KEY PRINCIPLES OF COLLEGE AND CAREER READINESS

+ College and career readiness is *more than a single score on an English and math test*.

+ Success in postsecondary educational settings is a function of *readiness across multiple dimensions*.

+ Readiness can be thought of as the *alignment among student skills, interests, and postsecondary objectives*.

+ Current measures of college and career readiness can be *insufficient for determining this alignment* for individuals.
We’re entering a POLICY ENVIRONMENT focused on **college and career readiness**.

- NCLB waivers demand college/career readiness standards.
- ESEA reauthorization elevates college and career readiness.
- Individual states are setting college/career ready goals.
- Common Core State Standards are being implemented.
- Consortia assessments based on Common Core are being developed.
WHAT NEEDS TO CHANGE FOR THESE NUMBERS TO IMPROVE?

93%  Of middle school students want to go to college

70%  Of high school students graduate from high school

63%  Of high school graduates enroll in college

60%  Of college enrollees graduate from college

So, for every 100 students, 93 want to go to college. 70 graduate from high school. Of those, 44 enroll in college, and, of those, 26 earn a college degree.
About **1 in 3 students** who enroll in either a four-year or two-year college will *transfer* at some point.¹

Anywhere from **65 to 85 percent** of students will *change their majors* at least once.²

Young adults *change jobs an average of seven times* from age 20 to 29.³

The result is *reduced lifetime income* and *diminished career development*.

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Today’s talk draws from content and research findings contained in:

- College Knowledge
  - What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready
  - By David T. Conley

- College and Career Ready
  - Helping All Students Succeed Beyond High School
  - By David T. Conley
Conley, 2007, 2010:

The level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course

- at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or
- in a high-quality certificate program that enables students to enter a career pathway with potential future advancement.
Distinguishing Among Different Types of Readiness

**WORK Ready**
Meets basic expectations regarding workplace behavior and demeanor

**JOB Ready**
Possesses specific knowledge necessary to begin an entry-level position

**CAREER Ready**
Possesses sufficient foundational knowledge and skill and general learning strategies necessary to begin studies in a career pathway

**COLLEGE Ready**
Is prepared in the four keys of college readiness necessary to succeed in entry-level general education courses
National Assessment Governing Board defines preparedness as a subset of readiness.

- Preparedness focuses on academic qualifications that are measured by NAEP.
- Readiness includes behavioral aspects of student performance—time management, persistence, and interpersonal skills, for example—which are not measured by NAEP.

Technical Panel on 12th Grade Preparedness Research Final Report, 2009
Today’s young people need to be *adaptive, flexible learners.*

*Knowing how to learn* is as important as knowing any specific content.
College readiness is a continuum.

- Not Ready
- Partially Ready
- Ready
## Four Keys to College and Career Readiness

### Key Cognitive Strategies
- Problem formulation
  - Hypothesize
  - Strategize
- Research
  - Identify
  - Collect
- Interpretation
  - Analyze
  - Evaluate
- Communication
  - Organize
  - Construct
- Precision & accuracy
  - Monitor
  - Confirm

### Key Content Knowledge
- Structure of knowledge
  - Key terms and terminology
  - Factual information
  - Linking ideas
  - Organizing concepts
- Challenge level
- Value
- Attribution
- Effort

### Key Learning Skills & Techniques
- Ownership of learning
  - Goal setting
  - Persistence
  - Self-awareness
  - Motivation
  - Help seeking
  - Progress monitoring
  - Self-efficacy
- Learning techniques
  - Time management
  - Test taking skills
  - Note taking skills
  - Memorization/recall
  - Strategic reading
  - Collaborative learning
  - Technology proficiency

### Key Transition Knowledge & Skills
- Postsecondary awareness
  - Aspirations
  - Norms/culture
- Postsecondary costs
  - Tuition
  - Financial aid
- Matriculation
  - Eligibility
  - Admissions
  - Program
- Career awareness
  - Requirements
  - Readiness
- Role and identity
  - Role models
- Self-advocacy
  - Resource acquisition
  - Institutional advocacy

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THE KEY COGNITIVE STRATEGIES
Tasks Requiring Key Cognitive Strategies

**ELA Task**

Students write a satire in the form of Jonathan Swift’s “A Modest Proposal.” Students first research a real-world problem that interests them to learn about its causes and possible solutions. For their proposal, they create a persona who offers an overt, absurd solution while also communicating a covert, but real, solution proposed by the student.

**Math Task**

Students play the role of an actuary hired by a life insurance company to investigate a situation. A group of 10,000 men, each now 55 years old, is to be insured. If a client dies at any age from 55 to 60, his survivors receive $5000. The task is to calculate the annual premium that should be charged for each policy. The student must then write a report presenting and justifying his or her conclusions.
Tasks Requiring Key Cognitive Strategies

**Science Task**

+ Students work in small groups to conduct experiments to test the effectiveness of antacids. They use a universal indicator and various antacid tablets to compare the effectiveness of four different brands. They might establish either relative or actual scales for results that allow them to order the antacids from best to worst.

**Social Studies Task**

+ Natural disasters are in the news every day. The devastation is heartbreaking and the toll on resources is enormous. Students will choose one natural disaster and write a policy paper for the Conference on World Disaster Reduction.
KEY CONTENT KNOWLEDGE

Structure of Knowledge
- Facts
- Key Terms
- Linking Ideas
- Organizing Concepts

Student Relation to Content
- Attribution
- Effort vs. Aptitude
- Academic Value
- Challenge
Ownership of Learning

Know Yourself
• **Be self-aware.** Find out your interests, passions, skills, and ambitions.

Set Goals
• **Know what you need to achieve** based on self-awareness.

Be Motivated
• **Have the mindset** to achieve your goals.

Persist
• **Don’t give up,** especially when something does not come as easily to you.

Monitor Performance
• **Know how well you are really doing.** Gauge your true skill level.

Ask for Help
• **Know when you are stuck, then get help.** Don’t view this as a weakness.

Show Self-Efficacy
• **Learn how to control the things you can control.** Then, control them.
LEARNING TECHNIQUES

- Manage Time
- Take Notes
- Study for Tests
- Memorize
- Read Strategically
- Learn Collaboratively
- Use Technology
KEY TRANSITION KNOWLEDGE & SKILLS

Postsecondary Awareness
Postsecondary Aspiration
Postsecondary Norms & Culture

Postsecondary Costs
Tuition Awareness
Financial Aid Awareness

Matriculation
Postsecondary Eligibility
Admissions Procedures
Program Selection

Career Awareness
Career Options
Career Requirements
Career Readiness

Role & Identity
Role Identity
Role Conflict
Role Models

Self-Advocacy
Resource Acquisition
Institutional Advocacy

Self-Advocacy
Resource Acquisition
Institutional Advocacy
think:
- Problem Formulation
- Research
- Interpretation
- Communication
- Precision & Accuracy

Key Cognitive Strategies

Key Content Knowledge

know:
- Structure of Knowledge
- Challenge Level
- Value
- Attribution
- Effort

Key Transition Knowledge and Skills

Key Learning Skills and Techniques

go:
- Postsecondary Awareness
- Postsecondary Costs
- Matriculation
- Career Awareness
- Role and Identity
- Self-advocacy

act:
- Ownership of Learning
- Learning Techniques
I'mReady student profile

Mary Seburn  my account  Sign Out

I'mReady

You are in charge of your future, and we've provided you with the tools you need to get where you want.

Your Overall Score on Academic Behaviors (1-10)

28

10

Diagnose

Assess the questions on the Drag to learn more about your strengths and weaknesses, and to get customized recommendations to help you succeed in college and a career.

Assignments

Use the student assignments to keep track of your progress and improve your skills.

Reports

Explore your profile and learn what opportunities are available to help you achieve your goals.

My Goals

Create and track your goals to help you stay on track and reach your academic and career ambitions.

Add to your portfolio

Road Trip Nation Interview

English 101 Final Presentation

Personal College Application Essay

Quiz yourself on the next Key

Want to Learn More?

Save and finish later
Moving Students from *Novice* to *Expert* Thinkers

+ Secondary school tends to treat all learners as novices.
  + Most learning is declarative (repeating facts) or procedural (following directions), not conceptual (understanding and applying ideas).
  + Content may become more complex, but learning techniques remain at a novice level, completing declarative and procedural tasks.

+ As a result, students do not develop deep expertise as learners or thinkers in any subject area.

+ The net result is that students arrive in college and the workplace with little understanding of how experts learn or think about problems.
### Novice to Expert Continuum

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College-ready Trajectory
Common Core State Standard (CCSS) are applicable and important to success in a wide range of postsecondary courses.

Cognitive challenge level of the CCSS is sufficient.

CCSS are a coherent representation of the knowledge necessary for success in college courses.

The CCSS do not omit key knowledge and skills.

A core of knowledge and skill is common across general education and career oriented courses.

Career areas tend to have knowledge profiles that differ from general education.
EPIC’s Research on Common Core Alignment with College Readiness

- **MATCH** *substantial match exists* between Common Core standards and comparison standards, with somewhat higher match rates in mathematics than in ELA and literacy.

- **COVERAGE**: comparison sets tend to *cover the breadth of topics* in the Common Core standards. While every standard in the Common Core may not have a match, the topics around which they are organized are found in the comparison standards.

- **COGNITIVE DEMAND**: *general consistency exists* between the Common Core standards and comparison standards, with somewhat higher challenge level in ELA and literacy.
If college and career readiness are multidimensional, we need *multidimensional ways* of gauging where students stand along the readiness continuum.

A multi-data point model is necessary to identify readiness across a wider range of college and career goals.

- Variety of colleges and universities
- Wide range of college majors
- Many different one- and two-year certificates and AA degrees

Such a model would provide *actionable information* to students while they still have time to improve.

Students need a *profile of college and career readiness* beginning in 8th grade that updates regularly.
The national push toward near-universal college and career readiness in combination with the Common Core State Standards (CCSS) and common assessment implementation creates an unprecedented opportunity to improve alignment between secondary and postsecondary education.

Improving postsecondary participation and success will require new, deeper, and more sustained partnerships between secondary and postsecondary education.

Additionally, all parties need to commit to judging readiness with a larger toolbox of measures that yields better matches between students’ knowledge and skills and their postsecondary aspirations.