

Theory of Action for Designing Middle Grades CTE

IF

states design middle grades CTE to:

- 1 Be equitable and inclusive of each student
- 2 Be anchored in careers
- 3 Be standards based
- 4 Be grounded in experiential and hands-on learning
- 5 Balance breadth and depth across the curriculum
- 6 Be integrated into the broader K-12 — or P-20 — career development system
- 7 Include intentional and meaningful employer engagement
- 8 Involve dedicated instructional time
- 9 Be communicated effectively to students and their families
- 10 Focus on student growth

AND

they apply these principles through the core programmatic elements of middle grades CTE:



Standards,
curriculum
and
assessment



Course/activity
structure and
scheduling



Career
advisement



Experiential
learning



Teachers
and leaders



Data and
measurement

THEN

middle grades CTE students will:

- ✓ Gain awareness of and exposure to a wide array of careers
- ✓ Increase self-awareness and begin to form their potential occupational identity
- ✓ Develop employability skills
- ✓ Develop foundational technical skills as appropriate
- ✓ Be positioned to make more informed educational choices
- ✓ Transition to high school with an actionable plan for next steps