


RETHINKING MIDDLE GRADES

CTE Exploration Standards



TABLE OF CONTENTS



Introduction	<u>3</u>
Context and Rationale	<u>5</u>
Vision	<u>8</u>
Core Beliefs/Guiding Principles for the Standards	<u>9</u>
Domains and Student Learning Outcomes	<u>10</u>
• Domain 1: Increase career awareness and exposure	<u>10</u>
• Domain 2: Increase self-awareness	<u>11</u>
• Domain 3: Develop employability skills	<u>12</u>
• Domain 4: Develop foundational technical skills as appropriate	<u>14</u>
• Domain 5: Develop an actionable plan for next steps in high school	<u>15</u>
• Domain 6: Develop the ability to make informed educational choices	<u>16</u>
Sources	<u>17</u>

“[The focus is] to ensure that youth exit grade eight ready for high school, having found success in Career & Technical Education (CTE), academic, and social-emotional (SEL) programming that is equity-centered and inspires student identity and a path to postsecondary success.”

INTRODUCTION

The middle grades represent a critical time for students because they are making decisions that may have a lasting impact on their careers and livelihoods. A growing body of research demonstrates that the middle grades represent “a critical window for decision making for occupational pathways, and for introducing youth to career-relevant experiences and opportunities ... [A]dolescence is a sweet spot where children are still open to identity experimentation, but in ways that are tied to realistic planning and skill development.” Simply put, students have not yet settled on an occupational identity – or what they believe they are capable of doing or being – but are beginning to consider key decisions about their high school course-taking and post-high school plans, making the middle grades an ideal time to invest in CTE and career development activities and experiences.

–Advance CTE, ACTE, p.1 (2020)

In 2015, Delaware embarked upon the Delaware Pathways Initiative that has become a national model connecting K12, higher education, and workforce/economic development to support over 25,000 youth annually in pathways from high school to employment. During this important work, it became clear that many students were arriving at high school with readiness gaps, many of which were caused by an unequal playing field and an inconsistent expectation of youth as they move through and beyond middle grades. Delaware realized it needed to support middle grades students in the development of a strong sense of self as it relates to their community, school, and their future occupational opportunities. Students also needed additional support in building strong academic and social-emotional mindsets that they need to succeed in rigorous high school coursework and early postsecondary experiences.

Moreover, Delaware is a state of school choice, emphasizing the transition from middle to high school as a crucial decision point for students and families. Before entering ninth grade, students select where they will pursue their upper secondary education, at: a traditional comprehensive high school (both school choice and typical geographic feeder pattern), a vocational/technical school, or a charter school. And within each of these high school settings, students will then select career pathways programs and other forms of early postsecondary coursework that can transform high school into a launching place for young people to accomplish their goals.

In January of 2022, the Delaware Department of Education, with the support of Rodel embarked upon the Rethinking Middle Grades project. The overarching goal of this project was to ensure that youth exit grade eight ready for high school, having found success in career and technical education (CTE), academic, and social-emotional (SEL) programming that is equity-centered and inspires student identity and a path to postsecondary success. These middle grades CTE standards are one product of this project.

Developing these exploration standards was a year-long project that began with the formation of a Steering Committee consisting of 29 Delawareans. Representatives included school and district leaders, teachers, counselors, board members, parents, university students, postsecondary educators, employers, community based organization representatives, and the Delaware Department of Education staff. The committee was incredibly diverse, not only racially, but geographically. The committee agreed to a commitment to equity that drove all of their work. The Steering Committee developed a framework for standards adoption that they then turned over to a standards writing committee to write the middle school CTE standards for Delaware. Another diverse group of Delawareans formed the Standards Writing Committee that spent the summer of 2022 writing standards. The committee consisted of teachers and two recent graduates (one from high school and one from college).

It is important to note that both the Steering Committee and the Standards Writing Subcommittee solicited extensive input from

Delaware partners that both informed the initial drafting (empathy interviews, surveys) as well as informed extensive revisions (focus groups, public input). Standards were also informed by previous standards work done by Delaware, including the Social Emotional Learning Standards and the Literacy standards. The middle school CTE standards were informed by other state's standards, national research and guidance on best practices in middle school CTE, and interviews of national and Delaware experts. Cognitive progressions were informed by the work of Bloom's Taxonomy.

A final word about what these standards are not. Delaware chose not to push down high school pathways to the middle grades. Instead, Delaware chose to develop holistic standards to support every middle school student in their own career exploration, identity development, and foundational career readiness knowledge and skills. The committees believed that strong, equity focused work in middle school to support all students would provide the foundation students would need to inform their choices for high school, and support their success no matter what pathway they chose in high school.



CONTEXT AND RATIONALE

CREATION OF THE STANDARDS

The standards, which encompass the domains, learning priorities and performance expectations, were crafted with representatives of Delaware’s educational community. Students, caregivers, teachers, school counselors, business, and nonprofit leaders and DDOE staff all contributed to the creation and revision of the standards. Additionally, the team consulted with experts from several states who had already created and/or piloted standards in their respective states and modeled much of the performance expectations after the work done in these states.

What may be most important to note is that the standards are meant to be one component of Delaware’s entire Rethinking Middle Grades effort. The focus of that effort is **“to ensure that youth exit grade eight (8) ready for high school, having found success in Career & Technical Education (CTE), academic, and social-emotional (SEL) programming that is equity-centered and inspires student identity and a path to postsecondary success.”**

The words and phrases within the standards seek to reflect this equity-centered philosophy.

PHILOSOPHICAL TENSIONS

The team believes that CTE occurs in states and regions within a country that has a history of both equity and inequity. We acknowledge that some of the methods used to introduce and implement CTE to students, especially Black and Brown students or students experiencing economic disadvantage, have been limiting and contributed to an opportunity gap felt within the classrooms and communities of historically marginalized students.

We present these standards as a starting point to counteract any historical practices that still exist within the promotion, messaging, and implementation of CTE in all middle schools throughout Delaware. This awareness compels us to confront sometimes opposing ideas of ‘professionalism’ and ‘authenticity,’ or ‘self-

awareness’ and ‘career aspirations.’ Our approach to resolving these tensions is to use our equity and inclusion framework and the core beliefs/guiding principles of our standards document to guide the creation and revision of the standards. Three statements from those two documents that especially guided our creation and revision are listed below:

- The Delaware Rethinking Middle Grades Strategic Planning Team will thoughtfully engage, support, and elevate the power and voices of populations impacted by this work **(Equity and Inclusion Framework)**
- Instructional standards for middle grades CTE help students master developmentally appropriate, technical, academic (specifically literacy and numeracy), social and emotional, cultural competence, and employability skills. **(Guiding principle 6)**

- Middle grade students develop a healthy self-image and sense of belonging within a school and community when they have access to learning experiences, schools, and settings that prioritize belonging, cultivate connection, and inspire career aspirations. **(Core belief 1)**

We filtered our revision decisions through these statements as well as our intention to create standards that are clear, concise, and worthy of Delaware’s middle school students.

FURTHER SUPPORT

The Delaware middle grades career and technical education standards are one aspect of the Rethinking Middle Grades project. The

standards were the start. As we work to support implementation of these standards, we will engage a representative group of stakeholders throughout the Delaware educational community to plan out the professional development and additional guidance needed to support the successful and ongoing implementation of the standards. It is our hope that as we continue the work of opening up career possibilities to all Delaware students, that the public will continue to engage with us to solidify the expectations we know all of our students are capable of exceeding, and to foster the learning experiences they deserve.

DEFINITIONS

- **CTE**— Career and Technical Education is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today’s labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.¹
- **Career cluster**— The National Career Clusters® Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design, and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career.²
- **Industry**— The people and activities involved in one type of business, (e.g., the tourist industry, the manufacturing industry, the computer industry and various additional industries.³
- **Standard**— Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.⁴
- **Domain**— The broad categories of learning.
- **Student Learning Outcome**— A general description of the learning we want students to accomplish within a domain.

¹ [Education Northwest](#)

² [Advance CTE](#)

³ [Cambridge Dictionary](#)

⁴ [The Glossary of Education Reform](#)

- **Learning Priority**— A subsection of the standards that breaks down the domain area into manageable learning pieces.
- **Performance Expectation**— A discrete learning outcome that we expect students to know and be able to do.
- **Student Success Plan**— A personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.⁵ This plan is also sometimes referred to as an Academic and Career Plan (ACP) and Individualized Learning Plan (ILP) or other variations.
- **Secondary**— The school between elementary school and college—usually referred to as high school.
- **Postsecondary**— Any education setting or program after high school, to include universities, community college, technical college, or other training programs.
- **Aspiration**— A hope or ambition of achieving something.⁶
- **Workplace**— Any premises or places where a person performs work in the course of their employment.⁷
- **Learning Environment**— The diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example.⁸
- **Culturally Responsive**— This competency is about having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.⁹
- **Culture**— The customary beliefs, social forms, and material traits of a racial, religious, or social group. The characteristic features of everyday existence shared by people in a place or time. The set of shared attitudes, values, goals, and practices that characterizes an institution or organization.¹⁰
- **Framework**— A real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful.¹¹

⁵ [Arkansas Department of Education](#)

⁶ [Oxford Languages](#)

⁷ [Oxford Languages](#)

⁸ [The Glossary of Education Reform](#)

⁹ [NYSED](#)

¹⁰ [Merriam-Webster](#)

¹¹ [TechTarget](#)

ORGANIZATION OF THE STANDARDS:

The Delaware Middle Grades CTE standards include six domains and the associated student learning outcome. Within each domain, there are learning priorities and performance expectations. The organization of these standards is outlined below:

Domain (1-6) and Student Learning Outcome

- **Learning Priority** (A - F)
- + **Performance Expectation** (1-5)

Standard Nomenclature/Tagline: D1.LPA.PE-1

6 7 8 *The recommended grades where these standards should be taught and assessed.*

Example

Domain 1:

Increase career awareness and exposure

Student Learning Outcome:

Students will increase their awareness of and exposure to different types of careers within the world of work.

- **Learning Priority A**
Analyzes/compares the industries represented in Delaware’s career clusters as well as globally and their relationship to the needs and functions of the economy and society.
- + **Performance Expectation 1**
Students identify career clusters and related CTE programs of study

Standard Nomenclature/Tagline: D1.LPA.PE-1

6 7 8

VISION

A strong, equity-focused, and well-rounded middle grades Delaware Pathways program that:

- Is open and available for all students to explore, grow, and learn before making critical decisions around high school and postsecondary plans
- Eradicates the readiness gaps caused by an unequal playing field and inconsistent expectations of youth as they move through middle grades and transition into high school
- Equips all students with the academic, self-efficacy and social-emotional (growth) mindsets needed to succeed in rigorous high school coursework and early postsecondary experiences

- Ensures all students arrive at high school with healthy and positive images of themselves and a meaningful connection to their community, school, and their future identity
- Connects with the elementary school and high school to create a continuum of educational experiences that prepare students for college and career

As we work towards our vision, our overarching goal is to ensure that youth exit grade eight (8) ready for high school, having found success in Career & Technical Education (CTE), academic, and social-emotional (SEL) programming that is equity-centered and inspires student identity development and a path to postsecondary success.

CORE BELIEFS/GUIDING PRINCIPLES FOR THE STANDARDS

Descriptions of values and expectations of competence that should be embedded throughout the standards (adapted from [Broadening the Path: Design Principles for Middle Grades CTE](#) Report and [Rethinking Middle Grades](#) findings as published by the Delaware Department of Education).

CORE BELIEFS	GUIDING PRINCIPLES
<p>1 Middle grade students develop a healthy self-image and sense of belonging within a school and community when they have access to learning experiences, schools and settings that prioritize belonging, cultivate connection, and inspire career aspirations.</p>	<p>1 CTE standards provide clear, specific, and practical statements about what a student should know and be able to do at the end of a course or program. Instructional standards for middle grades CTE provide clear, specific, and practical statements about what a student should know and be able to do at the end of a course or program.</p>
<p>2 Middle grade students build the academic habits, social-emotional skills and cultural competencies needed to succeed in complex, grade level coursework when they have access to culturally responsive, standards-based instruction.</p>	<p>2 Instructional standards for middle grades CTE align with high school CTE/career development standards. Instructional standards for middle grades CTE are developmentally appropriate for middle grades students.</p>
<p>3 Instructional standards for middle grades CTE should be inclusive of all students, are free from bias/ negative stereotypes, and support learners at varying levels of development.</p>	<p>3 Instructional standards for middle grades CTE support a series of academic and career-specific experiences that instill purpose, create a path to high school success, promote self-discovery, a positive self image, and employability skills.</p>
<p>4 Instructional standards for middle grades CTE help students develop an early concept of the working world. Instructional standards for middle grades CTE standards support diverse instructional strategies and real world project-based learning experiences.</p>	<p>4 Instructional standards for middle grades CTE integrate academic, technical, and employability skills across all 16 Career Clusters supporting students' exposure through additional research, projects or engagement with employers. Instructional standards for middle grades CTE provide opportunities for students to match their potential interest to future career aspirations.</p>
<p>5 Middle grades students continue their personal development through access to instructional models that value students' individual cultures and expose students to new and diverse cultures.</p>	<p>5 Employer partners inform and validate instructional standards for middle grades CTE, competencies and/or curricula. Instructional standards for middle grades CTE support opportunities for students to engage directly with employers and gain information about potential career pathways in their community, region, or state.</p>
<p>6 Middle grades students continue the path towards high school success as they engage with standards-based academic and career and technical education (CTE) coursework that provides culturally responsive and industry standard learning experiences.</p>	<p>6 Instructional standards for middle grades CTE help students master developmentally appropriate, technical, academic (specifically literacy and numeracy), social and emotional, cultural competence, and employability skills.</p>

DOMAINS AND STUDENT LEARNING OUTCOMES

Describe the foundational skills and important content knowledge relative to the organizing domains of the standards themselves. (from [Advance CTE](#), ACTE, and the work of the steering committee)

DOMAIN 1: INCREASE CAREER AWARENESS AND EXPOSURE

Student Learning Outcome: Students will increase their awareness of and exposure to different types of careers.

Learning Priority A

Analyzes/compares the industries represented in Delaware’s career clusters as well as globally and their relationship to the needs and functions of the American economy and global society.¹²

Performance Expectation 1: Students identify local and national career clusters and their related programs of study.

6 7 8

Performance Expectation 2: Students analyze career(s) within a career cluster/pathway; identifying common demographics associated with the career(s), examining historical patterns of inclusion/discrimination, identifying trends in salary amounts, discovering common occupations, and exploring locations (virtual or otherwise) where careers in the identified cluster can be most commonly found.

7 8

Performance Expectation 3: Students explain how workplace roles are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply, demand and technological impact.¹³

8

Learning Priority B

Explains connections among career options, educational experiences, and lifelong learning.

Performance Expectation 1: Students outline the education, training, knowledge and skills necessary for a current career of interest.

7 8

Performance Expectation 2: Students identify the connections between their educational choices, personal interests, future lifestyle goals, and potential employment opportunities (both as an employee and an employer).¹⁴

7 8

Performance Expectation 3: Students identify resources (technology, counselors, shadowing, mentoring, career fairs and class speakers) that can be used for locating job and career information.¹⁵

8

¹² Adapted from Maryland Career Development Framework

¹³ Adapted from Kentucky Academic Standards Career Studies

¹⁴ Adapted from Kentucky Academic Standards Career Studies

¹⁵ Adapted from Kentucky Academic Standards Career Studies

DOMAIN 2: INCREASE SELF-AWARENESS

Student Learning Outcome: Students will understand their aptitudes, interests, personality and preferences, and how those might relate to their future in the workforce.¹⁶

Learning Priority A

Develops an awareness of strengths, aptitudes, and interests and their relationship to possible careers.¹⁷

Performance Expectation 1: Students combine information from a variety of sources, including their own reflections, to identify their current talents, strengths, personal qualities and interests.

6 7 8

Performance Expectation 2: Students reflect and explore areas of personal growth that could best support future career aspirations.¹⁸

8

Performance Expectation 3: Students recognize that their current career aspirations may grow and/or change over time.

7

Performance Expectation 4: Students construct a written or visual representation of their desired/potential future career-identity.

8

Learning Priority B

Develops the self-efficacy to explore a community or global need and generate possible solutions.

Performance Expectation 1: Students explain ways to engage with a community and/or trusted adults to develop possible solutions to problems.

8

Performance Expectation 2: Students explain how diverse groups of stakeholders can work together to overcome local, national, regional, and global challenges

8

Performance Expectation 3: Students recognize the needs and current state of their local and global communities as it relates to their career and/or occupation of interest.

7

Performance Expectation 4: Students construct a plan of possible solutions to address community needs that includes occupations within their identified career cluster or that may require new occupations.

7

¹⁶ Adapted from [“Broadening the Path: Design Principles for Middle Grades CTE”](#)

¹⁷ Adapted from Maryland Career Development Framework

¹⁸ Adapted from [Delaware CASEL Bridge Crosswalk](#)

DOMAIN 3: DEVELOP EMPLOYABILITY SKILLS

Student Learning Outcome: Students identify and develop employability skills such as but not limited to: effective decision making, collaboration, problem solving, self-advocacy, and actions that support effectiveness in the workplace.¹⁹

Learning Priority A

Recognizes the relationship between personal behavior and employability (e.g., academic success, extracurricular activities, community involvement, collaboration, organization, and time management).²⁰

3

Performance Expectation 1: Students explain the connection between responsibility, actions, and potential personal and professional outcomes.²¹

7

Performance Expectation 2: Students understand that employability skills include but are not limited to: practicing on-task behaviors, using strategies to stay organized, and giving one's best effort towards assigned work tasks.²²

6

7

Performance Expectation 3: Students participate in community leadership, teamwork opportunities and/or extracurricular activities (out of school and inside of school) to enhance employability skills to develop leadership potential.

8

Learning Priority B

Exhibits productive workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); equitable and just workplace behavior (e.g., cultural responsiveness, honesty, and integrity); and sound decision-making (e.g., task prioritization, collaboration, and conflict resolution).

Performance Expectation 1: Students explore and label a range of emotions and responses that they could experience or express within a workplace and/or school environment.

6

8

Performance Expectation 2: Students learn how to apply, in potential workplace environments or within the school, self-regulation practices towards their emotional responses, and conflict resolution strategies.^{23 24}

6

7

8

Performance Expectation 3: Students distinguish between productive and unproductive behaviors in a workplace/learning environment and how to advocate for themselves and others when experiencing discriminatory or exclusionary norms, rules, and experiences.

8

Performance Expectation 4: Students explore actions of employers and leaders within a workplace that create (physically and emotionally) safe, just, and collaborative environments.

8

¹⁹ Adapted from "Broadening the Path: Design Principles for Middle Grades CTE"

²⁰ Adapted from Kentucky Academic Standards Career Studies

²¹ Adapted from Delaware CASEL Bridge Crosswalk

²² Adapted from Kentucky Academic Standards Career Studies

²³ Adapted from [Delaware SEL competencies guide](#)

²⁴ Adapted from Delaware CASEL Bridge Crosswalk

DOMAIN 3: DEVELOP EMPLOYABILITY SKILLS, CONTINUED

Learning Priority C

Respects individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.²⁵



Performance Expectation 1: Students understand that differences in culture, experience, background, and perceived ability add critical value to the products, practices, and climate of a work or school environment.^{26 27 28}

6

Performance Expectation 2: Students analyze the ways that personal bias, cultural differences, and experiences can impact their own opinions as well as their perceptions of others in a workplace or school environment.²⁹

7

Performance Expectation 3: Students explain ways to gather diverse perspectives and share opinions that may go against the group perspective, as long as the perspectives and opinions contribute to positive and productive team goals.³⁰

8

Performance Expectation 4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive.³¹

6

7

8



²⁵ Adapted from Kentucky Academic Standards Career Studies
²⁶ Adapted from [Delaware SEL competencies guide](#)
²⁷ Adapted from Wisconsin Common Career Technical Standards
²⁸ Adapted from [Wisconsin Common Career Technical Standard](#)
²⁹ Adapted from Delaware SEL competencies guide
³⁰ Adapted from Delaware CASEL Bridge Crosswalk
³¹ Adapted from Maryland Career Development Framework

DOMAIN 4: DEVELOP FOUNDATIONAL TECHNICAL SKILLS (ABILITIES THAT RELATE TO A SPECIFIC JOB OR CAREER)

Student Learning Outcome: Students will acquire or develop foundational technical skills in specific career areas such as understanding job or career related terminology, demonstrating the safe and appropriate use of industry-specific tools and equipment, and/or learning to use industry-specific software as a part of career exploration or planning activities.³²

Learning Priority A

Explores knowledge and skills that are specific to an industry or career cluster/pathway.

4

Performance Expectation 1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster.

7 8

Performance Expectation 2: Students analyze the various certifications within an identified group of jobs in a specific industry and can identify what excellence looks like in a particular job or career.

7

Performance Expectation 3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation.

8

Learning Priority B

Applies reading, writing, mathematics, science, critical thinking, and technology skills to career exploration.

Performance Expectation 1: Students research and analyze sample job descriptions of a range of jobs in a specific industry or career pathway in order to confirm the requirements needed to apply for and perform the job(s) well.

7

Performance Expectation 2: Students explain the connection between reading, writing, critical thinking, science, technology and/or mathematics skills, and success at a specific job within an identified career cluster/pathway.³³

6 7 8

Performance Expectation 3: Students demonstrate core academic skills, such as posing and responding to questions that connect the ideas of others, commenting with relevant evidence, observations and ideas and using evidence and logical sequence to present main ideas and/or claims, in workplace scenarios.³⁴

6 7 8

³² Adapted from "Broadening the Path: Design Principles for Middle Grades CTE"

³³ Adapted from Kentucky Academic Standards Career Studies

³⁴ Adapted from Kentucky Academic Standards Career Studies

DOMAIN 5: DEVELOP AN ACTIONABLE PLAN FOR NEXT STEPS IN HIGH SCHOOL

Student Learning Outcome: Students will explore the various after high school options that are available in their community, state, nationally, and internationally, as well as the high school career pathways that could lead to those options.³⁵

Learning Priority A

Prepare an academic and career plan based on high school graduation requirements, a sequence of program of study courses, related academics, and after high school options.

Performance Expectation 1: Students combine information from a variety of sources, including their own reflections, to identify their current talents, strengths, personal qualities and interests.

7

Performance Expectation 2: Students explore high school programs that offer career and occupational programs of interest.

8

5

“You need to have a growth mindset to implement these [CTE] standards, to change the mindset of the students about WHY we are implementing these standards. It’s a long term process. Communicating with parents is another key part of this. You need to bring them along and you have to be able to learn through the process.”

—Educator

³⁵ Adapted from “Broadening the Path: Design Principles for Middle Grades CTE”

³⁶ Adapted from Maryland Career Development Framework

DOMAIN 6: DEVELOP THE ABILITY TO MAKE INFORMED EDUCATIONAL CHOICES

Student Learning Outcome: Students will create, with input from educators, their families and other trusted authority figures, a student success plan that leverages short and long term actions to support their own aptitudes, strengths, interests, and future career/educational goals. Students will also examine the components that make up effective decision making.³⁷

Learning Priority A

Monitors their academic performance and effort, considering how these outcomes can impact their future opportunities, and adjusts or maintains their performance accordingly.

6

Performance Expectation 1: Students describe ways to evaluate their own personal and academic success.³⁸

6 7 8

Performance Expectation 2: Students create short and long-term academic goals.³⁹

6 7 8

Performance Expectation 3: Students explain the progress they are making toward achieving their academic goals by identifying areas for celebration and areas for growth.

6 7 8

Learning Priority B

Chooses future coursework and programming that is aligned to their own interests and career aspirations.

Performance Expectation 1: Students chart the path from a high school diploma to entry into each career of interest, including after high school education and/or training requirements.

8

Performance Expectation 2: Students review their student success plan with caregivers, trusted authority figures, and school staff (e.g., culturally competent career coaches and school counselors, mentors, and CTE teachers.), on a continuing basis and revise the plan as their interests and needs evolve.

6 7 8

Learning Priority C

Develops effective resolutions for a given problem, decision, or opportunity using available information.

Performance Expectation 1: Students describe the type of strategic thinking needed to make effective decisions about goals for learning and performance.^{40 41 42}

7 8

Performance Expectation 2: Students explain how a decision or resolution of a problem may impact individuals and groups of people.

6 7 8

³⁷ Adapted from "Broadening the Path: Design Principles for Middle Grades CTE"

³⁸ Adapted from Delaware CASEL Bridge Crosswalk

³⁹ Adapted from Kentucky Academic Standards Career Studie

⁴⁰ Adapted from Delaware SEL competencies guide

⁴¹ Adapted from Maryland Career Development Framework

⁴² Adapted from Delaware CASEL Bridge Crosswalk

SOURCES

[Broadening the Path: Design Principles for Middle Grades CTE](#)

