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**College/Career Readiness & Awareness Rubric –**

**Middle Grades**

**Instructions:** School staff (administrators, teachers, paraprofessionals, service professionals and staff) are to rate the aspects of the school’s culture listed in the table below according to their perception/experience of how well the school is doing (1 = “we are not doing this”; 2 = “we are doing this but could be doing better”; and 3 = “we do this well.”) Responses can be anonymous and should be turned in as instructed by the Rubric Administrator. The Rubric Administrator, or designee, tallies the scores from all respondents, then facilitates an all-staff discussion of the results, culminating in a plan for action to implement changes as needed. Arizona GEAR UP’s *Strategies & Activities for Building a College-Going Cultur*e is available on-line (nau.edu/gearup) to facilitate this discussion and creation of a plan for action.

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| **1. Visibility & Student Resources** | **We are not doing this in our school. 1** | **We are doing this but could be doing better. 2** | **We do this well in our school. 3** |
| a. The importance of postsecondary education is communicated throughout the school. |  |  |  |
| b. College pennants, banners, and posters are visible in most classrooms and common areas. |  |  |  |
| c. College-related information and resources are regularly updated and readily available in centralized places. |  |  |  |
| d. Teachers include visual cues to encourage discussions about their college experience with their students (e.g., displaying their college degrees). |  |  |  |

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| **2. Strategic Implementation and Evaluation** | | **We are not doing this in our school. 1** | | | **We are doing this but could be doing better. 2** | | | **We do this well in our school. 3** | |
| a. Our school sets goals or benchmarks for improving Early College/Career Readiness & Awareness and reports regularly on progress to educators, staff members, and administrators. | |  | | |  | | |  | |
| b. Our school engages all stakeholders (e.g., students, educators, parents) in creating a college-going culture. | |  | | |  | | |  | |
| c. Our school sponsors or provides professional development on topics of Early College/Career Readiness & Awareness. | |  | | |  | | |  | |
| b. Our school regularly evaluates Early College/Career Readiness & Awareness efforts, and reports findings to educators, staff, administrators, and parents. | |  | | |  | | |  | |
| **3. Inclusiveness** | **We are not doing this in our school. 1** | | | **We are doing this but could be doing better. 2** | | | **We do this well in our school. 3** | | |
| a. Our school tries to expose all students to a variety of postsecondary options. |  | | |  | | |  | | |
| b. Educators, administrators, and staff extend information about postsecondary opportunities and engage in college talk with all students. |  | | |  | | |  | | |
| c. Educators, administrators, and staff members encourage and counsel all students about the importance of education and training beyond high school. |  | | |  | | |  | | |
| d. All students are guided in completing ECAPs which are referenced during high school registration. |  | | |  | | |  | | |
| e. Every student has at least one adult in our school who they feels cares about them personally. |  | | |  | | |  | | |
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| **4. Academics** | **We are not doing this in our school. 1** | | | **We are doing this but could be doing better. 2** | | | **We do this well in our school. 3** | | |
| a. Academics are recognized as the number one priority in our school and academic effort is considered a universal point of pride. |  | | |  | | |  | | |
| b. All students are encouraged to challenge themselves academically and to take rigorous course work. |  | | |  | | |  | | |
| c. All students are expected to pursue some form of postsecondary education and that expectation is conveyed clearly by school personnel. |  | | |  | | |  | | |
| d. Early College/Career Readiness & Awareness activities are integrated into regular coursework. |  | | |  | | |  | | |
| e. Student work is highly visible in the school and there are opportunities to showcase a wide variety of learning experiences. |  | | |  | | |  | | |
| f. Academic support is available to ensure that all students have the opportunity to succeed in rigorous courses. |  | | |  | | |  | | |
| **5. Family and Community Support** | **We are not doing this in our school. 1** | | | **We are doing this but could be doing better. 2** | | | **We do this well in our school. 3** | | |
| a. Our school encourages family members to visit and discuss their child's education. |  | | |  | | |  | | |
| b. Community leaders are invited to share their college and career experiences with students or to mentor students. |  | | |  | | |  | | |
| c. Recent alumni return to our school to share their college experiences and advice. |  | | |  | | |  | | |
| d. Community organizations and businesses post information about college. |  | | |  | | |  | | |
| e. A shared vision for high expectations is clearly and widely communicated within the school and to the broader community. |  | | |  | | |  | | |
| f. The need for Early College/Career Readiness & Awareness efforts are regularly communicated to parents. |  | | |  | | |  | | |
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| **6. P-20 Collaboration** | **We are not doing this in our school. 1** | | | **We are doing this but could be doing better. 2** | | | **We do this well in our school. 3** | | |
| a. College partnerships are strong, facilitating college-related activities aimed towards raising awareness of and aspirations for college. |  | | |  | | |  | | |
| b. Articulation between elementary, middle, and high schools is seamless - the college message is consistent as students move through their educational journey. |  | | |  | | |  | | |

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| **7. Sustainability** | **We are not doing this in our school. 1** | **We are doing this but could be doing better. 2** | **We do this well in our school. 3** |
| a. Early College/Career Readiness & Awareness efforts are strongly integrated into the operations of our school. |  |  |  |
| b. Best practices and empirical research are regularly reviewed and applied to existing Early College/Career Readiness & Awareness efforts. |  |  |  |