Strategic Partnerships and Action Planning for College and Career Readiness

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TODAY’S TALK DRAWS FROM:
A high school diploma is **not a high enough target** in today’s and tomorrow’s economy.

A college and career ready student possesses the content knowledge, strategies, skills, and techniques necessary to be successful in a postsecondary setting.

Not every student needs exactly the same knowledge and skills to be college and career ready.

A student’s college and career interests help identify the precise knowledge and skills the student needs.
FOUR KEYS TO COLLEGE AND CAREER READINESS

think:
- Problem Formulation
- Research
- Interpretation
- Communication
- Precision & Accuracy

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

act:
- Ownership of Learning
- Learning Techniques

Key Cognitive Strategies

Key Content Knowledge

Key Learning Skills and Techniques

Key Transition Knowledge and Skills

go:
- Contextual
- Procedural
- Financial
- Cultural
- Personal
### Key Cognitive Strategies
- Problem Formulation
  - Hypothesize
  - Strategize

### Key Content Knowledge
- Structure of Knowledge
  - Key terms and terminology
  - Factual information
  - Linking ideas
  - Organizing concepts

### Technical Knowledge & Skills
- Challenge level
- Value
- Attribution
- Effort

### 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

### Key Transition Knowledge & Skills
- Contextual
  - Aspirations
  - Norms/Culture

- Procedural
  - Institution choice
  - Admission Process

- Financial
  - Tuition
  - Financial Aid

- Cultural
  - Postsecondary norms

- Personal
  - Self-advocacy in an institutional context
# Mini Diagnostic Activity

Completing the Mini Diagnostic will generate a brief but actionable report that summarizes where your high school falls in terms of postsecondary student preparation. To learn how you can participate in CampusReady and get a detailed analysis of what your teachers and students need to succeed, contact campusready@epiconline.org.

1. My school ensures that the majority of students have the opportunity to visit a college campus or meet with college representatives from a range of postsecondary institutions.
   - [ ] Yes
   - [ ] No
   - [ ] Don’t Know
   - Key addressed by this statement:

2. The majority of core academic courses at my school are organized around the “big ideas” of their subject areas and not just on the transmission of factual information in isolation of these big ideas.
   - [ ] Yes
   - [ ] No
   - [ ] Don’t Know
   - Key addressed by this statement:

3. The majority of core academic courses at my school incorporate learning strategies and skills that require students to apply content knowledge in complex, non-routine ways.
   - [ ] Yes
   - [ ] No
   - [ ] Don’t Know
   - Key addressed by this statement:

4. Students at my school are familiar with the content of local college placement exams and with local placement policies.
   - [ ] Yes
   - [ ] No
   - [ ] Don’t Know
   - Key addressed by this statement:

5. Teachers at my school know the admissions requirements for local 2- and 4-year colleges and universities.
   - [ ] Yes
   - [ ] No
   - [ ] Don’t Know
   - Key addressed by this statement:
KEY COGNITIVE STRATEGIES (THINK)

+ Systematic approach
  + uses the methods and ways of thinking of the academic disciplines to achieve the goal

+ Plan of action
  + chooses among alternative approaches and anticipates potential problems to solve a problem or complete a task
THE KEY COGNITIVE STRATEGIES
Adults’ Use of Key Cognitive Strategies: "Some Assembly Required"
Classroom Example

**ThinkReady** performance tasks:

- 2 Student tasks -
  - Choosing Electives (Math)
  - Mouse and Cat (ELA)
- Student Directions
“The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill.”

— Albert Einstein
Key Cognitive Strategies

Discussion Point

How do you address these skills...
in your classroom?
in your school?
in your district?
KEY CONTENT KNOWLEDGE (KNOW)

- Structure of Knowledge
- Student Relation to Content
Retention and comprehension increase as students move beyond declarative and procedural knowledge.

**Content Knowledge Continuum**

- **Declarative Knowledge** *(What)*
- **Procedural Knowledge** *(How)*
- **Conditional Knowledge** *(When)*
- **Conceptual Understanding** *(Why)*

Crossover to Deeper Learning
Alignment

Definition: The coordination and calibration of educational components to the knowledge and skills in the required standards.

Goal: The creation of articulated and seamless curriculum, assessment, and instruction that connects high school to college, preparing students to be successful learners beyond high school.
Secondary-to-Postsecondary

Content consistently builds

Feedback

Entry-Level College

Expectations are clear and consistent
Dimensions of Alignment

- Vertical Alignment – curriculum builds upon progressively more demanding performance expectations and content

- Horizontal Alignment – curriculum content and performance expectations are consistent within a particular grade level or course title
At your table, summarize the high points of Dan Meyer’s talk.

If you aren’t a math teacher, how do his points apply to your subject area?
KEY LEARNING SKILLS & TECHNIQUES (ACT)

+ Ownership of Learning
+ Learning Skills
Students Need To:

✓ Know themselves
  • *Become self-aware* by exploring interests, passions, skills, and ambitions

✓ Set goals
  • *Know what they need to achieve goals* based on self-awareness

✓ Be motivated
  • *Have the mindset* to achieve goals

✓ Persist
  • *Don’t give up*, especially when something does not come easily

✓ Monitor performance
  • *Know how well they are really doing* and be able to gauge skill level

✓ Ask for help
  • *Use available resources when stuck* and not view this as a weakness

✓ Demonstrate self-efficacy
  • *Learn how to control the things they can control*, then, control them
Student Ownership of Learning Model

Motivation & Engagement

Goal Orientation & Self-Direction

Self-Efficacy & Self-Confidence

Meta-cognition & Self-Monitoring

Persistence/Resilience/Grit/Tenacity

How many of these ownership-of-learning indicators do we measure?

22
LEARNING SKILLS

- Manage Time
- Take Notes
- Study for Tests
- Memorize
- Read Strategically
- Learn Collaboratively
- Use Technology
San Antonio Ready lesson

Planning Your Dash:
Time Management, Poetry Style
The Dash

I read of a man who stood to speak at the funeral of a friend. He referred to the dates on her tombstone from the beginning...to the end.

He noted that first came the date of her birth and spoke of the following date with tears, but he said what mattered most of all was the dash between those years.

...
Discussion Point

How do you address these skills...

in your classroom?

in your school?

in your district?
Educators know these skills are important, but few schools develop them systematically and for *all students*.

Teaching them to all students could do more to close the achievement gap than any test-prep program.
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<td><strong>KEY TRANSITION KNOWLEDGE &amp; SKILLS (GO)</strong></td>
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<tr>
<td>+ Contextual</td>
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Key Transition Knowledge & Skills

**CONTEXTUAL**
- Aspirations
- Norms/Culture

**PROCEDURAL**
- Institution choice
- Admission Process

**FINANCIAL**
- Tuition
- Financial Aid

**CULTURAL**
- Postsecondary norms

**PERSONAL**
- Self-advocacy in an institutional context

**Contextual:** What’s out there?

**Procedural:** How do I get there?

**Financial:** How do I afford it?

**Cultural:** How can I fit in?

**Personal:** How do I get what I need?
The US leads the world in the complexity of transitioning to college. First-generation college attendees are at a much greater disadvantage. School is the *only place* they can get access to necessary privileged knowledge.
Making Classroom Connections
Discussion Point

How do you address these skills...
in your classroom?
in your school?
in your district?
Action Planning
Map to the 4 Keys

- Generate examples of current practice in each of the 4 Keys. Write example on sticky notes. Note if for all or some students.

- Add sticky notes to the appropriately labeled poster paper.

- Reflect on current practice. What gaps in learning the 4 Keys do your students have?

- Review activities going on around state. List top three priorities for action steps leaving the workshop today.
For more information, visit www.epiconline.org
Email: charis_mcgauhy@epiconline.org