

Colorado Middle School Quality Indicators

Quality Indicator 1: Self-Awareness

Definition: An understanding of how one's unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams; including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.

Sub-Indicator 1: Students will demonstrate knowledge, understanding, and personal awareness of her/his individual talents, interests, hopes, dreams, and passions.

- Outcome- 1** Each student will participate in self-discovery exercises/assessments in order to begin the process of uncovering potentially hidden talents, interests, and aspirations.
- Outcome- 2** Each student will begin to identify the unique characteristics and attributes that set her/him apart from other people and allows them to express themselves as individuals.
- Outcome-3** Each student will begin to articulate, through written essay or other creative work, how her/his unique attributes may contribute to or possibly hinder their academic and/or career success.

Sub-Indicator 2: Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills.

- Outcome-1** Each student will begin to develop appropriate critical thinking skills to make informed, ethical, and socially responsible decisions regarding their personal wants, needs, and aspirations in relation to her/his academic and/or postsecondary goals.
- Outcome-2** Each student will begin to develop effective collaboration and cooperation skills by engaging in extracurricular activities with others who share the same interests, passions, or personal goals for success.
- Outcome-3** Each student will learn the importance of self-determination and self-discipline and how to apply it to learning in order to enhance her/his aptitude and self-

confidence when faced with difficult tasks.

Outcome-4 Each student will begin to develop her/his ability to work independently toward achieving an academic or personal goal.

Outcome-5 Each student will understand the importance of balancing academic, personal, and community activities in order to achieve a holistic sense of wellness.

Sub-Indicator 3: Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults.

Outcome-1 Each student will learn how to develop a personal/professional network of adult mentors that she/he may access for guidance and support when developing career or postsecondary goals.

Outcome-2 Each student will participate in specific assessments that identify unique, individual, leadership qualities. Those leadership qualities may be developed and enhanced through practice and self-reflection.

Outcome-3 Each student will learn to identify the types of individuals (peers or adults) upon whom she/he may rely for support in order to effectively transition through challenging situations at home, school, or within her/his community.

Outcome-4 Each student will begin to develop and practice self-advocacy skills and be able to assert herself/himself through the use of appropriate oral and written communication.

Quality Indicator 2: 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.

Sub-Indicator 1: Students will develop knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas.

Outcome-1 Each student will identify up to three career pathways in which she/he finds interest, while learning about the local, regional, national, and global availability.

Outcome-2 Each student will understand all of the career pathways available to her/him as identified by the Colorado Career Cluster model.

Sub-Indicator 2: Students will be able to explain the influences of culture and stereotypes on career options.

Outcome-1 Each student will identify a stereotype that causes barriers to a career pathway that they are interested in.

Outcome-2 Each student will can explain how culture impacts career choices.

Sub-Indicator 3: Students will be able to understand the economic influences and impact on career pathways.

Outcome-1 Each student will be able to identify how the average salary of a particular career choice may influence her/his future lifestyle.

Outcome-2 Each student will identify and utilize two resources that will inform her/him about specific career pathways.

Quality Indicator 3: Postsecondary Aspirations

Definition:

Career exploration centered on students' passions, interests, dreams, visions of their future self, and perceived options.

Sub-Indicator 1: Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.

Outcome-1 Each student will begin to explore and develop a future vision of herself/himself within the workforce.

Outcome-2 Each student will participate in extracurricular activities that support her/his life interests that relate to their postsecondary vision of themselves.

Sub-Outcome 2: Students will be knowledgeable about members in their community that represent a variety of career pathways.

Outcome 1- Each student will be able to identify several professionals in her/his community that hold “real world” careers that are of interest to them.

Outcome 2- Each student will be able to identify professionals whose careers are not represented within her/his local community, but exist in other places.

Sub-Indicator 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.

Outcome 1- Each student will begin to develop a post-secondary goal, based on her/his future vision of herself/himself within the workforce.

Outcome 2- Each student will begin to identify how her/his values and academic aspirations support future life needs, wants, and goals.

Quality Indicator 4: 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.

Sub-Indicator 1: Students will develop a sense of self-awareness by assessing individual motivations, abilities, limitations, interests, and skills.

Outcome-1 Each student will describe the future visions they have of themselves within the workforce, through a written paper or presentation designed to articulate future goals, dreams, and aspirations.

Outcome-2 Each student will be able to identify her/his individual strengths and challenges, as they relate to academic and/or career success.

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

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

Sub-Indicator 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.

Outcome-1 Each student will explore the differences between types of colleges, as well as technical and apprenticeship programs.

Outcome-2 Each student will make cognitive connections between personal self-knowledge, self-awareness, and postsecondary opportunities.

Outcome-3 Each student will be able to demonstrate her/his ability to navigate and use tools such as CollegeInColorado.org, among other online resources as determined by the school or district.

Outcome-4 Each student will evaluate the potential costs, benefits, and challenges, including personal, social, environmental and/or family implications, of post-secondary opportunities.

Sub-Indicator 3: Students will gain exposure to basic academic and life skills necessary to reach their optimal postsecondary potential.

Outcome-1 Each student will identify advanced placement opportunities, extra-curricular clubs, organizations and college preparation programs available to her/him.

Outcome-2 Each student will begin to explore the basic vocabulary and information associated with application and interviewing processes.

Outcome-3 Each student will begin to explore the application and interviewing process, including how to dress for success, how to identify strengths and abilities, and how to communicate verbally and on written assessments.

- Outcome-4** Each student will begin to explore her/his executive processes or self-management skills, including effective reasoning, critical thinking, using logic, forming arguments in a socially acceptable manner, assuming personal responsibility, and managing personal life transitions.

Quality Indicator 5: Environmental Expectations

Definition:

An ecological system in which school, family, community, culture, and world view influence the students' career development and post-secondary plans.

Sub-Indicator 1

Students will understand how their academic environmental resources influence their career choice.

- Outcome-1** Each student will have access to programs and activities, which focus on issues of equitable distribution of resources.
- Outcome-2** Each student will explore academic resources in her/his region that minimize academic environmental limitations.
- Outcome-3** Students will explore the impact of academic environmental strengths and challenges.

Sub-Indicator 2:

Students will explore and begin to participate in extracurricular activities in order to decrease the likelihood of engaging in risky behaviors while demonstrating behavior that positively impacts academic, postsecondary, and career options.

- Outcome-1** Each student will explore how her/his involvement in negative environmental associations would increase the likelihood of negative impact on her/his academic, postsecondary options, and career choices.
- Outcome-2** Each student will explore participation in positive environmental resources (community afterschool programs and clubs), which have a beneficial impact on postsecondary and career choices.

Sub-Indicator 3

Students will understand how values and beliefs within multiple environments (school, home, and community) influence future career and other postsecondary options.

- Outcome-1** Each student will explore her/his cultural and environmental norms, values, and beliefs as they relate to career choice.
- Outcome-2** Each student will explore her/his family structural and financial limitations that influence post-secondary and career options.
- Outcome-3** Each student will explore limitations to her/his career choice based on her/his geographical region.
- Outcome-4** Each student will explore environmental factors that influence her/his physical, emotional, and mental health in relation to future career choice.

Quality Indicator 6: Academic Planning

Definition:

The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Sub-Indicator 1: Students will acquire the academic discipline necessary for 8th Grade course completion (*academic discipline* includes organization, planning, and effort).

- Outcome-1** Each student will demonstrate the ability to complete coursework in a timely manner using some type of organizational system (e.g. electronic calendar).
- Outcome-2** Each student will use appropriate conflict resolution skills on an individual basis, resulting in reduction of disciplinary outcomes.
- Outcome-3** Each student will demonstrate self-advocacy and self-assertion through use of appropriate communication skills when engaging teachers, parents, and fellow students as issues arise over coursework.
- Outcome -4** Each students will begin to develop an understanding of how her/his own academic behaviors and mindsets influence her/his career and college choices such as, setting high academic goals, demonstrating self-discipline, motivating themselves, managing stress, and organizing their lives to get better grades

Sub-Indicator 2: Students will gain the knowledge and understanding of how the

Colorado Common State Standards apply to their potential future career clusters and any other postsecondary options they are interested in pursuing.

- Outcome-1** Each student will be able to explain the importance of communication skills, teamwork, and problem-solving skills in the workplace.
- Outcome-2** Each student will be able to demonstrate reasoning skills such as critical thinking, using logic, and forming arguments in a socially acceptable manner.
- Outcome-3** Each student will be able to apply personal responsibility and accountability skills to promote a reduction in their tardiness and absentee rates.

Sub-Indicator 3: Students will understand which courses are necessary to complete graduation requirements in high school to promote individual career readiness.

- Outcome-1** Each student will apply information from her/his personal interests, values, and abilities assessments to select a career cluster.
- Outcome-2** Each student will select high school coursework that is compatible with her/his individual career cluster interests.
- Outcome-3** Each student will gain knowledge and understanding of the challenging coursework that is available to her/him in high school, through concurrent enrollment, Advanced Placement, or other options that align with her/his career aspirations.

Quality Indicator 7: Employability Skills

Definition:

To define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

Sub-Indicator 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?).

- Outcome-1** Each student will begin to identify relevant employability systems including: interpersonal, technological, and community.

Outcome -2 Each student will explore employability resources within her/his local, state, national, and international community.

Sub-Indicator 2: Students will identify and develop personal and professional employability traits.

Outcome- 1 Each student will be able to summarize her/his personal and professional strengths.

Outcome- 2 Each student will generate realistic goals to enhance their personal and professional traits in relation to a given career pathway.

Sub-Indicator 3: Students will identify and develop essential employability skills.

Outcome -1 Each student will become aware of her/his academic competencies related to basic employability skills (i.e. math, writing).

Outcome -2 Each student will generate goals and an action plan for improving her/his basic employability skills (i.e. math, writing).

Outcome- 3 Each student will develop an awareness of the impact academics have on her/his future career choices.

Quality Indicator 7: Personal Financial Literacy

Definition:

Having an awareness of the cost of postsecondary options and be able to apply this awareness to their personal postsecondary career and academic planning process.

Sub-Indicator 1: Students will complete 8th grade with the financial awareness and preparation essential to meeting the needs for their postsecondary options.

Outcome-1 Each student will be able to identify the various forms of financial aid, including grants, scholarships, and loans.

Outcome-2 Each student will be able to locate and organize financial aid information relevant to their career pathway.

Outcome-3 Each student will become familiar with specific financial aid vocabulary.

Sub-Indicator 2: Students will complete 8th grade with the skills to find and apply for

federal financial aid to assist them in attending postsecondary options.

- Outcome-1** Each student will know what the FASFA is and be able to locate the information necessary to assist them in completing the application process.
- Outcome-2** Each student will know the purpose of determining the *cost of attendance* (COA) for a particular post-secondary institution, and how it is determined.
- Outcome-3** Each student will know what *expected family contribution* (EFC) means and how it is calculated.

Sub-Indicator 3: Students will complete 8th grade with knowledge of all financial options available to them through the State of Colorado to pursue postsecondary options.

- Outcome-1** Each student will be familiar with *College in Colorado*, and how to utilize it for her/his post-secondary exploration and planning.
- Outcome-2** Each student will complete her/his own *Colorado Opportunity Fund* application.
- Outcome-3** Each student will determine what payment options are best suited to support her/his postsecondary plans, based on her/his individual environmental, financial, and academic constraints.

Comments, questions, or concerns regarding the standards should be directed to Rhonda Williams, Ed.D., University of Colorado- Colorado Springs (rwilliam@uccs.edu), or Leann Morgan, Ph.D., University of Colorado-Colorado Springs (lmorgan7@uccs.edu).