**Life and Career Ready Standards**

**Middle School Career and Technical Education Standards**

**Alignment**

**Strand A: Self-Knowledge and Life Skills**

**Standard A.1 Self-Knowledge**

***Students demonstrate an understanding of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities*.**

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| **Performance Expectation** | **Grades 6-8** | |
|  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness. | |
|  |  | Alignment |
| CTE MS Discovery  Career Awareness Explore the wide variety of career opportunities and skills they require | Career and occupational discovery and research activities | Partial |
| Relating personal aptitudes with potential careers | Partial |
| Inventory of self, abilities & values | Strong |
| CTE MS Discovery  Career Pathway  Understand how school, school programs and education plans lead to specific careers | Guidance to make connections between skills, interests, education, and careers | Strong |
| Understanding of pathways available to achieve plan |  |
| Creation of individual education/career plan |  |

**Standard A. 2 Life Skills:**

***Students demonstrate positive interpersonal and life skills and understand how they are important to success* *in relationships, school, work, and community.***

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| **Performance Expectation** | **Grades 6-8** |
|  | Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community.   1. Work independently to solve problems. 2. Work as a productive member or leader of a team. 3. Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. |

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|  |  | **Alignment** |
| CTE MS Experience  Career Workplace Skill exposure to common workplace interpersonal skills (soft skills) | Team work development including project-based elements | Strong (b) |
| Communications development including networking, listening for action and conflict resolution | Strong (c) |
| Critical thinking skills including creating thinking, problem solving and time management | Strong (a) |

**Standard A. 3 Problem Solving**

***Students are engaged community members who identify problems and apply skills to resolve problems within local and global communities***

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| **Performance Expectation** | **Grades 6-8** |
|  | Students evaluate and develop problem-solving skills and resolve problems within the community.   1. Evaluate skills and understand gaps in skill sets. 2. Develop creative solutions to meet local and global needs. |

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|  |  | Alignment |
| CTE MS Experience  Career Workplace Skill exposure to common workplace interpersonal skills (soft skills) | Team work development including project-based elements | Partial (b) |
| Communications development including networking, listening for action and conflict resolution | Partial (b) |
| Critical thinking skills including creating thinking, problem solving and time management | Strong (a) |

**Strand B: Aspirations**

**Standard B.1 Exploring Opportunities**

***Students understand their options and can navigate choices and experiences concerning interests and future opportunities.***

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| **Performance Expectation** | **Grades 6-8** |
|  | Students use and analyze resources to purposely and creatively explore a variety of post high school options. |

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|  |  | Alignment |
| CTE MS Discovery  Career Awareness Explore the wide variety of career opportunities and skills they require | Career and occupational discovery and research activities | Strong |
| Relating personal aptitudes with potential careers | Partial |
| Inventory of self, abilities & values | Partial |

**Strand C: Building Paths for the Future**

**Standard C.1 Planning**

***Students develop goals and implement career and life plans.***

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| **Performance Expectation** | **Grades 6-8** |
|  | Students develop, implement, and adjust goals as they relate to potential future paths.   1. Demonstrate awareness of available academic opportunities, course levels, alternate options, and timelines. 2. Draw on curiosity to seek out meaningful career exploration opportunities in interactive settings. |

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|  |  | Alignment |
| CTE MS Discovery  Career Awareness Explore the wide variety of career opportunities and skills they require | Career and occupational discovery and research activities | Strong (b) |
| Relating personal aptitudes with potential careers | Strong (b) |
| Inventory of self, abilities & values | Strong (b) |
| CTE MS Discovery  Career Pathway  Understand how school, school programs and education plans lead to specific careers | Guidance to make connections between skills, interests, education, and careers | Strong (a) |
| Understanding of pathways available to achieve plan | Strong (a) |
| Creation of individual education/career plan | Strong (a) |

**Standard C.2 Career Awareness and Adaptability**

***Students integrate personal interests, changing employment trends, community and societal needs, and current economic conditions into ongoing career plans, adapting as necessary.***

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| **Performance Expectation** | **Grades 6-8** |
|  | Students integrate personal aptitudes and interests, changing employment trends, community and societal needs, and current economic conditions into ongoing career plans, adapting as necessary.   1. Identify horizontal and vertical opportunities (within career cluster hierarchies) related to personal aptitudes and interests and the skills needed for potential career options. 2. Recognize that career planning to attain career goals is a lifelong process. 3. Use knowledge of career clusters to develop and adapt career plans. |

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|  |  | Alignment |
| CTE MS Discovery  Career Awareness Explore the wide variety of career opportunities and skills they require | Career and occupational discovery and research activities | Strong (a) |
| Relating personal aptitudes with potential careers | Strong (b) |
| Inventory of self, abilities & values | Strong (b) |
| CTE MS Discovery  Career Pathway  Understand how school, school programs and education plans lead to specific careers | Guidance to make connections between skills, interests, education, and careers | Strong (a) |
| Understanding of pathways available to achieve plan | Strong (a,b,c,) |
| Creation of individual education/career plan | Strong (c) |

**Criteria for a middle school CTE Program**

* CTE experience (not CTE promotion/recruitment). Experience defined by:
  + Multiple exposure
  + Multi- hour exposure
  + Adherence to MS-CTE standards
* Collaboration with CTE school and middle school per law. [20-A MRSA §15688-A, 8](http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec15688-A.html)
* Adherence to MS-CTE standards
  + Developmentally appropriate hands on skill experience
  + Safety training as needed
  + Workplace skills component (soft skills) OR be aligned to LCR standards
  + Career exploration component OR be aligned to LCR standards
  + Career pathway exposure OR be aligned to the LCR standards
  + Initial development of a career plan OR be aligned to the LCR standards requirement on a career plan

* More than a one-time experience
  + Continuity increases participation and CTE selection.
  + Students need multiple exposures to experiences to enable decisions
  + Familiarity with school removes CTE "stigma"

* Multiple avenues of access
  + At Middle School, CTE School & Community

* Flexible to serve all sending schools
  + Models can differ per CTE school
  + Models can differ per sending school in CTE catchment area

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| DRAFT | MIDDLE SCHOOL CTE Expanding Student Opportunity & Awareness through Career & Technical Education at the Middle School Level | | |  |  |
| **Mandated** | | **Mandated** | **Potential Objectives to Meet Standards** |  |  |
| Experience | These standards may be taught simultaneously | **Safety**  Obtain the safety training needed to be able to safely accomplish the standards and objectives | Ensure that the physical lab environment meets safety requirements & expectations |  |  |
| Identify the potential safety hazards & the equipment & supplies needed for the projects |  |  |
| Provide training on potential safety hazards & safety procedures on used equipment |  |  |
| **Career Experience**  Participate in applied learning and hands-on activities where students can explore career-related skills & interests | Immersive, middle school appropriate CTE Experiences |  |  |
| Structured job shadow or mentorship in fields of interest |  |  |
| CTE Service learning and community-based projects |  |  |
| Career Workplace Skill exposure to common workplace interpersonal skills (soft skills) | Team work development including project-based elements |  |  |
| Communications development including networking, listening for action and conflict resolution |  |  |
| Critical thinking skills including creating thinking, problem solving and time management |  |  |
|  |  |  |  |  |  |
| Discovery | These standards may be taught simultaneously | Career Awareness Explore the wide variety of career opportunities and skills they require | Career and occupational discovery and research activities |  |  |
| Relating personal aptitudes with potential careers |  |  |
| Inventory of self, abilities & values |  |  |
| Career Pathway Understand how school, school programs and education plans lead to specific careers | Guidance to make connections between skills, interests, education, and careers |  |  |
| Understanding of pathways available to achieve plan |  |  |
| Creation of individual education/career plan |  |  |