

Transcript – Slide 1

Presenter: Welcome to the webinar: Establishing a Foundation for the Texas College and Career Readiness Profile Planning Guide. This webinar will focus on some general background information for the Profile Planning Guide and then go deep into Step One of the six step process for Texas schools.

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Presenter: The entire training is grounded on the use and necessary processes to fully realize the potential of developing a college and career culture in Texas schools. However, step one is essential as schools should share a common understanding of college and career readiness prior to starting this process. Research has shown that college and career readiness must include a comprehensive approach in all domain areas to effectively change school culture.

The Texas College and Career Readiness Profile Planning Guide was developed by a 19 member statewide task force and developed by the Texas Higher Education Coordinating Board.

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Presenter: This first video will show and create an understanding of why so many people find it important to work on college and career readiness.

I am going to ask you to flash forward with me to the year 2071. That's the year that this year's first graders will be eligible for retirement. A lot of things will happen between now and then and it is our responsibility as educators throughout the system, P-16 and beyond, 20 etc., and certainly into the workforce to make sure that those first graders are adequately prepared and that they are what we term, world ready, which means regardless of the path that they choose, whether it's to seek advanced degrees, whether it is to go straight into the workforce, or whether it is to look at some kind of certification or technical school aspect. They're prepared and ready for a future that we are not even totally aware of. That's the essence of a college and career readiness standards.

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Presenter: What is the Profile Planning Guide and why those three words, profile, planning, and guide? The statewide task force decided to title this a profile because it identifies 49 indicators that will

effectively develop a strong college and career culture. Therefore, the 49 indicators, or goals, within the tool create the profile of what it takes to be college and career ready. The word planning was used because this particular instrument literally develops the campus improvement plan. And guide was used because it refers to the concept that individualization is essential and this tool is simply a guide and not based on any federal or state requirements.

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Presenter: The Texas College and Career Readiness Profile Planning Guide should be used as an “umbrella” to house all of your college and career readiness efforts. The guide is comprehensive in the approach and guides schools and districts through a comprehensive process to inform the district and campus improvement plans. It is considered the process to guide all college and career readiness planning and supports current initiatives within the school or the district.

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Presenter: The Guide outlines a process laid out in a series of six steps that are grounded in research.

The guide prompts schools and districts to restructure their college and career readiness methods in a manner designed to maximize the effectiveness of outcomes by applying research-based principles and data-driven decision making. Using the Guide, as designed, will foster ownership and buy-in from key stakeholders.

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Presenter: The Guide is designed to establish locally-driven priorities that can be used to augment school improvement plans.

Fidelity to the process can empower campuses and districts to take action on college and career readiness goals specifically to meet the needs of their individual students.

The Profile Planning Guide is a document that is available for download through a specialized code distributed to designated ESC Master Trainers. The website is already available to assist on how to use the guide. A school specific code opens access to the full scope of tools including the interactive guide available for districts to use in this process.

Your local ESC trainers are available to help you in the process.

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Presenter: The Guide was developed by a statewide task force for secondary and postsecondary Texas educators and that included educational content professionals.

It is grounded in research and was developed with a grant from The Higher Education Coordination Board through Austin Community College. The Guide took approximately one year to develop and EPIC (Education and Policy Improvement Center) assisted in leading the process.

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Presenter: It's common understanding that all schools need to obtain a college and career culture. However, there is a disconnect as to the meaning of college and career readiness and how to create a college and career ready culture in Texas schools.

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Presenter: Different stakeholder groups may have different goals for using the guide. Administrators, Teacher Leaders, Counselors all have a reason to invest in the College and Career Profile Planning Guide. But why is it considered so valuable? Basically, all stakeholders benefit from the process. The guide is intended to serve all staff for all students.

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Presenter: One of the charges that was asked of the task force was to identify gaps and why we are not realizing more benefits from the past efforts around college and career readiness. One of the gaps that was identified was the idea of readiness versus eligibility. The proportion of students going on to postsecondary education has steadily increased over the past 100 years and is likely to continue to increase. Two-year colleges have seen an especially noticeable enrollment increase. Current administration and many of the trends in education policy use the rhetoric of college and career readiness, which is important, but we have to understand that college and career readiness is not the same as college eligibility and should be treated as a different goal. Counselors have spent a lot of time

working on eligibility, whereas core teaching staff and administrators have vested resources in student readiness. However, to redefine college readiness to meet all students' needs, we must take a comprehensive approach.

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Presenter: This data slide shows us the Texas Statewide Postsecondary Enrollment by Institution. Blue representing public 2-year institutions and red representing public 4-year institutions. When we talk about college and career readiness there are many interpretations. In Texas, we use the word “college” broadly and what is not shown on this slide are other options for further study that leads students to high skill, high wage, high demand occupations. Any further study beyond high school is considered “college” for the use of the Profile Planning Guide.

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Presenter: While most schools in Texas share agreement about the importance of college and career readiness, most do not share an accurate understanding of what makes a student successful in postsecondary education. Getting more students ready for college means succeeding with an increasingly challenging student population, one that needs the opportunity. More students are first-generation college attenders, a population we know to be vulnerable and in need of support. Globalization and labor market changes demand students entering our workforce of the 20th century require a college and career culture.

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Presenter: This data slide shows us difference between the best-performing state represented in blue, Texas represented in red, and the national average represented in green. More students are going to college, but what happens when they get there? More students are arriving unprepared and, as this slide reveals, not persisting toward degree completion. Notice on the slide, it shows graduation from high school, directly entering college, enrolling in a second year, and then graduating within 150% of the program time. You can see that Texas falls short in every category. The U.S. Department of Education states that today's young people will need to be better educated and prepared as the US continues to move towards a knowledge/information-based economic model. In the past, a high school education may have been enough to land a job that offered stability and benefits. The current economic climate is such that completing a degree or certificate program is critical.

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Presenter: This slide represents the international context in which college and career readiness must be viewed.

The blue arrows represent young people entering the workforce world-wide.

The red squares represent older workers preparing to leave the workforce. As you can see, in almost every country, the percentage of young people entering the workforce with an Associate's degree or higher far exceeds the number of workers leaving the workforce. Take special note of South Korea on the right hand side of the slide.

Now, the purple arrow represents young people entering the work force in Texas and the green square represents the workers approaching retirement. As you can see, Texas is flipped. Young people are entering the workforce with lower educational attainment than the generation who is nearing retirement. The workforce being produced by Texas is not competitive with much of the rest of the world and the rate at which we are replacing retired workers with better educated workers is markedly lower.

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Presenter: Hundreds of Texas schools have used the campus snapshot or a diagnostic tool for school improvement. The Campus Snapshot consists of a team of specialists that conduct classroom observations, interviews, and surveys. This slide shows data from a survey question that has been completed by over 3,000 Texas students.

Students generally feel that are ready to pursue college and careers. So why the disconnect as to the large numbers in developmental courses and low postsecondary persistence rates?

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Presenter: This slide shows the disconnect between how teachers view school experiences as compared to students. Approximately 40% of students do not have a real purpose for going to school. Can you imagine spending 40 hours a week of your life not connected to a real purpose?

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Presenter: So how is the guide structured?

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Presenter: The profile planning guide outlines six steps. Each step is critical in the process. Today we are going to focus on Step one: How to Build a College and Career Readiness Foundation. The Profile Planning Guide is a six-step process. Two steps representing the “Here’s what”, two steps representing “So what”, and two steps representing “Now what”. Today, we are going to focus on step one, which is in the “Here’s What” category.

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Presenter: Here’s what our current condition is. College and career readiness is directly tied to state accountability measures.

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Presenter: Let’s view this brief video presentation, which addresses key accountability aspects tied to college and career readiness.

Ed Vara: Much has been said about the career and college readiness standards. This is really new for everyone. Students are still kind of processing through that. Teachers are looking at so what needs to happen. So how do I change the instruction to meet that? One of the things that I think is really important for us to consider is that when we talk about college and career readiness standards, we are really talking about being world ready. And that means regardless of which path a student may take, whether it’s to an academic degree or whether it’s into the workforce or some other aspect of life, into a technical school training or leading to some sort of certification. They have choices. So the college and career readiness standards are about arming our students with choices for their future that they may not even know exists currently. And that we, as educators, may not even know exists. So preparing kids in that dimension really is what the college and career standards are all about. This profile and this process will certainly help all of us do a better job preparing our kids for the future.

College and career readiness standards...they’ve been with us for quite a few years. As we all recall, this was a mandate from the legislature that the Texas Education Agency and the Texas Higher Ed Coordinating Board collaborate on a project that would lead to the development of those standards. The purpose of these standards was basically three-fold. The first was obviously to impact the

curriculum, our state's standards. So as the TEKS, the Texas Essential Knowledge and Skills have been revised in the four foundation areas, the college and career readiness standards have been interwoven and have become an integral part of those new standards. Secondly, we have a new assessment system. As we move from the TEKS to the STAAR, the State of Texas Assessment of Academic Readiness, those college and career readiness standards are being measured. They are being measured as a component of a student's ability to demonstrate that they are able to perform and master those college and career readiness standards at a level that shows they are prepared for either pathway. Whether they choose to advance and go on towards a degree, or whether they choose to go to the workforce, they need to be world ready. The third component involves our accountability system. House bill three introduces the idea of a new assessment system that will debut in 2013. Indicators will be included that reflect that academic readiness and will reflect student's performance on demonstrated areas that reflect the college and career readiness standards.

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Presenter: The Profile Planning Guide is grounded in research. The first step in the process is to familiarize the school leadership team with the conceptual framework upon which this process was built. Doing so allows all users to move forward with a shared understanding of college and career readiness.

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Presenter: It was essential to the statewide taskforce that all information within the Profile Planning Guide tie to current research and best practice.

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Presenter: The slide shows a common, well accepted definition of what we mean when we say college readiness. In Texas, it is understood that "college" means any further study past high school. So college readiness in Texas is being able to pursue further study without remediation.

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Presenter: The slide shows a common, well accepted definition of career readiness. The academic skills may be the same as college readiness; however, to be career ready the student must demonstrate soft skills (employability skills, sometimes referred to as 21st century skills) as well as some level of technical skill associated with specific jobs. For example, a pianist must know how to technically play the piano and these skills are identified through industry standards. So career readiness then includes core academic skills, employability skills, and technical job specific skills.

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Presenter: College and career readiness are strongly linked; success in associates or certificate program often relies on the same set of entry level skills as success at a four-year institution. In fact, an automotive technology manual is written on Lexile 14. So we can assume that the same core academic skill readiness is the same for college or careers. It was once desirable to say that college and career readiness was the same thing; however, our thinking has shifted to say that the academic skill attainment engaged in further studies and to obtain employment may be similar for career readiness and success at further studies that there are some specific needs, though, that may be different. This is why this slide does not show the circles completely aligned. There has been a progression on our thinking around college and career readiness. We use to hear the words “college ready” until we realized that students who showed employability skills or the use of 21st century skills have and succeed better academically. The same as if students are able to apply their knowledge obtain higher academic attainment. Therefore, we hear the words college and career readiness to be of equal importance to the process.

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Presenter: Let’s view a brief video presentation which provides a secondary student perspective for college and career readiness.

Student 1: What college and career means to me is making sure that high schools are preparing students for the future, whatever that may be.

Student 2: I do not think that my school has effectively prepared me for life outside of high school.

Student 3: Me and my friends don’t really talk about college and careers and stuff. All we pretty much talk about is just, like, what we are doing over, like, the weekend, and plans and stuff.

Student 4: I think my school has tried to prepare me but the preparedness isn’t the best because I don’t really know what it’s like to live on my own.

Student 2: I feel that my high school offers too many safety nets and second chances that are absent from life after high school.

Student 5: I think I would change something about the school I would let the students to have more independence of their own, put more responsibilities on their hands because in real life, you are by yourself. You don't have someone to watch out for you.

Student 1: School could probably help by maybe giving some career examples when they are teaching, how students can use them for the rest of their lives.

Student 5: What I am mostly scared of is when I leave high school, and then college is not the right thing for me, I'm not very good at it. I am scared of what I am going to fall back on. What am I going to do.

Student 1: I still feel that fear of when I am going to go off on my own, really alone for the first time, which is kind of scary to think about.

Student 4: I am definitely nervous of going into college but I am also excited because it will be a new experience and I get to learn how to live on my own.

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Presenter: The stateside taskforce ensured that all aspects of the college and career readiness profile planning guide are grounded on research. Let us take a few minutes to reflect around the four keys to college and career readiness based on the work of Dr. David Conley.

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Presenter: College and career readiness must be a comprehensive approach. Course titles, grade point averages, test performances do not capture the full range of knowledge and skills students need to succeed in postsecondary learning. Therefore, we must redefine college and career readiness to realize desired results on the STAAR and EOC's.

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Presenter: These four categories do not represent everything a student needs. Students obviously need a range of social and emotional supports to be successful, but they represent the dimensions in which a school can reasonably be expected to take action. They provide an excellent framework for thinking

about college and career readiness comprehensively and are thus very useful common language for planning. Those using this tool need to have a shared vision of college and career readiness. For example, key cognitive strategies are essential to college and career readiness. Students much engage in problem formulation such as problem based instruction, in research, communication, prevision, and accuracy. In other words, how should a student think in order to be successful in further studies and careers?

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Presenter: A strategy is different than a skill. A strategy is deliberate, something a person is consciously aware they are employing. So what is a strategy? A strategy can be a systematic approach or a plan to achieve an objective. It can be an elaborate plan of action that chooses among alternative approaches and anticipates potential problems that must be addressed for the objective to be achieved successfully. So how is that different in terms of a cognitive strategy? A cognitive strategy is a systematic approach to achieve key learning goals that take into account the rules and methods of the academic disciplines that are necessary to achieve that goal. An elaborate plan of action that chooses among alternative approaches and anticipates potential problems that must be addressed to solve a problem or complete a complex task. Therefore, strategies are different than cognitive strategies. In order to build a strong college and career culture, we must employ cognitive strategies in the process.

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Presenter 1: The Education Policy and Improvement Center produced and provided this video for your consideration.

Presenter 2: The key cognitive strategies are intentional thinking skills that allow learners to engage content knowledge more deeply, retain it more effectively, and apply it in a variety of situations. In the past several decades, research has consistently showed that the ability to learn and apply knowledge in both academic and work force setting is a necessary skill for success beyond high school. Many employers and college faculty assert that these thinking skills are even more valuable than content knowledge because students who employ thinking strategies learn more effectively. Lots of cognitive strategies are useful for students. Based on the research by Dr. David Conley and the Educational Policy Improvement Center, the five I am going to discuss represent those that are most necessary for success in college and careers. They are Problem Formulation, Research, Interpretation, Communication, and Precision/Accuracy.

Problem Formulation refers to a student's ability to demonstrate clarity about the nature of the problem, to generate a hypothesis, and to develop strategies for exploring all components of the problem.

Research refers to a student's ability to identify, collect, and evaluate a full range of available resources and collection technique or to generate original ideas.

Interpretation refers to a student's ability to analyze and evaluate evidence and to use evidence strategically to develop insights, make connections and draw conclusions.

Communication refers to a student's ability to organize information and insights into a structured line of reasoning and to construct a coherent and complete final version.

Precision and accuracy refers to a student's ability to monitor and confirm details at all stages of the process. This includes using language expression, rules, terminology, and conventions appropriate to the subject area and consistently looking for introduction of error.

This concludes our introduction to the key cognitive strategy. Thank you for watching.

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Presenter: The second domain in college and career readiness is Key Content Knowledge. Students must understand Key Content in academic areas as required to graduation in Texas, as well as technical areas as specified within their program of study.

Key Content Knowledge expands to more than the four core content areas. All teachers must take ownership to develop college and career readiness. Therefore, this would include the four core areas, career and technical education, fine arts, world languages, physical education and health. All graduation requirements in Texas.

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Presenter: Content knowledge is more than just "facts." The human brain retains the information to the degree to which it can 1) create connections or links among the pieces to create a "schema" or "scaffold" structure, 2) associate emotions, positive or negative, within the knowledge, 3) find the knowledge meaningful, relevant, or useful, 4) apply or use the knowledge in a variety of authentic situations, or 5) receive timely feedback on how effectively it uses the knowledge.

Ideally, content knowledge is taught in a manner that allows students to make sense of it in all these ways. The following slides describe these aspects of content knowledge in more detail.

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Presenter: Academic attribution refers to the student’s belief that if they work hard, they can improve their performance in a subject area, as opposed to “I’m bad at math so I shouldn’t even try math”.

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Presenter: Academic value refers to the student’s belief that what they are learning in school has application beyond school, is relevant and applicable to their potential careers and their experiences of the world. It’s essential that students know why they are going to school and that they go to school with purpose.

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Presenter: Student effort refers to the student’s attitude that learning content knowledge requires concerted work on their part and that they are willing to demonstrate this effort in pursuit of their learning. Student effort is directly linked to a student’s purpose for going to school.

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Presenter: Structure of knowledge refers to the manner in which subjects are internally organized, the major themes, strands, and principles around which the individual facts are arranged and through which they are related. This structure is critical to helping students understand how knowledge relates within a discipline and also helps them draw connections between disciplines. Cross disciplinary projects are important to build a college and career readiness culture.

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Presenter: Challenge level refers to the degree to which students feel challenged by the content knowledge and the work they are asked to do in the classroom. Research has revealed discrepancies in this area. It is not unusual for students to report that they do not feel challenged, while their teachers assert that their students are unable to handle more difficult material or tasks. Students usually rise to the expectations we set.

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Presenter: This aspect refers to the importance of providing students with the opportunity to engage technology in every subject area. Students should be familiar and comfortable with using technology appropriately for research, presentations, data analysis, etc. The use of technology should be embedded across all disciplines.

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Presenter: The Texas College and Career Readiness Standards have been identified as Key Content Knowledge targets that schools should be teaching students. The Texas College and Career Readiness Standards also engage thinking and technology skills, making them more comprehensive standards than they have used previously. The Texas College and Career Readiness Standards specifically address the four core and all disciplines in the cross-disciplinary standards.

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Presenter: The third domain is Key Learning Skills and Techniques. In other words, how would a student act. Student behavior is an indicator of college and career readiness. Redefining college and career readiness has allowed educators to understand what it takes to succeed after high school and the role of Texas schools in this process.

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Presenter: It is essential that students have the ability to control their behavior, a skill applicable for K-12 education. Therefore, key learning skills and techniques is a full range of behaviors that reflects student self-awareness, self-monitoring, and self-control.

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Presenter: Key learning skills and techniques are more than just study skills. Study skills are only part of the picture. Without self-awareness and the ability to collaborate and persist in the face of challenge,

study skills are not enough. When we listen to employers identify some of their big challenges, often, these are the skills they have identified that need attention.

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Presenter: Let's view a presentation which provides a business perspective for the needs of a college and career readiness or work ready work force.

Herman Kelly: Fresh out of college is very competitive. At any given day, we get hundreds of resumes into our office. And to try to distinguish between those that are ready now versus those that maybe need a little bit more experience is a deciding factor on which candidates we call in for interviews. But one key thing that we look for, everyone is going to have the hard skills - the degree, the technical background, but the one thing that distinguishes people are those soft skills - leadership skills, communication skills, presentation skills.

One thing we discuss with high school students that are preparing themselves for college is to try to determine as early as possible what path that you want to take. You don't necessarily have to know what your final degree is going to be, or what profession you want to go into, but it is important to start making those steps very early. To do that, they require some information that help them out. So we tell them about what are the potential jobs that you can get in the industry, what type of skills you need for those jobs to better help them make those decisions early in their college career versus later.

A lot of them are coming at us blind. It's typically students that do not have a very strong background or guidance department in their schools. They don't know what they want to do when they go into college and they are not familiar with what type of careers they can go into after college.

In the professional environment, academic skills, technical skills, and soft skills are very important to not only start your career, but to further your career as well. The foundation obviously starts with academics. So you have to have a strong academic background to make yourself competitive in the workforce. You also have to have a strong technical background if you are going into an industry that is going to require those skills. The third thing that will set you apart from other people that are also strong in those skills are soft skills. How do you communicate your ideas? How do you lead teams? How do you effectively lead teams to solve problems? Those are the things that are going to be very important for you to further your career once you started.

We talk a lot about you need experience to get a job, but nobody will give you a job without that experience. I talked to a lot of high school students about how do you get experience without actually having a job. A lot of high school students get jobs, but you are not going to have a professional job before you get into college or before you get into professional life. You can build those skills to prepare you for that. So whatever you are doing, whatever projects that you are working on, what teams that you are working on, community organizations, make sure that you are taking a leadership position with those organizations. Those skills are transferrable no matter what you do. So if you're taking those

steps, if you're preparing yourself, getting those leadership skills, understanding how to communicate effectively, understanding how to communicate with people outside of your immediate peer group - all those things are going to help you prepare for college and provide a good foundation for your professional career as well. They're very important even at the high school level.

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Presenter: There's good news and bad news when it comes to key learning skills and techniques. Some students gain these skills through observation and trial and error, but most have to be explicitly taught. Without these skills, students will not realize their potential in school and the workforce. Discrepancies exist around perceptions of who should teach Key Learning Skills and Techniques but most agree it's everyone's job to teach these skills. Most seasoned educators will agree that behavior is a content area.

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Presenter: Now for the good news. Negative school engagement patterns can be influenced and adapted through practice. Every young child can learn self-management skills. A formal program may not be necessary if all teachers agree to emphasize a series of key strategies related to these skills. There are many commercial programs that support the improvement of study skills.

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Presenter: The fourth domain is Key Transition Knowledge and Skills or how might you go to college and career. Many schools are doing great things to assist with transition. It is important to remember a comprehensive K-12 transition plan is far superior to token activities that may fall short of developing a college and career school culture.

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Presenter: Information about college and career access and success is currently “privileged” information. Without increased transparency between the systems, students underrepresented in higher education will continue to be underrepresented.

First generation college attenders and adult learners particularly may be looking for signals that they do not belong in college.

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Presenter: Currently, we are very good at helping the kids who are motivated to go to college or careers. However, students who are unsure about their abilities, or have few role models, are less likely to seek assistance in applying for financial aid or further studies. Students may also assume that high school courses they default into, due to scheduling issues, will be adequate to prepare them for further study and careers. This assumption is often not the case. Thus, counseling and scheduling decisions made for students entering high school can ultimately limit their long-term prospects. Texas schools must be more deliberate at meeting the individual needs of students, consider student interest, and labor market trends to determine course offerings. Effective development and implementation of programs of study is essential.

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Presenter: Key Transition Knowledge and Skills is more than just college selection. It refers to a full range of skills and awareness, from financial aid to how to communicate effectively with authority figures once a student arrives on campus.

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Presenter: Let's spend a few minutes in discussing the Texas college and career readiness standards developed by the Texas Education Agency and the Texas Higher Education Coordinating Board.

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Presenter: The Texas College and Career Readiness Standards were developed in 2007 and improved and incorporated in April of 2008. But how often do teachers use and refer to the Texas College and Career Readiness Standards in planning, teaching, and discussions? There is a difference between alignment to the Texas Education Knowledge and Skills and using the Texas College and Career Readiness Standards to increase rigor in teaching.

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Presenter: Implementing these standards will advance the mission of preparing college and career ready students. They offer a full range of knowledge and skills that students need to succeed in college and careers.

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Presenter: The content stimulates students’ deeper levels of thinking rather than just being a list of facts to learn and forget later. Vertical teams set out to specify the knowledge and skills necessary to succeed in entry-level community college and university courses. The Texas College and Career Readiness Standards are distinguished from high school graduation standards by emphasizing content as a means to an end: the content stimulates students to engage in deep levels of thinking. Convergent consensus was employed for the initial drafting of the college readiness standards.

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Presenter: These standards were created by secondary and postsecondary practitioners in collaboration with one another. This type of vertical collaboration has set the stage for implementation planning that includes components of the education system that have typically functioned in isolation.

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Presenter: It is essential Texas schools understand the cross-disciplinary standards to create accountability with all educators. The cross-disciplinary standards apply to all courses in all subject areas.

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Presenter: A notable feature of the Texas CCRS is the inclusion of the Cross-Disciplinary Standards. Cross-Disciplinary Standards represent cognitive strategies and skills that span the subject areas and

that instructors believe are critical to success in postsecondary education. Cross-Disciplinary Standards should always be considered in the context of challenging content, and never be viewed as skills to be taught separate from appropriate content.

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Presenter: This slide shows some specific criteria of the cross-disciplinary standards. There's a tremendous amount of overlap between the Four Keys and the Cross-Disciplinary standards. For example, under Key Cognitive Skills, intellectual curiosity, reasoning, and problem solving align to Key Cognitive Strategies. Academic behaviors, work habits, and academic integrity align to the Key Learning Skills and Techniques. Under Foundational Skills, research across the curriculum and the use of data and technology are aligned to the Key Cognitive Strategies. These standards can thus be utilized as benchmarks against which to measure student performance relative to the Key Cognitive Skills and Key Learning Skills and Techniques in all subject areas, broadening the ability to be more comprehensive in our college and career planning.

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Presenter: Let's view this brief video presentation which provides a postsecondary perspective from current educators.

Mark Daniel: I find that most students when they first come to college or university are fairly adept at the procedural aspects of whatever discipline they're studying, but they're not so well versed in being independent in their thinking, and being creative with their thinking, and really getting in depth and flushing out topics in their subject.

Postsecondary faculty definitely wants students to be able to synthesize material and to somehow explain the connectedness of the material that is under study where I think secondary is still, the emphasis is still too much on procedural aspects - mimicking examples and rote memorization.

I think for many, this is hard adjustment. Because for one thing, they are away from home. There are many temptations. They go to colleges or universities that are quite large; they can get lost in the cracks. So a maturity level has to kick in and the personal discipline has to kick in. And for some, that takes a while. It's a hard thing for them to accomplish.

Universities and colleges offer a lot of services to help students navigate through the admission program, through the testing, through all the things that are involved with that, but the students have to take the initiative and take advantage of these services and I see that that's not always the case.

Secondary schools can expect students to work together, to collaborate, to create ideas. An inquiry based format is what I believe would be the best in any subject such that students are not just fed information. They have to assimilate information, think about it, and present results. I think this is also what the workforce wants.

If I could say something to secondary students thinking about coming to a college or university, I would say that their future is really in their hands, and a university is a very independent place. So they have the opportunity to take advantage of many services, many courses, many experts in the field and it is going to be up to them to get out of what they're also willing to put in.

Kendall Dingee: Students not only need the academic skills in postsecondary, they also need behavioral skills that often they're lacking for various reasons. Everything from time management to interacting, basic social classroom skills versus social outside the classroom skills are lacking as well. The process for secondary students transitioning into postsecondary students, as far as admissions, financial aid, picking a college is a very overwhelming process especially if you do not have guidance either through a counselor, parents, older siblings, something like that. Many students do not have that guidance. Often in secondary settings, the counselors are there for those students that will advocate for themselves. Our students that come from families that are going to be first generation college students, they don't know how to advocate for themselves. They don't know to go ask these questions. And if the information is not presented to them, then they don't know it exists.

Transcript – Slide 61

Presenter: The idea is that simple alignment with the Texas College and Career Readiness Standards is not enough, teachers must put them into action in classrooms. They must use them as the focus of planning conversations within departments and colleagues. They must explicitly share these standards with students at every opportunity.

Transcript – Slide 62

Presenter: The Texas College and Career Readiness Profile Planning Guide is also grounded on the research on the seven principles of college and career readiness.

Transcript – Slide 63

Presenter: Many of the goals in the Profile Planning Guide particularly the Systems goals, are also based on the seven research-based principles that create a college and career ready culture in schools. The Seven Principles of College and Career Readiness is based on an observation made in 38 schools that graduated a greater-than-expected proportion of their students who were college and career ready as compared to their peers. The Texas College and Career Profile Planning Guide and all 49 goals of the Guide are aligned to the Seven Principles of College and Career Readiness.

Transcript – Slide 64

Presenter: Principle 1: Create and maintain a college and career culture in the school. The purpose of the Texas College and Career Profile Planning Guide is to create a culture to support postsecondary options.

Building a culture is hard. The Profile Planning Guide was developed to take educators through a process that would lead to deep discussion on how they might break through traditions that might not support a college and career culture at this time, all grounded in research.

Transcript – Slide 65

Presenter: Principle 2: States that we need to create a core academic program aligned with college and career readiness. We must ensure all programs of study are aligned with college and career ready academic core. Achieve Texas has done an outstanding job in providing templates to develop programs of study.

Transcript – Slide 66

Presenter: Principle 3: Teach key self-management skills and expect students to use them. Teach students time management skills and how to study to meet deadlines in all courses. Schools who work hard to develop campus wide systems do best in this area. AVID is a program commonly used and effective in Texas schools but we must move past a select population and bring these strategies school-wide.

Transcript – Slide 67

Presenter: Principle 4: Prepare students for the complexity of applying to college. More than token events, embed a full range of opportunities for students to know “how to go” to college.

Transcript – Slide 68

Presenter: Principle 5: Align assignments and grading policies with college expectations. So what does postsecondary require? Find out and emulate these practices in high school.

Transcript – Slide 69

Presenter: Principle 6: Make the senior year meaningful and challenging. The senior year is a time for students to ground their education and blur the lines between high school and postsecondary. We must move away from a culture that feels the senior year is a time for reward and relaxation in order to compete in the 21st century. Communication is the key to changing an existing culture.

Transcript – Slide 70

Presenter: Principle 7: Build partnerships and connections to postsecondary education. Engage all available stakeholders in the development and implementation of programs of study. Use your postsecondary partners.

Transcript – Slide 71

Presenter: This next video is a presentation from a postsecondary student’s perspective. Please note there are many students in Texas schools that are served well by Texas counselors. This is one student’s perspective, however common or uncommon.

Student: In most ways, I did not feel like I was ready for college. My first two years in high school, I felt like that kind of prepared me but then whenever it slacked off in the last two years, I kind of lost touch with that. I feel like there were a lot of things I should have been more prepared with for college like time management. I mean I'm taking 15 hours right now, all in one day.

My last year of high school should have been pretty much more like a college year. I should have been preparing for tests. I should have to study rigorously. I didn't have to do any of that. Everyone slacked off because they knew the teachers would pass them. So it made it difficult for the people who actually wanted to have that preparation. And I also wished that I would have known that the counselors could have helped me with that. I didn't know who my counselor was. I don't even think my friends knew who my counselor was. I can't even remember her name or if it was even a her.

Transcript – Slide 72

Presenter: So let's review how the Guide is structured. It is a six step process. Two steps in the "Here's What", two steps in the "So What", and two steps in the "Now What". We have spent some time on Step 1: Building a college and career ready foundation. Use your local Education Service Center to guide you through Steps 2 through 6. You can find your local ESC Master Trainer on the website.

Transcript – Slide 73

Presenter: The Texas College and Career Readiness Support Center is available to help. Please log onto our website txccrsc.org and call or email if you need further assistance. Thank you for participating in the webinar.