elements)
Program Technical Standards	Build on the Anchor Standards with more complexity, rigor, and career specificity

Critical Proficiency Template:	Attributes:
Academic Alignment	With VT Content-Area Graduation Proficiencies
CTE Program Elements	Demonstration and application: ● Dual Enrollment/Fast Forward Courses ● Industry Recognized Credentials (IRCs) ● Work-Based Learning/Co-op/Apprenticeship ● National Career Technical Student Organizations ● Entrepreneurship ● Portfolio/Personalized Learning Plan

VT Digital and Visual Arts CTE Programs

Students in **Digital/Media Arts** programs have in-depth, hands-on experiences in podcast and radio broadcast production; sound gathering and production operations; photography; lighting and image capture; digital image editing and processing; video production processes and techniques; basic recording techniques and original music creation; pre/post production; studio and engineering procedures.

Students in **Visual Arts** programs have in-depth, hands-on experiences in painting, drawing, sketching, and screenprinting; graphic design; elements and principles of design; and art portfolio development.

Students in **Theatre Arts** programs have in-depth, hands-on experiences in the craft and technical skills of theatrical production; theatre safety; lighting, scenic design and construction; and stage management.

The standards in this program area are designed to prepare students for technical training, postsecondary education, and/or entry-level employment in digital, visual, and performing arts. Students engage in an instructional program that integrates academic and technical preparation, career exploration, and preparation for postsecondary education and/or training. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction.

Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
1. Act as a responsible and contributing citizen and employee.	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. Apply appropriate academic and technical skills.	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
3. Attend to personal health and financial well-being.	Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Advance CTE Common Career Technical Core - Career Ready Practices:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
4. Communicate clearly and effectively and with reason.	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
5. Consider the environmental, social, and economic impacts of decisions.	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.
6. Demonstrate creativity and innovation.	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
7. Employ valid and reliable research strategies.	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
8. Utilize critical thinking to make sense of problems and persevere in solving them.	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
9. Model integrity, ethical leadership, and effective management.	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.
10. Plan education and career paths aligned to personal goals.	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Advance CTE Common Career Technical Core - Career Ready Practices:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
11. Use technology to enhance productivity.	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.
12. Work productively in teams while using cultural global competence.	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Advance CTE Common Career Technical Core - Arts, A/V Technology, and Communications Career Cluster and Pathway Standards

The following Career Cluster and Pathway standards are relevant to VT Digital and Visual Arts CTE programs:	This Career Cluster® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design.
A/V Technology and Film Pathway	1. Describe the history, terminology, occupations and value of audio, video, and film technology. 2. Demonstrate the use of basic tools and equipment used in audio, video, and film production. 3. Demonstrate technical support skills for audio, video, and/or film productions. 4. Design an audio, video, and/or film production.
Visual Arts Pathway	1. Describe the history and evolution of the visual arts and its role in and impact on society. 2. Analyze how the application of visual arts elements and principles of design communicate and express ideas. 3. Analyze and create two and three-dimensional visual art forms using various media.
Performing Arts Pathway	**1.** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

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The following Career Cluster and Pathway standards are relevant to VT Digital and Visual Arts CTE programs:	This Career Cluster® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design.
	2. Demonstrate the fundamental elements, techniques, principles, and processes of various dance styles and traditions. 3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures, and historical periods. 4. Demonstrate knowledge of music theory. 5. Explain key issues affecting the creation of characters, acting skills, and roles. 6. Create stage, film, television, or electronic media scripts in a variety of traditional and current formats. 7. Describe how technology and technical support enhance performing arts productions. 8. Analyze all facets of stage and performing arts production management.

VT CTE Program Anchor Standards

Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
1. Academics	Achieve additional academic knowledge and skills required to pursue the full-range of career and postsecondary education opportunities.
2. Communication	Acquire and accurately use terminology and information at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3. Problem Solving and Critical Thinking	Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
4. Technology	Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment.

Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
5. Systems (Responsibility and Flexibility)	Initiate, and participate in, a range of collaborations to demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the workplace environment and community settings.
6. Health and Safety	Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the workplace environment.
7. Leadership and Teamwork	Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
8. Ethics and Legal Responsibilities	Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
9. Career Planning and Management	Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
10. Technical Knowledge and Skills (see Program Technical Standards)	Apply essential technical knowledge and skills common to the Career Cluster and Pathway(s), following procedures when carrying out experiments and/or performing technical tasks.
11. Demonstration and Application (see CTE Program Elements)	Demonstrate and apply technical knowledge and skills across a variety of CTE-specific opportunities in classroom, laboratory, and workplace settings.

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Program Technical Standards: National Core Arts Standards, Media Arts	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Create: Generate and conceptualize; Organize and develop; Refine and complete artistic work	a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes. b. Utilize aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context. d. Refine and modify media artworks, honing personal aesthetic quality and intentionally accentuating stylistic elements using associated principles, to reflect an understanding of personal goals and preferences.
2. Present: Analyze, interpret, and select; Develop and refine; Convey meaning through the presentation of artistic work	a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. b. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling roles and processes in the production of a variety of media artworks. c. Develop and refine a determined range of creative and adaptive innovation abilities, such as design principles, to solve problems through media art productions. d. Demonstrate adaptation and innovation through the combination of tools and techniques, in standard and innovative ways, to produce a creative intent in the production of media artworks.
3. Respond: Perceive and analyze; Interpret intent and meaning; Apply criteria to evaluate	d. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
4. Connect: Synthesize and relate knowledge and personal experiences to make art; Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. d. Critically evaluate and effectively interact with legal, technological, systemic, and career contexts of media arts, considering ethics, identity, media literacy, social media, virtual worlds, and digital citizenship.

Program Technical Standards: National Core Arts Standards, Media Arts	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
5. Career Development	a. Research, describe, and compare career opportunities and qualifications in the field of digital/media arts.

VT Visual Arts CTE Program Technical Standards

Program Technical Standards: National Core Arts Standards, Visual Arts	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Create: Generate and conceptualize; Organize and develop; Refine and complete artistic work	a. Use multiple approaches to begin creating, such as: planning, exploration, independent and/or collaborative work. b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. c. Demonstrate safe handling of materials, tools, and equipment, and explain how traditional and non-traditional materials may impact human health and the environment. d. Demonstrate awareness of ethical implications of making and distributing creative work.
2. Present: Analyze, interpret, and select; Develop and refine; Convey meaning through the presentation of artistic work	a. Analyze, select and curate artworks for exhibition or revision, both works of art and design in progress (i.e., as personal artwork, group shows and/or artistic collections). Analyze, select, and critique personal artwork for a collection or portfolio presentation. c. Explain and justify one's own personal intent and the impact that social, cultural, or political beliefs and understandings has on defining one's artwork.
3. Respond: Perceive and analyze; Interpret intent and meaning; Apply criteria to evaluate	c. Interpret an artwork or collection of works, supported by relevant evidence found in the work and its various contexts.

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Program Technical Standards: National Core Arts Standards, Visual Arts	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
4. Connect: Synthesize and relate knowledge and personal experiences to make art; Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	a. Document the process of developing ideas from early stages to fully elaborated ideas. b. Describe how knowledge of culture, traditions, and history may influence personal responses to art.
5. Career Development	a. Research, describe, and compare career opportunities and qualifications in the field of visual arts.

VT Theatre Arts CTE Program Technical Standards

Program Technical Standards: National Core Arts Standards, Theatre	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Create: Generate and conceptualize; Organize and develop; Refine and complete artistic work	b. Explore a variety of design choices for a theatre work. f. Practice and revise a devised or scripted theatre work using theatrical conventions.
2. Present: Analyze, interpret, and select; Develop and refine; Convey meaning through the presentation of artistic work	c. Practice various acting techniques to expand skills in a rehearsal or theatre performance. d. Explore and use technical elements for a theatre production. e. Perform a scripted theatre work for a specific audience.
3. Respond: Perceive and analyze; Interpret intent and meaning; Apply criteria to evaluate	c. Identify and compare cultural perspectives and contexts that may influence a theatre work. d. Examine a theatre work using supporting evidence such as other art forms, history, and culture. g. Interpret a theatre work by considering its specific purpose or intended audience.

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Program Technical Standards: National Core Arts Standards, Theatre	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
4. Connect: Synthesize and relate knowledge and personal experiences to make art; Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a theatre work.
5. Career Development	a. Research, describe, and compare career opportunities and qualifications in the theatre and performing arts industry.

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Graduation Proficiencies:	Indicators:
English Language Arts	High School 1. **Reading**: b, d, g, i 2. **Writing**: a, b, d, e 3. **Writing**: c 4. **Speaking and Listening**: a, b, d 5. **Speaking and Listening**: a, b, d 6. **Language**: a, c, e
Mathematics	High School 1. **Modeling**: a, b 2. **Number and Quantity**: c 5. **Geometry**: a, d, h, n
Global Citizenship/Social Studies	End of Gr. 12 **Inquiry**: Constructing compelling and supporting questions: a, d; Determining helpful sources: a **Economics**: Economic Decision Making: a; Exchange and Markets: a **Geography**: Human Environment Interaction: Place, Regions, and Culture: a **History**: Change, Continuity, and Context: a **Communicating Conclusions and Taking Informed Action**: Communicating: b; Taking Inform
Art: Visual Arts	High School 1. **Create**: a, c 2. **Present**: c 3. **Respond**: a, b 4. **Connect**: a
Art: Media Arts	High School 1. **Create**: a, b, d 2. **Present:** b, d, e, f 3. **Respond**: a, b 4. **Connect**: b, d

Demonstration and Application:	Available Options:
Dual Enrollment/Fast Forward Courses	• **CCV:** Intro to Tech/Music (MUS-2160), Website Development (CIS-1151), Graphic Design I (ART-1111), Graphic Design II (ART-1112), Digital Photography (ART-1310), Intro to Adobe Creative Cloud (ART-1210), Intro to Filmmaking (FLM-1050), Intro to Business (BUS-1010-VC50), Startup 802: An Entrepreneurial Mindset (BUS-1125-VC50) • **VTC:** Construction Drawing (ARE 1011), Construction Graphics I (CPM 1021), Construction Graphics II (CPM 1022)
Industry Recognized Credentials (IRCs)	**Tier 1:** • Conover Workplace Readiness • OSHA 10 **Tier 2:** • Certiport - Adobe Certified Professional - After Effects • Certiport - Adobe Certified Professional - Animate • Certiport - Adobe Certified Professional - Illustrator • Certiport - Adobe Certified Professional - InDesign • Certiport - Adobe Certified Professional - Photoshop • Certiport - Adobe Certified Professional - Premiere Pro • Federal Aviation Administration (FAA) - Part 107 Remote Pilot Certification (Drones) • Vermont Arts Portfolio - 3D Design/Animation/Game Design • Vermont Arts Portfolio - Film and Digital Video • Vermont Arts Portfolio - Graphic Design/Illustration • Vermont Arts Portfolio - Interactive Media • Vermont Arts Portfolio - Multiple Media • Vermont Arts Portfolio - Music and Sound Production • Vermont Arts Portfolio - Photography • Vermont Arts Portfolio - Visual Arts

Demonstration and Application:	Available Options:
	- Vermont Arts Portfolio - Web Design - WebProfessionals.org - Certified Apprentice Webmaster - WebProfessionals.org - Certified Web Administrator Apprentice - WebProfessionals.org - Certified Web Designer Associate - WebProfessionals.org - Certified Web Designer Apprentice - WebProfessionals.org - Certified Web Developer Apprentice - ACT National Career Readiness Certificate - Levels 5, 6, or 7
National Career Technical Student Organizations (CTSOs)	SkillsUSA
Work-Based Learning/Co-op (WBL)	Varies by CTE Center
Entrepreneurship Opportunities	Varies by CTE Center
Portfolio/Personalized Learning Plan (PLP)	Varies by CTE Center

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