

Colorado High School College and Career Readiness Standards for School Counselors

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Standard 1: Career Awareness

Definition:

An understanding of the difference between jobs, occupations, and careers and the impact this might have on one's career satisfaction. Ability to articulate the implications 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 demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas

Indicator-1 Each student will identify one primary career pathway in which she/he discovers an interest. Recognizing local, regional, national, and global implications for that career field.

Indicator-2 Each student will identify two additional career pathways in which she/he discovers an interest, as identified by the Colorado Career Cluster model.

Competency 2: Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options.

Indicator-1 Each student will identify the impact of negative stereotypes and how these cultural biases may cause barriers to a career pathway for themselves and others.

Indicator-2 Each students will articulate through written essay or other creative work, the implications of how culture impacts career choices.

Competency 3: Students will demonstrate an understanding of the economic influences and impact on career pathways in which they are interested.

Indicator-1 Each student will be able to identify and communicate the implications of multiple ways in which the average salary in a particular career field influences life styles choices.

Indicator-2 Each student will identify and utilize multiple personal and community resources that inform them about career pathways and assist them in making career choices.

Competency 4: Students will demonstrate the necessary mindsets and behaviors that support an understanding of how the whole self influences career awareness.

Indicator-1 Each student will be able to articulate how self-management skills impact career awareness.

Indicator-2 Each student will be able to explain how the ethical and social responsibilities of careers they are considering.

Standard 2: Postsecondary Aspirations

Definition:

Participation in career exploration activities centered on students' passions, interests, dreams, visions of their future-self, and perceived options.

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

Indicator-1 Each students 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.

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

Competency 2: Students will develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway.

Indicator 1- Each student will make professional connections to community members in their community, in order to obtain “real world” information regarding careers that exist within their community that support their chosen pathway.

Indicator 2- Each student will demonstrate an understanding of the barriers to access that exist for certain careers within her/his local community, and identify areas in their state or other states where employment opportunity exists for the career field in which they are interested.

Competency 3: Students will demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment.

Indicator 1- Each student will create a presentation or write an essay describing her/his future vision of themselves within the workforce, including how they plan to make this vision a reality.

Indicator 2- Each student will include in her/his essay or presentation, how their values and academic aspirations support future personal life needs, wants, and goals, and how their plan of action addresses these issues.

Standard 3: Postsecondary Options

Definition:

The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

Competency 1: Students will develop self-awareness of their personal motivations, abilities, limitations, interests, and skills and apply these to career options and selections.

Indicator-1 Each student will apply knowledge gained from career and college-ready assessments to her/his own postsecondary plans.

Indicator-2 Each student will apply knowledge of personal strengths and challenges to the selection of her/his postsecondary career options.

Indicator-3 Each student will demonstrate critical thinking and informed decision making skills to assess possible career pathways that best fit her/his skills, abilities, and interests.

Indicator-4 Each student will utilize what they know about themselves in relation to the world, in order to communicate an academic action plan to achieve future goals through a portfolio or multiple print or digital sources.

Competency 2: Students will demonstrate their knowledge through a written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals.

Indicator-1 Each student will also articulate the difference between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit her/his whole self.

Indicator-2 Each student will communicate the interconnections between self knowledge, self directed learning and postsecondary opportunities.

Indicator-3 Each student will demonstrate the ability to navigate and use a variety of technological tools in order to identify and select her/his career and college options.

Indicator-4 Each student will be able to calculate the costs, benefits, and challenges (including personal, social, environmental and/or family implications) to make informed decisions regarding her/his individual postsecondary options.

Competency 3: Students will understand and apply the self management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential.

Indicator-1 Each student will actively engage in challenging coursework, advanced placement opportunities, extra-curricular clubs, organizations, and college or workforce preparation programs available to them.

Indicator-2 Each student will demonstrate knowledge of basic vocabulary, mind sets, and behaviors appropriate for professional interaction.

Indicator-3 Each student will demonstrate knowledge of the application and interviewing process: including dressing for success, identifying personal strengths and abilities, and communicating effectively as demonstrated through verbal and written assessments.

Indicator-4 Each student will demonstrate 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.

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 demonstrate, in written or other creative form, how their academic environmental resources influence their career choice.

Indicator-1 Each student will actively participate in programs and activities, which focus on issues of equitable distribution of resources.

Indicator-2 Each student will be able to identify and utilize available academic resources in her/his region that minimize academic environmental limitations.

Indicator-3 Each student will demonstrate through written or other creative work, the academic environmental strengths and limitations of their community, and how she/he will utilize those strengths to support their future educational or employment goals.

Competency 2:

Students will actively participate in extra-curricular activities in order to decrease the likelihood of engaging in risky behaviors while demonstrating behavior that positively impacts postsecondary and career options.

Indicator-1 Each student will actively avoid involvement in negative environmental associations, in order to reduce the likelihood of negative impact on her/his postsecondary options and career choices.

Indicator-2 Each student will actively pursue participation in 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 Each student will articulate through written essay or other creative work, her/his cultural and environmental norms, values, and beliefs as they relate to career choice.

Indicator-2 Each student will also identify her/his own family structural and financial limitations influencing post-secondary and career options.

Indicator-3 Each student will also identify specific limitations to her/his career choice based on their geographical region.

Indicator-4 Each student will also identify specific environmental factors that influence her/his physical, emotional, and mental health in relation to career choice, and develop a plan for combating those factors to reduce negative impact.

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 demonstrate the academic discipline mindsets and behaviors for successful course completion (*academic discipline* includes organization, planning, and effort).

Indicator-1 Each student will demonstrate the ability to complete coursework in a timely manner using organizational skills (i.e., electronic calendar, graphic organizer).

Indicator-2 Each student will demonstrate appropriate personal/social and conflict resolution skills, in order to reduce disciplinary outcomes.

Indicator-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.

Indicator -4 Each students will demonstrate through written essay or other creative work, an understanding of how her/his own academic behaviors and mindsets influence their 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

Competency 2: Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing.

Indicator-1 Each student will be able to identify the importance of using effective communication, teamwork, collaboration, cooperation, and problem-solving skills in the workplace, and be able to demonstrate those skills in the classroom.

Indicator-2 Each student will also apply personal responsibility and accountability skills as evidenced by a turning in assignments on time, and reducing instances of tardiness and absenteeism.

Competency 3: Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment.

Indicator-1 Each student will apply information from personal interests, values, and abilities assessments to select college and/or career options.

Indicator-2 Each student will select high school coursework that is compatible with her/his individual career cluster interests.

Indicator-3 Each student will demonstrate intentional, self-directed, educational planning by accessing academically challenging course work, (i.e., concurrent enrollment, Advanced Placement, or other options to align their career aspirations).

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 will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field.

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

Indicator -2 Each student will access multiple employability resources within her/his local, state, national, and international communities.

Competency 2: Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities.

Indicator- 1 Each student will articulate, through written essay or other creative work, her/his personal and professional strengths related to meeting individual educational or occupational goals.

Indicator- 2 Each student will articulate the specific ways in which she/he are actively working toward enhancing personal and professional traits in relation to a given career pathway.

Competency 3: Students will articulate the ways in which they are developing essential employability skills.

Indicator -1 Each student will demonstrate how she/he is actively working toward improving academic competencies related to basic employability skills (i.e. math, writing).

Indicator -2 Each student will actively work toward the goals outlined on their personal action plan for improving basic employability skills (i.e. math, writing).

Indicator- 3 Each student will articulate through written essay or other creative work, the impact academic performance may have on their future career options.

Standard 7: Financial Literacy

Definition:

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

Competency 1: Students will demonstrate the ability to recognize financial aid vocabulary and know what options are available to pay for postsecondary options.

Indicator-1: Each student will demonstrate an understanding of what a FAFSA is, have access to it, and complete it, along with any other financial aid application related to their individual, post-secondary goals.

Indicator-2 Each student will locate the *cost of attendance* (COA) for a particular post-secondary institution, and demonstrate the knowledge about how this amount is determined.

Indicator-3 Each student will be able to articulate what *expected family contribution* (EFC) means, how it is calculated, and how this total impacts her/his means for attending a particular institution.

Competency 2: Students will demonstrate by the beginning of 11th grade, knowledge of specific financial options available to them through the State of Colorado in order to pursue their postsecondary options.

Indicator-1 Each student will utilize *College in Colorado*, along with other postsecondary resources to assist her/him in the financial aspect of individual postsecondary planning.

Indicator-2 Each student will complete the *Colorado Opportunity Fund* application, if she/he has not already done so.

Indicator-3 Each student will identify and utilize the financial support options that are best suited to fund her/his postsecondary plans. These options may include traditional scholarships, federal or private student loans, technologically-based funding resources, or other non-traditional means of financial support.

Colorado High School College and Career Readiness Standards-2014

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Standard 5: Academic Planning

Definition:

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Competency 2: Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing.

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Indicator- 1 Each student will articulate, through written essay or other creative work, her/his personal and professional strengths related to meeting individual educational or occupational goals.

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Competency 3: Students will articulate the ways in which they are developing essential employability skills.

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Indicator -2 Each student will actively work toward the goals outlined on their personal action plan for improving basic employability skills (i.e. math, writing).

Indicator- 3 Each student will articulate through written essay or other creative work, the impact academic performance may have on their future career options.

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Definition:

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Indicator-1: Each student will demonstrate an understanding of what a FAFSA is, have access to it, and complete it, along with any other financial aid application related to their individual, post-secondary goals.

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