**DRAFT**

Middle School College and Career Readiness Standards for

Professional School Counselors in Colorado

Presented to the Colorado Department of Education by

Dr. Rhonda Williams, Associate Professor

# Dr. Leann Morgan, Assistant Professor

Department of Counseling and Human Services

University of Colorado **Colorado Springs**

We would like to thank the following University of Colorado **Colorado Springs** graduate students in Counseling and Human Services for their assistance on this project

Dana Albers

Christine Braun

Amber Flynn

Jessica Garrett

Frenchi Jones

**Standard 1: Career Awareness**

**Definition:**

Knowing the difference between jobs, occupations, and careers. Being aware of a wide range of local regional, national, and global career pathways and opportunities while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.

**Competency 1:** Students will develop knowledge and awareness about career pathways in local, regional, national and global arenas.

**Indicator-1** Students will identify one career pathway that they are interested in while recognizing local, regional, national, and global availability.

**Indicator-2** Students will name the career pathways as identified by the Colorado Career Cluster model.

**Competency 2:** Students will be able to explain the influences of culture and stereotypes on career options.

**Indicator-1** Students will identify a stereotype that causes barriers to a career pathway that they are interested in.

**Indicator-2** Students can explain how culture impacts career choices.

**Competency 3:** Students will be able to understand the economic influences and impact on career pathways.

**Indicator-1** Students will be able to identify how the average salary of a particular career choice influences life styles.

**Indicator-2** Students can identify and utilize two resources that can inform them about career pathways.

**Standard 2: Postsecondary Aspirations**

**Definition:**

Career exploration centered on students’ passions, interests, dreams, visions of

their future self, and perceived options.

**Competency 1:** Students will have the opportunity to explore occupations based on dreams,

passions, and individual interests.

 **Indicator-1** Students will be able to articulate future visions of themselves within the workforce.

 **Indicator-2** Students will be able to identify life interests and how they relate to their postsecondary vision of themselves.

**Competency 2:** Students will be knowledgeable about members in their community that

represent a variety of career pathways.

 **Indicator 1-** Students will be able to identify several professionals in their community, and “real world” information regarding career that exist within their community.

 **Indicator 2-** Students will be able to identify professionals whose careers are not represented within their local community, but exist in other places.

**Competency 3:** Students will, through guidance and support from their school counselor,

parents/caregivers, family members, and community, explore how their dreams and interests

translate into career fulfillment.

**Indicator 1-** Students will be able to create a post-secondary goal, based on their future vision of themselves within the workforce.

**Indicator 2-** Students will be able to identify how their values and academic aspirations support future life needs, wants, and goals.

**Standard 3: Postsecondary Options**

**Definition:**

The awareness of a variety of post-secondary and career opportunities and advancements

available using tools such as career clusters, personality assessments and learning style

inventories to highlight individual strengths and capabilities.

**Competency 1:** Students will develop awareness of self by assessing motivations, abilities,

limitations, interests and skills.

**Indicator-1** Students will demonstrate an understanding of “self” based on information given using career and college-ready assessments.

**Indicator-2** Students will be able to identify personal strengths and weaknesses.

**Indicator-3** Students will use critical thinking to assess possible career pathways that best fit their skills, abilities and interests.

**Indicator-4** Students will demonstrate the ability to communicate an academic action plan for future goals and achievements, based on acquired self-knowledge

**Competency 2:** Students will become knowledgeable about a variety of post-secondary

opportunities including, 2-year and 4-year degree programs, apprenticeships, military service,

career and technical colleges, and service-learning programs such as Job Corps.

**Indicator-1** Students will know the difference between types of colleges, as well as technical and apprenticeship programs.

**Indicator-2** Students will make cognitive connections between self-knowledge and post-secondary opportunities.

**Indicator-3** Students will demonstrate the ability to navigate and use tools such as CollegeInColorado.org, ShowMetheFuture.org, and MyNextMove.org.

**Indicator-4** Students will evaluate the costs, benefits, and challenges (to include personal, social, environmental and/or family implications) of post-secondary opportunities.

**Competency 3:** Students will gain exposure to basic academic and life skills necessary to reach

their optimal postsecondary potential.

**Indicator-1** Students will identify advanced placement opportunities, extra-curricular clubs, organizations and college preparation programs available to them.

**Indicator-2** Students will demonstrate knowledge of basic vocabulary and information associated with application and interviewing processes.

**Indicator-3** Students will understand the application and interviewing process: to include how to dress for success, how to identify strengths and abilities, and how to communicate verbally and on written assessments.

**Standard 4: Environmental Expectations**

**Definition:**

An ecological system in which school, family, community, culture, and world view influence the

students’ career development and post-secondary plans.

**Competency 1:**

Students will understand how their academic environmental resources influence their career

choice.

**Indicator-1** Students will have access to programs and activities, which focus on issues of equitable distribution of resources.

**Indicator-2** Students will categorize available academic resources in their region that minimize academic environmental limitations.

**Indicator-3** Students will identify academic environmental strengths and limitations.

**Competency 2:**

Students will increase their awareness of risky behaviors and how they can adversely influence

postsecondary and career options.

**Indicator-1** Students will identify negative environmental associations, which can have an impact on post-secondary options and career choices.

**Indicator-2** Students will identify positive environmental resources (community afterschool programs and clubs) which have a beneficial impact on post-secondary and career choices.

**Competency 3:**

Students will understand how values and beliefs within multiple environments (school, home,

and community) influence future career and other postsecondary options.

**Indicator-1** Students will identify their cultural and environmental norms, values, and beliefs as they relate to career choice.

**Indicator-2** Students will be able to identify family structural and financial limitations influencing post-secondary and career options.

**Indicator-3** Student will be able to identify limitations to their career choice based on their geographical region.

**Indicator-4** Students will understand environmental factors that influence their physical, emotional, and mental health in relation to career choice.

**Standard 5: Academic Planning**

**Definition:**

The skills and knowledge necessary to map out and pass the academic courses required to

achieve postsecondary goals.

**Competency 1:** Students will acquire the academic discipline necessary for 8th Grade

course completion (*academic discipline* includes organization, planning, and effort).

**Indicator-1** Students will demonstrate the ability to complete coursework in a timely manner using some type of organizational system (e.g. electronic calendar).

**Indicator-2** Students will use appropriate conflict resolution skills on an individual basis, resulting in reduction of disciplinary outcomes.

**Indicator-3** Students will demonstrate self-advocacy through use of appropriate communication skills when engaging teachers, parents, and fellow students as issues arise over coursework.

**Competency 2:** Students will gain knowledge on how the Common Core State Standards

apply to future career clusters and other postsecondary options.

**Indicator-1** Students will be able to explain the importance of communication skills, teamwork, and problem-solving skills in the workplace.

**Indicator-2** Students will demonstrate reasoning skills such as critical thinking, using logic, and forming arguments in a socially acceptable manner.

**Indicator-3** Students will apply personal responsibility and accountability skills to promote a reduction in their tardiness and absentee rates.

**Competency 3:** Students will understand which courses are necessary to complete graduation

requirements in high school to promote individual career readiness.

**Indicator-1** Students will apply information from a personal interests, values, and abilities assessments to select a career cluster.

**Indicator-2** Students will select high school coursework that is compatible with individual career cluster interests.

**Standard 6: Employability Skills**

**Definition:**

To define, develop, and hone skills that increase the likelihood of becoming and remaining

successfully employed and civically responsible citizens.

**Competency 1:** Students are able to locate, access, and utilize various systems in order to gain

employability information (what skills are needed for particular jobs/careers?).

**Indicator-1** Students will identify relevant employability systems including: interpersonal, technological, and community.

**Indicator -2** Students will evaluate employability resources for their applicability and reliability within their community and the world of work.

**Competency 2:** Students will identify and develop personal and professional employability

traits.

**Indicator- 1** Students will summarize their personal and professional strengths.

**Indicator- 2** Students will generate realistic goals to enhance their personal and professional traits in relation to a given career pathway.

**Competency 3:** Students will identify and develop essential employability skills.

**Indicator -1** Students will become aware of academic competencies related to basic employability skills (i.e. math, writing).

**Indicator -2** Students will generate goals and an action plan for improving their basic employability skills (i.e. math, writing).

**Indicator- 3** Students will develop awareness of the impact academics have on future career choices.

**Standard 7: Financial Literacy**

**Definition:**

Having an awareness of how much postsecondary options actually cost in order to

appropriately engage in career and academic planning for the future.

**Competency 1:** Students will complete 8th grade with the financial preparation essential to

meeting the needs for their postsecondary options.

**Indicator-1** Students will be able to identify the various forms of financial aid, including grants, scholarships, and loans.

**Indicator-2** Students will be able to locate and organize financial aid information.

**Indicator-3** Students will become familiar with financial aid vocabulary.

**Competency 2:** Students will complete 8th grade with the skills to find and apply for federal

financial aid to assist them in attending postsecondary options.

**Indicator-1** Students will know what the FASFA is and be able to locate the information necessary to assist them in completing the application process.

**Indicator-2** Students will know what the purpose of determining the *cost of attendance* (COA) for a particular post-secondary institution, and how it is determined.

**Indicator-3** Students will know what *expected family contribution* (EFC) means and how it is calculated.

**Competency 3:** Students will complete 8th grade with knowledge of all financial options

available to them through the State of Colorado to pursue postsecondary options.

**Indicator-1** Students will know what *College in Colorado* is and how to use it for post-secondary exploration and planning.

**Indicator-2** Students will complete the *Colorado Opportunity Fund* application.

**Indicator-3** Students will determine what payment options are best suited to support their postsecondary plans.