

# **Vermont Career Technical Education (CTE) Program Critical Proficiencies**

## **Outdoor Recreation 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.

## CTE Critical Proficiency Template

<b>Critical Proficiency Template:</b>	Attributes:
<b>Program-Area Descriptions</b>	For VT CTE Program Areas
<b>Common Career Technical Core - Career Ready Practices</b>	<ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee.</li> <li>2. Apply appropriate academic and technical skills.</li> <li>3. Attend to personal health and financial well-being.</li> <li>4. Communicate clearly and effectively and with reason.</li> <li>5. Consider the environmental, social, and economic impacts of decisions.</li> <li>6. Demonstrate creativity and innovation.</li> <li>7. Employ valid and reliable research strategies.</li> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>9. Model integrity, ethical leadership, and effective management.</li> <li>10. Plan education and career paths aligned to personal goals.</li> <li>11. Use technology to enhance productivity.</li> <li>12. Work productively in teams while using cultural global competence.</li> </ol>
<b>Common Career Technical Core - Career Cluster(s) and Pathway(s)</b>	Relevant to VT CTE Program Areas
<b>Anchor Standards</b>	<ol style="list-style-type: none"> <li>1. Academics</li> <li>2. Communication</li> <li>3. Problem Solving and Critical Thinking</li> <li>4. Technology</li> <li>5. Systems (Responsibility and Flexibility)</li> <li>6. Health and Safety</li> <li>7. Leadership and Teamwork</li> <li>8. Ethics and Legal Responsibilities</li> <li>9. Career Planning and Management</li> <li>10. Technical Knowledge and Skills (see Program Technical Standards)</li> <li>11. Demonstration and Application (see CTE Program Elements)</li> </ol>
<b>Program Technical Standards</b>	Build on the Anchor Standards with more complexity, rigor, and career specificity

<b>Critical Proficiency Template:</b>	Attributes:
<b>Academic Alignment</b>	With VT Content-Area Graduation Proficiencies
<b>CTE Program Elements</b>	Demonstration and application: <ul style="list-style-type: none"> <li>• Dual Enrollment/Fast Forward Courses</li> <li>• Industry Recognized Credentials (IRCs)</li> <li>• Work-Based Learning/Co-op/Apprenticeship</li> <li>• National Career Technical Student Organizations</li> <li>• Entrepreneurship</li> <li>• Portfolio/Personalized Learning Plan</li> </ul>

**VT Outdoor Recreation CTE Programs**

Students in **Outdoor Recreation** programs have in-depth, hands-on experiences in varied concentrations in the recreation industry, recreational facilities, conservation and stewardship, survival skills and orienteering, guest services, business and marketing, leadership and teamwork, and safety.

The standards in this program area are designed to prepare students for technical training, postsecondary education, and/or entry-level employment in the field of outdoor recreation. 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**

<b>Advance CTE Common Career Technical Core - Career Ready Practices:</b>	Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a>
<b>1. Act as a responsible and contributing citizen and employee.</b>	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.

<p><b>Advance CTE Common Career Technical Core - Career Ready Practices:</b></p>	<p>Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a></p>
<p><b>2. Apply appropriate academic and technical skills.</b></p>	<p>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.</p>
<p><b>3. Attend to personal health and financial well-being.</b></p>	<p>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.</p>
<p><b>4. Communicate clearly and effectively and with reason.</b></p>	<p>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.</p>
<p><b>5. Consider the environmental, social, and economic impacts of decisions.</b></p>	<p>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.</p>

<p><b>Advance CTE Common Career Technical Core - Career Ready Practices:</b></p>	<p>Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a></p>
<p><b>6. Demonstrate creativity and innovation.</b></p>	<p>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.</p>
<p><b>7. Employ valid and reliable research strategies.</b></p>	<p>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.</p>
<p><b>8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p>	<p>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.</p>
<p><b>9. Model integrity, ethical leadership, and effective management.</b></p>	<p>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.</p>

<b>Advance CTE Common Career Technical Core - <a href="#">Career Ready Practices</a>:</b>	Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a>
<b>10. Plan education and career paths aligned to personal goals.</b>	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.
<b>11. Use technology to enhance productivity.</b>	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.
<b>12. Work productively in teams while using cultural global competence.</b>	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 - [Hospitality and Tourism](#) Career Cluster and Pathway Standards**

<b>The following Career Cluster and Pathway standards are relevant to VT Outdoor Recreation CTE programs:</b>	This Career Cluster® is focused on management, marketing, and operations of attractions, recreation events, and travel related services.
<b>Hospitality &amp; Tourism Career Cluster</b>	1. Describe the key components of marketing and promoting hospitality and tourism products and services.

<p><b>The following Career Cluster and Pathway standards are relevant to VT Outdoor Recreation CTE programs:</b></p>	<p>This Career Cluster® is focused on management, marketing, and operations of attractions, recreation events, and travel related services.</p>
	<ol style="list-style-type: none"> <li>2. Evaluate the nature and scope of the Hospitality &amp; Tourism Career Cluster and the role of hospitality and tourism in society and the economy.</li> <li>3. Demonstrate hospitality and tourism customer service skills that meet customers’ needs.</li> <li>4. Describe employee rights and responsibilities and employers’ obligations concerning occupational health and safety in the hospitality and tourism workplace.</li> <li>5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.</li> <li>6. Describe career opportunities and means to attain those opportunities in each of the Hospitality &amp; Tourism Career Pathways.</li> </ol>
<p><b>Recreation, Amusements, and Attractions Pathway</b></p>	<ol style="list-style-type: none"> <li>1. Describe career opportunities in the Recreation, Amusements &amp; Attractions Career Pathway.</li> <li>2. Determine the maintenance and technology needs for various recreation, amusement and attraction venues.</li> <li>3. Describe safety and security issues unique to the Recreation, Amusements &amp; Attractions Career Pathway.</li> <li>4. Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.</li> <li>5. Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.</li> <li>6. Develop marketing strategies for recreation, amusement and attractions venues.</li> <li>7. Compare and contrast various types of recreation, amusement and attraction venues.</li> </ol>

### VT CTE Program Anchor Standards

<p><b>Anchor Standards:</b></p>	<p>Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards</p>
<p><b>1. Academics</b></p>	<p>Achieve additional academic knowledge and skills required to pursue the full-range of career and postsecondary education opportunities.</p>



<b>Anchor Standards:</b>	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
<b>2. Communication</b>	Acquire and accurately use terminology and information at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
<b>3. Problem Solving and Critical Thinking</b>	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.
<b>4. Technology</b>	Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment.
<b>5. Systems</b> (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.
<b>6. Health and Safety</b>	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.
<b>7. Leadership and Teamwork</b>	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.
<b>8. Ethics and Legal Responsibilities</b>	Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
<b>9. Career Planning and Management</b>	Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
<b>10. Technical Knowledge and Skills</b> (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.

<b>Anchor Standards:</b>	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
<b>11. Demonstration and Application</b> (see CTE Program Elements)	Demonstrate and apply technical knowledge and skills across a variety of CTE-specific opportunities in classroom, laboratory, and workplace settings.

### VT Outdoor Recreation CTE Program Technical Standards

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
<b>1. Safety and Health</b>	<ul style="list-style-type: none"> <li>a. Describe and practice personal and workplace safety procedures and protocols.</li> <li>b. Determine and utilize appropriate gear for each activity.</li> <li>c. Practice self care in the outdoor setting.</li> <li>d. Explain the physical, emotional, and social benefits of outdoor recreation.</li> </ul>
<b>2. Tools and Equipment</b>	<ul style="list-style-type: none"> <li>a. Operate and maintain outdoor recreation tools and equipment in a variety of settings.</li> <li>b. Explain the importance of maintaining facilities, equipment, tools, and supplies.</li> </ul>
<b>3. Recreational Facilities and Organizational Structure</b>	<ul style="list-style-type: none"> <li>a. Describe the fundamentals of recreational facilities and services.</li> <li>b. Identify roles and responsibilities within the organizational structure of the outdoor recreation industry.</li> </ul>
<b>4. Conservation and Stewardship</b>	<ul style="list-style-type: none"> <li>a. Determine best practices for environmental conservation.</li> <li>b. Recognize public and private land use issues.</li> <li>c. Explain the history of mountaineering as it relates to environmental impact.</li> <li>d. Explain Leave No Trace principles as related to recreation (i.e., camp, travel, trails).</li> <li>e. Describe the impact of recreation on the environment (i.e., weather, erosion, and invasive species).</li> <li>f. Explain and apply scientific concepts as they relate to outdoor recreation.</li> </ul>

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
<b>5. Survival Skills and Orienteering</b>	<ul style="list-style-type: none"> <li>a. Utilize compass, GPS, and mapping instruments.</li> <li>b. Apply the principles of Survive and Thrive to shelter, water, and fire usage.</li> <li>c. Describe the elements of expedition planning.</li> <li>d. Explain emergency action plans, response to disasters, and search and rescue techniques.</li> <li>e. Apply mathematical concepts and operations to perform outdoor recreation tasks.</li> <li>f. Utilize technology to navigate in outdoor settings.</li> </ul>
<b>6. Guest Services</b>	<ul style="list-style-type: none"> <li>a. Develop guest service strategies to assure that the needs of clients are met through appropriate recreational activities.</li> <li>b. Evaluate information from cultural and geographical studies to guide guest service decisions.</li> </ul>
<b>7. Business and Marketing</b>	<ul style="list-style-type: none"> <li>a. Explain and utilize general business and management skills.</li> <li>b. Describe the fundamentals of successful marketing and sales methods as used in outdoor recreation operations.</li> <li>c. Identify the essential procedures for planning and promoting events.</li> </ul>
<b>8. Communication</b>	<ul style="list-style-type: none"> <li>a. Effectively utilize communication (speaking, listening, reading, and writing) skills to work with employees, serve guests, and complete required tasks.</li> </ul>
<b>9. Leadership and Teamwork</b>	<ul style="list-style-type: none"> <li>a. Demonstrate outdoor leadership skills.</li> <li>b. Demonstrate an ability to work independently and as a collaborative outdoor recreation team member.</li> <li>c. Explain expedition behavior and its impacts on individuals, clients, and the team.</li> </ul>
<b>10. Ethics and Legal Responsibilities</b>	<ul style="list-style-type: none"> <li>a. Recognize ethical and legal responsibilities in the outdoor recreation industry.</li> <li>b. Act responsibly in a variety of outdoor situations and contexts.</li> </ul>

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
<b>11. Career Development</b>	a. Research, describe, and compare college and career opportunities and qualifications in the outdoor recreation industry.

**VT Outdoor Recreation CTE Program - Academic Alignment with [VT Content Area Graduation Proficiencies \(PBGRs\)](#)**

<b>Graduation Proficiencies:</b>	<b>Indicators:</b>
<a href="#">English Language Arts</a>	High School 1. <b>Reading:</b> b, c, d, g 2. <b>Writing:</b> a, b, d, e 3. <b>Writing:</b> c 4. <b>Speaking and Listening:</b> a, b, c, d 5. <b>Speaking and Listening:</b> a, b, d 6. <b>Language:</b> a, c, e
<a href="#">Mathematics</a>	High School 1. <b>Modeling:</b> a, c, d, e, f 2. <b>Number and Quantity:</b> c 5. <b>Geometry:</b> m, n 6. <b>Statistics and Probability:</b> a, c, e
<a href="#">Science</a>	High School 4. <b>Life Sciences:</b> Matter and Energy in Organisms and Ecosystems: b 7. <b>Earth and Space Sciences:</b> Earth Systems: h 8. <b>Engineering, Technology, and Application of Science:</b> b, e
<a href="#">Global Citizenship/Social Studies</a>	End of Gr. 12 <b>Inquiry:</b> Constructing compelling and supporting questions: a; Determining helpful sources: a <b>Economics:</b> Economic Decision Making: a; Exchange and Markets: a <b>Geography:</b> Human Environment Interaction: Place, Regions, and Culture: a <b>Communicating Conclusions and Taking Informed Action:</b> Communicating: b
<a href="#">Physical Education</a>	High School

<b>Graduation Proficiencies:</b>	<b>Indicators:</b>
	1. <b>Knowledge and Motor Skills:</b> a 3. <b>Physical Fitness:</b> b 4. <b>Affective Qualities and Social Interaction:</b> b, d
<a href="#"><u>Health</u></a>	High School 1. <b>Core Concepts:</b> b, c, d 2. <b>Analyze Influences:</b> c 3. <b>Access Information:</b> a 5. <b>Decision Making and Goal Setting:</b> a, c 6. <b>Self-Management:</b> a

### VT Outdoor Recreation CTE Program Elements

<b>Demonstration and Application:</b>	Available Options:
<b>Dual Enrollment/Fast Forward Courses</b>	<ul style="list-style-type: none"> <li>● CCV: Intro to Business (3 credits) BUS-1010-VC50, Startup 802: An Entrepreneurial Mindset (1 credit) BUS-1125-VC50</li> <li>● NVU Lyndon: Outdoor Leadership and Small Group Dynamics</li> </ul>
<b>Industry Recognized Credentials (IRCs)</b>	<b>Tier 1:</b> <ul style="list-style-type: none"> <li>● American Heart Association - CPR or CPR/AED</li> <li>● American Heart Association - First Aid</li> <li>● American Heart Association - First Aid, CPR/AED</li> <li>● American Heart Association - Pediatric First Aid and CPR</li> <li>● American Red Cross - CPR/AED</li> <li>● American Red Cross - First Aid</li> <li>● American Red Cross - First Aid, CPR/AED</li> <li>● American Red Cross - Child, Infant, and Adult CPR</li> <li>● American Red Cross - Blood Borne Pathogens</li> <li>● OSHA 10</li> <li>● Wilderness First Aid</li> </ul> <b>Tier 2:</b> <ul style="list-style-type: none"> <li>● SOLO - Wilderness First Responder</li> <li>● ACT - National Career Readiness Certificate - Levels 5, 6, or 7</li> </ul>
<b>National Career Technical Student Organizations (CTSOs)</b>	SkillsUSA

<b>Demonstration and Application:</b>	Available Options:
<b>Work-Based Learning/Co-op (WBL)</b>	Varies by CTE Center
<b>Entrepreneurship Opportunities</b>	Varies by CTE Center
<b>Portfolio/Personalized Learning Plan (PLP)</b>	Varies by CTE Center