WHAT DOES IT MEAN TO BE COLLEGE AND CAREER READY?

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ENORMITY OF THE CHALLENGE

• The larger goal of college and career readiness requires schools to enable all students to
  • master core content
  • develop key cognitive strategies
  • take ownership of their learning and become proficient with a range of learning strategies
  • acquire the privileged knowledge necessary to make a successful transition from secondary to postsecondary education.

• This is a lot to accomplish when most of the focus currently is on getting students to pass English and math tests.
College readiness is a CONTINUUM.
think:
Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy

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

know:
Structure of Knowledge
Challenge Level
Value
Attribution
Effort

Key Cognitive Strategies
Key Content Knowledge
Key Transition Knowledge and Skills
Key Learning Skills and Techniques

act:
Ownership of Learning
Learning Techniques
Are the CCSS an accurate statement of college and career readiness?

- EPIC recruited ~2,000 postsecondary instructors in 25 different course areas to judge each standard on applicability and importance.
- Courses included 14 commonly associated with general education requirements and 11 found in more career-oriented postsecondary programs.
- Instructors rated ELA/Language and Math standards overall as applicable and important.
- Almost all stated the CCSS were cognitively challenging.
- Comments were largely positive.
- Download report from: www.epiconline.org
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.
KEY 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
DO’S AND DON’TS OF ALIGNING THE SYSTEMS

• DO...
  • create opportunities for secondary and postsecondary faculty to create common understanding of and meaning for the standards.
  • get secondary students more information earlier on their readiness in each of the four key areas.
  • collect and use a wider range of data, not just what is measured by fixed-format tests.
  • encourage and assess deeper learning and performance.
  • infuse the CCSS ELA/Language and math standards into multiple subject areas.
  • provide training to teachers on how to develop key cognitive strategies through more complex assignments.
DO’S AND DON’TS OF ALIGNING THE SYSTEMS

• DON’T...

  • rely entirely on a cut score on a single English and math test for any high-stakes decisions for individual students.
  • assume all students need exactly the same knowledge and skills to be ready to succeed in the wide range of programs and majors available in postsecondary education.
  • create a distinction between the fundamental knowledge and skills needed for careers and for college.
  • forget that this is ultimately a human endeavor and that people need time to understand what is expected of them and to evolve their definition of college and career ready.
FOR MORE INFORMATION:

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