



TEXAS HIGHER EDUCATION COORDINATING BOARD

College Readiness Model Vertical Alignment

**Final Program Report
FY2010 – FY2011**

Institution:	Austin Community College District
Address:	5930 Middle Fiskville Rd.
City, State Zip Code:	Austin, Tx. 78752

Prepared By

Name:	Gary Madsen
Title:	Executive Director, P-16 Initiatives
Department:	College Operations
Phone Number:	512-223-7087
Fax Number:	512-223-7895
E-Mail Address:	gmadsen@austincc.edu
Authorized Signature:	
Printed Name:	Stephen B. Kinslow, Ph.D.
Title:	President/CEO
Department:	Austin Community College District
Date:	July 29, 2011

Table of Contents

1	EXECUTIVE SUMMARY	3
1.1	Program Purpose and Goals	3
1.2	Program Staff and Partners	3
1.3	Goals and Objectives Performance	4
1.4	Program Overview	7
2	PROGRAM MANAGEMENT	8
2.1	Resource Management.....	8
2.2	Communication Management.....	8
2.3	Stakeholder Input and Analysis	9
2.4	Budget Performance.....	9
2.5	Program Recommendations	9
3	THECB RECEIPT AND APPROVAL	11
4	APPENDICES.....	12
4.1	APPENDIX A – Final Program Evaluation.....	12
4.2	APPENDIX B – Sample Assessment/Evaluation Instruments and Data Collected.....	15
4.3	APPENDIX C – Financial Expenditure Report	16
4.4	APPENDIX D – Project Deliverables	17
4.5	APPENDIX E – Process Outline.....	18

1 EXECUTIVE SUMMARY

1.1 Program Purpose and Goals

- Model Vertical Alignment Program activities should support work towards reducing the need for developmental education and increasing student success. However, funded projects within the Model Vertical Alignment Program may not provide direct services to students Program Goal:
 - Support Texas Higher Education Coordinating Board's efforts to infuse Texas College and Career Readiness Standards (CCRS) into the Texas high school curriculum by building partnerships within and between institutions of higher and secondary education that will foster trust and mutual understanding

- Process for determining activities and initiatives:
 - A series of planning and implementation meetings were held with ACC faculty, local ISD's, and the Regional Service Center

- Factors influencing the design of Program and funded projects:
 - Local needs as established during planning meetings with ISD's and service center

1.2 Program Staff and Partners

Names:

- Wendy Lym – English Professor
- David Lauderback – History Professor
- Alice Sessions – Biology Professor
- Julie Fisher – Mathematics Professor
- Joey Offer – Mathematics Professor
- Vicki Franklin – Administrative Associate
- Gary Madsen – Director, P-16 Initiatives

Expertise:

- Faculty – All faculty members participated in initial CRS Phase One activities and possessed experience working with secondary teachers in ACC's service area.
- Administrative Associate – Possessed experience in coordinating activities for small and large gatherings and working with community partners.
- P-16 Director – Possessed experience working with secondary teachers and post-secondary faculty and developing partnerships between secondary and post-secondary educational institutions.

1.3 Goals and Objectives Performance

Goals:

- Create a CCRS faculty team from within the four core academic disciplines at ACC and assign them the responsibility of developing and disseminating CCRS activities to meet the goals established by this Model Vertical Alignment Program.
- Disseminate information, as well as, effective and promising practices in CCRS integration to teachers throughout ACC's eight county service area.
- Provide four CCRS teacher development workshops to a minimum of 300 teachers in ACC's surrounding school districts over the course of a two year period.
- Provide CCRS information and instruction, which teachers find valuable, useful, and relevant to the current and future academic needs of their students.
- Increase student performance levels in school districts attending ACC's CCRS workshops.
- Increase involvement and support of ACC's faculty in all CCRS activities.
- Create a sustainable model for CCRS developmental workshops for college faculty and secondary teachers.
- Increase partnership opportunities with Regional XIII Service Center

Performance:

- How the Program included activities and initiatives that incorporated the College and Career Readiness Standards and address the goals and objectives of the Program as outlined in the THECB Grant Proposal;
 - All activities and initiatives included the dissemination of CCRS materials. Initiatives were designed to include the requested needs from secondary educators while at the same time incorporating CCRS expectations into presentations to meet the goals as established in this grant.
- How the Program was a part of a comprehensive effort to reduce the need for developmental education and increase student success;
 - ACC has implemented a series of programs designed to work directly with local school districts to provide one on one contact with students in an effort to increase college going numbers and reduce the need for developmental education. Included in those efforts would be activities, guidance, and advising associated with our College Connection Program, our Early College Start Program, and programs designed to reach underserved students.
- Additional unique Program components;
 - Café con Leche – Allows minority parents and students to come together in a relaxed atmosphere to discuss plans and concerns regarding going to college.
- Obstacles encountered regarding achievement of outcomes and deliverables and the reasons for the obstacles in regards to achievement of the goals;
 - Extensive use of calculators in math classes at the secondary level and no calculator use in first year post-secondary classes made it difficult for secondary and post-secondary Math instructors to find common goals
 - Time restraints of secondary teachers
 - Focus on TAKS test by secondary administrators
- How the Program has built capacity that has the potential to yield greater results for the final year of the Program and beyond the grant period;
 - Quality of training provided has created demand from secondary teachers to provide additional training opportunities for Fall 2010 and Spring 2011
- The process for measuring continuous Program progress and indicate who will be responsible.

- Program improvement will be measured by response from participants as monitored by faculty leaders and Program Director.

1.4 Program Overview

Program activities and initiatives:

- Faculty team established and compensated for one teaching section reduction to allow time for CCRS program implementation.
- Conducted multiple meetings by academic discipline to establish contact and determine needs of school districts within ACC's service area. Fall 2009 and Spring 2010.
- Hosted multiple workshops for secondary educators in Science, Social Studies, English, and Math. Spring 2010 – Spring 2011
- Contracted with the Austin Independent School District to provide required staff development training for English department chairs regarding College & Career Readiness curriculum implementation. Fall 2010
- Contracted with the Round Rock Independent School District to provide content specific workshops for Social Studies teachers. Spring 2010 – Spring 2011
- Partnered with ACC's Continuing Education Department to begin the development of sustainable workshop opportunities for high school faculty within service area. Fall 2010
- Partnered with Region XIII Service Center to provide summer training opportunities for high school Biology teachers in implementation of CRS in the Biology Lab. Summer 2010
- Partnered with Region XIII Service Center to provide pedagogy training for developmental and entry level college faculty. Summer 2010
- Partnered with Austin Independent School District to provide vertical curriculum alignment training in English Language Arts. Fall 2010-Fall 2011
- Initiated curriculum design process to write Math curriculum related to calculator use by post-secondary students. Spring 2011

2 PROGRAM MANAGEMENT

2.1 Resource Management

- Was the management plan successful in ensuring that the Program objectives were achieved on time and within the budget?
 - Yes
- Were the time commitments of the Program director and other key personnel appropriate to the Program?
 - Yes
- What elements of the management plan need modification to ensure success in the final year of the Program and beyond the grant period?
 - None
- What steps will be taken to ensure that changes to the Program management plan will be effective for the final year of the Program?
 - None needed at this time, however, management plan will receive continued review to provide success within the program
-

2.2 Communication Management

- How effective was the process of communication within the Program?
 - Program communication was strong because of ACC's long history of outreach to secondary educators within our service area
- What changes were made during year one of the Program that will improve the communication process in the final year?
 - Key player data bases were developed and are updated on a quarterly basis to improve communication
- How can THECB improve their communication processes?
 - Continue support for State media campaign
-

2.3 Stakeholder Input and Analysis

- How has the final year of the Program changed to address stakeholder expectations more effectively?]
- Who contributed to the Program?
 - Faculty and Administrative staff from secondary and post-secondary education and Regional Service Centers
- What are the expectations of the various Stakeholders?
 - That the focus must always be on what is best for the student
 - That all stakeholders are equal participants in this process
- Did these expectations vary during the course of the first year of the Program? If so, how?
 - Somewhat with Math faculty and teachers in regard to participation
- How were the variations in expectations managed?
 - New partnerships to address cross discipline needs have been developed between Math and Science teachers, Regional Service Center, and faculty
- How has the final year of the Program change to address the Stakeholders expectations more effectively?
 - Increased focus for Math and Science teachers and to build sustainability

2.4 Budget Performance

- Funding was sufficient to accomplish goals as stated
- ACC provide part of the salary for the P-16 Director and part of the salary for the Administrative Associate assigned to the grant
- ACC is in the process of developing sustainability measures designed to continue the programs beyond the end of grant funding including partnership development with Regional Service Centers

Program Budget Corrective Actions:

None Needed

2.5 Program Recommendations

- How can the College Readiness Model Vertical Alignment Project improve areas not achieved in the Program Goals and Objectives to ensure the Program will be more successful in future iterations?
 - Train and involve additional faculty from all core areas
- Which activities and processes worked well?
 - Activities and partnerships involving Social Studies and English Language

Arts

- Which could have been improved, and how?
 - Activities involving Math and Science teachers and faculty
- What steps were taken to address issues to improve the Program in the final year?
 - Partnerships were developed with the Region Service Center to create cross disciplinary training opportunities with Math and Science
- How could the THECB have better supported the Program in the final year?
 - Continue to provide latest updates on CCRS material and program development
- What actions were not completed? Who is responsible for them?
 - All completed or started with completion scheduled for Fall 2011
- Which Performance Goals or Objectives are not yet met? Which deliverables are not yet achieved?
 - Creating a sustainable model for program continuation
- What actions were taken to ensure that the Program built capacity within the Program period that has the potential to yield results in the final year and beyond the grant period?
 - The P-16 Director conducted a series of meetings with college department chairs and school district superintendents designed to build capacity for the program

3 THECB RECEIPT AND APPROVAL

Signature of Receipt:	
Printed Name:	
Date of Receipt:	
Signature of Approval:	
Printed Name:	
Date of Approval:	
Comments:	



4 APPENDICES

4.1 APPENDIX A – Final Program Evaluation

Goal	Activities/Strategies	Measures of Success	Data Collected	Outcomes
<ul style="list-style-type: none"> Create a CCRS faculty team from within the four core academic disciplines at ACC and assign them the responsibility of developing and disseminating CCRS activities to meet the goals established by this Model Vertical Alignment Program. 	Team meetings, workshop planning activities	Faculty team participation in planning activities and implementation of CCRS outreach activities	Surveys collected from participants by faculty team/Region Service Center	Workshops conducted in multiple numbers
<ul style="list-style-type: none"> Increase involvement and support of ACC's faculty in all CCRS activities. 	Stipends paid to additional ACC faculty for participation in CCRS activities	Faculty participation	Surveys collected from participants by faculty team/Region Service Center	Increased number of ACC faculty involved in CCRS activities

Model Vertical Alignment
Final Program Report FY10 – FY11

<ul style="list-style-type: none"> • Create a sustainable model for CCRS developmental workshops 	<p>Planning meetings with Continuing Education Department</p> <p>And Regional Service Center</p>	<p>Programs planned</p>	<p>Surveys collected from participants by faculty team/Region Service Center</p>	<p>Spring and Fall 2011 implementation</p>
<ul style="list-style-type: none"> • Increase partnership opportunities with Regional Service Center. 	<p>Planning meetings</p>	<p>Programs planned</p>	<p>Surveys collected from participants by faculty team/Region Service Center</p>	<p>Fall 2010-11 implementation</p>
<ul style="list-style-type: none"> • Disseminate information, as well as effective and promising practices in CCRS integration to teachers throughout ACC's eight county service area. 	<p>Workshop activities</p>	<p>Workshop participation and participant evaluation</p>	<p>Surveys collected from participants by faculty team/Region Service Center</p>	<p>Positive evaluations with request for additional workshops in Spring of 2011 and Fall of 2012</p>
<ul style="list-style-type: none"> • Provide four CCRS teacher development workshops to a minimum of 300 teachers in ACC's surrounding school districts over the course of a two year period. 	<p>Workshops conducted</p>	<p>Increased participation at each workshop and request for more workshops by participating school districts</p>	<p>Surveys collected from participants by faculty team/Region Service Center</p>	<p>Positive evaluations with request for additional workshops in Spring of 2011 and Fall of 2012</p>

Model Vertical Alignment
Final Program Report FY10 – FY11

<ul style="list-style-type: none"> Provide CCRS information and instruction, which teachers find valuable, useful, and relevant to the current and future academic needs of their students 	Workshops conducted	Increased participation at each workshop and request for more workshops by participating school districts	Surveys collected from participants by faculty team/Region Service Center	Positive evaluations with request for additional workshops in 2011 and 2012
<ul style="list-style-type: none"> Increase student performance levels in school districts attending ACC's CCRS workshops. 	Secondary/post-secondary partnership to deliver CCRS training	Increased student graduation rates and college entrance numbers	TEA/THECB performance data	TBD

4.2 APPENDIX B – Sample Assessment/Evaluation Instruments and Data Collected

[Replace this text with a list of sample assessment/evaluation instruments you have used to evaluate program elements. Please attach the instruments utilized and the actual data or results collected.]

Please list and include or attach:

- Surveys given to faculty, or staff of partnering organizations and survey results
- Surveys given to workshop participants and survey results
- Observation protocol instruments and data collected
- Content assessments and data collected
- Alignment participants project assignments/rubrics and data collected
- Surveys or other assessment tools used with meeting participants and survey results]

4.3 APPENDIX C – Financial Expenditure Report

Please use the Financial Expenditure Report template (Excel version) to report program expenditures. Submit as a separate attachment with this report.

4.4 APPENDIX D – Project Deliverables

Please include all materials developed to date under the auspices of the Model Vertical Alignment Project. These might include assignments, syllabi, reference course profiles, and other work products developed through the project. Please list below all material deliverables, marking an X in the appropriate box, showing if the material is being submitted with this report. Materials currently under development but not included in this report should be noted with a brief description. Submit documents as separate attachments with this report. Refer to the Interagency Contract, Section III, Statement of Services to be Performed and Attachment A for this information.

Material/Deliverable	Submitted as Attachment	
	YES	NO
ACC Eastview Program	X	
ACC CRS Math Project	X	
ACC CRS Math Project Questions	X	
Sample curriculum/lesson plans (note: more to follow)	X	
Meeting exit survey	X	
Meeting summary reports	X	
CCRS materials produced	X	
Meeting agendas	X	
Project proposals	X	
Meeting attendance rosters	X	

4.5 APPENDIX E – Process Outline

Please include an outline of the processes used to affect vertical alignment and development of materials or deliverables. This documentation will accompany material developed through the project, comprising a "Model Vertical Alignment Project," to be used for purposes of replication. Refer to the Interagency Contract, Section III, Statement of Services to be Performed and Attachment A for this information. The Process Outline should be complete to date, including supporting narrative.

Model Vertical Alignment Project

I. Project Proposal

In support of the THECB's efforts to infuse Texas College and Career Readiness Standards (CCRS) into high school curricula, Austin Community College District (ACC) will partner with Regional Service Center XIII and ISD's in our service area to help them prepare students to be college ready upon graduation from high school.

II. Proposed Partners

- A. Local ISD's
- B. Regional Service Center XIII
- C. University of Texas
- D. Austin Community College District

III. Expected Outcomes

Partnerships developed between ACC and local school districts that will facilitate vertical alignment opportunities that can enable infusion of Texas College and Career Readiness Standards (CCRS) into the high school curricula of school districts in ACC's service area

- A. Increase student CCRS performance on exit level exams
- B. Alignment of secondary and post-secondary curriculum
- C. Creation of sustainable partnerships between secondary, Regional Service Center, and ACC

IV. Beneficiaries of Project

- A. ISD students
- B. ISD teachers
- C. ACC faculty

V. Deliverables

- A. CCRS planning meetings with Region XIII, ISD's and ACC curriculum leaders (Fall 2009-Spring 2010)
- B. Teacher/faculty/Service Center vertical team planning meetings (Fall 2009-Spring 2010)
- C. CCRS Information dissemination (Fall 2009-Summer 2011)
- D. CCRS/TEKS alignment workshops (Spring 2010-Spring)
- E. Model lesson workshops
- F. Math sample lesson plans

VI. Evaluation Method/s

- A. Meeting exit survey
- B. Meeting summary reports
- C. CCRS materials produced
- D. Meeting agendas
- E. Project proposals
- F. Meeting attendance rosters
- G. Sample curriculum/lesson plans

Meeting Summary 23 July 2009

Present:

Gaye Lynn Scott, Dean
Social and Behavioral Sciences
Austin Community College

David Lauderback
Department of History
Austin Community College

Guest(s):

Tina Melcher
Lead Curriculum Specialist, Social Studies
1010 Chisholm Valley Dr.
Round Rock, Texas 78681

464-5632
464-5620 (fax)
tina_melcher@roundrockisd.org

The Social Studies team decided to approach the July 23 meeting as the beginning of a “conversation” between ACC and the ISDs in our service area. We see ourselves as a resource from which our service area ISDs can draw as they redefine HS education. So we saw this meeting as an opportunity to make connections to start the process of learning how we can best apply our strengths to the evolving process of increasing college readiness among our high school students.

We hoped we could start to answer a question: how can the ACC P16 CRS Social Studies Team and the Social and Behavioral Sciences faculty at ACC assist the Social Studies faculty of the schools in our service area as CRS goes forward? In practical terms, how can the faculty at ACC aid the ISD curriculum design specialists incorporate the college readiness into their classrooms?

We had a very productive, if very small, meeting. Tina Melcher from the RRHISD proved to be an invaluable resource. She is the Lead Curriculum Specialist for Social Studies for RRISD. Ms. Melcher is a dedicated professional who sought us out. And she has personal connections around the area and across the state that will greatly assist our efforts in the coming months. She helped us to better understand the implementation of TEKS and the needs of her faculty.

We resolved that the Social Studies team and the faculty at ACC can assist CRS in two interrelated and complementary ways: faculty workshops and curriculum development.

ACC faculty possess significant content expertise and we know what it takes to succeed in our classrooms. That makes the faculty at ACC ideal for assisting in college readiness. Our participant suggested that we draw on that expertise and adopt the NEHs model of thematic driven workshops/institutes in the social and behavioral sciences.

High school-social studies teachers do not always possess specialized training in the subject areas that they teach. And while Ms. Melcher is confident her faculty can run a classroom and incorporate the TEKS standards into their curriculum, she felt ACC could greatly assist her efforts by providing her faculty the benefit of our experience and education.

Ms. Melcher emphasized the need for instruction that concentrated on key thematic approaches to the various disciplines that fall under the social studies rubric. She hoped that ACC could provide workshops/institutes that training.

The workshops would have two halves: content instruction and curriculum development. ACC instructors would take the lead in the first half of the workshop focusing on some aspect of their discipline. Then, Ms. Melcher and her staff would take the lead in the second half concentrating on incorporating the new content into their curriculum so that it meshed with their TEKS expectations.

All present agreed that the workshops must emphasize the *skills* necessary to succeed after high school. While ACC faculty would provide content instruction from their various fields, those same faculty would also use the opportunity to discuss the expectations held by ACC faculty and the mechanisms by which high school faculty could incorporate into their curriculum the tasks needed to develop the skills essential to college success.

Ms. Melcher felt that 6-8 hour workshops would work best for her faculty but we discussed the logistics of three-day/week-long workshops modeled on NEH practice. We also talked about the financial realities of any such training, to wit, someone would have to pay for substitutes.

We have already arranged a meeting on Sept. 3 with the RRISD Social Science faculty to discuss how we can assist with the college readiness initiative and what they need from us.

We are also in conversation with folks in a similar capacity to Ms. Melcher in several other ISDs to set up similar meetings.

I will update the group as we progress.

DML

David Lauderback, Ph.D.
Department of History

dl\DL

CC: ACC P16 Committee, GLS, Al Purcell

C:\ACC\P16\SUM2009\MEETINGSUMMARY23JULY2009.DOC

Summary of July 23 Meeting Science

- See ourselves needing more professional development in the cross-disciplinary science standards I-V.
- Embed Higher Order Thinking Skills (HOTS) throughout HS science courses.
- Embed group processes and literacy in science.
- Move away from directed inquiry to more open inquiry in the labs.
- Encourage use of student science notebooks with teacher-student review and peer review.
- Boot camp at ACC for st. in summer after their junior year. Free for students and award college credit.

ACC and industry can help teachers obtain real world experience in their field online & face to face

- The cross-disciplinary science standards emphasize higher order thinking skills (HOTS) throughout high school science courses.
- Also emphasize lab work, math applications, communicating science and personal skills.
- This new emphasis on skills supplements the heavily content-driven TEKS and is welcomed by the group.

. Implementing CRS I

- Embed science CRS into all science courses to develop skills for TAKS and college readiness.
- Emphasis is on teaching students how to think and make decisions.
- Make explicit about what students are doing all the time in the classroom and the lab.
- Think about our thinking.
- Some of this already part of AP courses so can be used as a model. Also Laying the Foundation and others are helping to standardize pre-AP curriculum as AP.

Student science notebooks can be used to help with input and reflections such as intra- disciplinary training and English language proficiency skills (ELPS). This is proving very exciting for teachers. Can also have students reflect on each other's work. Peer feedback is valued more than teacher feedback in high school

- Provide professional development to move away from cookbook lab to guided inquiry labs and then once or twice an open inquiry lab with emphasis on data analysis.
- Provide professional development to take a lab that a teacher already does and then restructure for open inquiry.

Barriers to Success I

Sequence of science courses mean that many students take Biology in 9th grade and then not see it again until college.

- Jams 3 semesters of work into 1 year.
- Is also a language course with much new vocabulary.
- Also testing includes math skills not yet learned.
- Colleges cannot expect students to remember content.
- TEKS is not a curriculum and different ISDs are not coherent, so don't communicate together very well.
- Teachers are so used to changes all the time so they sometimes out-wait us.

. How ACC Can Help

- Boot camp at ACC for high school students in the summer after their junior year. Make it free for students and award college credit.
- ACC and local industries can help teachers obtain real world experience in their field.
 - To answer student questions, "Why should I learn this?" and "How does this help me?"
 - May be online or face to face.

Summary: College Readiness Standards Meeting, July 23, 2009

Prepared by Wendy L. Lym, Associate Professor of English, ACC

Six participants met for the English/Language Arts break-out session of the CRS meeting; these were Wendy L. Lym, English—ACC; Stacey Thompson Stover, Developmental Writing—ACC; Hazel Ward, Dean of Communications—ACC; Elizabeth Angelone, Lead Curriculum Specialist for Language Arts—Round Rock ISD; Joy Harris Philpott, Director of School Improvement & Accountability—San Marcos ISD; and Marty Hougen, The Meadows Foundation for Preventing Educational Risk at The University of Texas at Austin.

Following introductions, I explained that I chose to focus on college readiness for Composition 1 (ENGL 1301) because this course is required for nearly all programs at ACC. I summarized the data from College Connections (approximately 58 percent of College Connections students require at least one developmental class), and Stacey Thompson Stover explained how Developmental Writing and English are working together on programs to address student success in Composition 1. After noting that all participants had a sound understanding of the Texas CRS and the gap analysis, I shared the English Department's Expectations of Skills and Knowledge for Incoming Composition I students correlated to the CRS. We discussed the English Course Reference Profiles, and I shared two sample assignments—a cause and effect analysis representative of the beginning of the Comp 1 semester and a Rogerian argument representative of the end of the Comp 1 semester. These sample assignments were met with appreciation, and providing additional examples has become a priority.

Our discussion revealed:

- In general, secondary English programs emphasize the story and put minimal emphasis on rhetoric and composition; English 3 (Junior Year) has the exit level TEKS, which ends many students' formal writing instruction. Incoming freshman may have had minimal instruction in academic writing for a year before entering college.
- Most secondary writing emphasizes the personal narrative as 11th and 12th graders focus writing projects on college applications, scholarship applications, etc. This is not the best preparation for Composition 1.
- Senior level English teachers are at the top of the secondary hierarchy; they are not TEKS assessed; they generally do not emphasize composition but the apex of literary studies at the secondary level.
- The secondary teachers' attitude toward writing is being addressed; changes in attitudes about teaching writing may influence students' later success.
- Some existing ACC resources are available, such as Prof. Marcella Phillips Yellow Book that aligns Comp 1 with British Literature for 12th grade classrooms.
- Secondary teachers have been requesting alignment with college writing; they would like to work with college composition teachers.

We concluded the following would be productive next steps:

- Bring faculties together. Share sample syllabi, assignments, exemplars of student writing (both passing and failing), and rubrics. College and secondary instructors as well as teacher education faculty would exchange these samples so that we can learn more about what takes place in classrooms at each level.
- We would like to meet twice during the Fall 2009 semester.
 - The first meeting would involve an exchange of ideas and information; perhaps 20-24 individuals would attend. Roughly, 4-5 English and Developmental Writing instructors from ACC, 8-12 secondary faculty from local ISDs, and 2-4 teacher education faculty from The University of Texas.
 - The second meeting would occur following a review of shared materials. The goal of this meeting would be to determine target tasks, such as an online site or a plan for seminars.
- Logistically, secondary instructors would require substitute pay; the initial half-day meeting would take place on a Wednesday afternoon.

ACC/Region XIII College Readiness Team Meeting

DRAFT Agenda

1:00 p.m. December 11, 2009

HBC Room 301.7

- Welcome and introductions

- Round-Up survey and discussion

- Current ACC College Readiness efforts

- Educational Products/Programs (What do we use? What do we promote?)
 - CSCOPE
 - Achieving College Success
 - High School 101
 - ?

- ACC/Reg. XIII partnership efforts/action plan (What will the focus be?)
 - CR academic standards
 - CR cross disciplinary standards
 - ?

- Final thoughts /next meeting

CRS Planning Meeting Feedback Results

Feb. 12, 2010

The following data was compiled to reveal the feedback results from ISD and ACC administrators, faculty and/or staff:

School Districts

- | | | |
|---|-------------|--------|
| • The relevance of the content was: | 4 Excellent | 4 Good |
| • The usefulness of materials was: | 5 Excellent | 3 Good |
| • I expect the future usefulness of this topic to be: | 6 Excellent | 2 Good |
| • My overall evaluation of this session is: | 4 Excellent | 4 Good |
| • The usefulness of reference course profiles was: | 3 Excellent | 3 Good |

School District Comments

What did you learn that will be the most helpful to you?

- “Why students do not do as well as freshmen: it apparently is not just content related.”
- “History Institutes we talked about. I was able to interact, plan, and communicate with higher-ed on how to work together more effectively.”
- “Development of web portal for CCRS for student use – need ASAP (crosswalk, etc.).”
- “Incorporation (urgency) to fuse TEKS/CCRS into everyday instruction.”
- “PD that will be available.”
- “Better understanding of process used to develop standards. Better understanding of another of the many pieces to the giant puzzle of public education in Texas.”
- “Difference between what high school and ACC staff think is ‘important’ in TEKS/CCRS.”

What would you like to know about?

- “Real life experience of ACC teachers to help high school students.”
- “How do we move traditional/comprehensive individuals/institutions into CCRS ownership.”
- “Partnerships for ACC/Region 13 to collaborate in PD for curriculum specialists and teachers.”
- “More ways to use each other.”
- “Option of developmental math courses – algebra and statistics.”

Additional Comments:

- “I would have loved to incorporate my content teachers.”
- “ELC students and how ACC can specifically help them.”
- “I appreciate the opportunity to provide input from the district perspective. This is all very exciting.”

Community College Administrator/Staff

- | | | | |
|---|-------------|--------|--------|
| • The relevance of the content was: | 2 Excellent | 2 Good | |
| • The usefulness of materials was: | 3 Excellent | 1 Good | 1 Fair |
| • I expect the future usefulness of this topic to be: | 4 Excellent | 1 Good | |
| • My overall evaluation of this session is: | 3 Excellent | 2 Good | |
| • The usefulness of reference course profiles was: | 2 Excellent | 1 Good | 1 Fair |

Community College Administrator/Staff Comments

What did you learn that will be the most helpful to you?

- “The need to emphasize the science standards (rather than specific content standards) to produce literate, quality thinkers.”
- “I learned that the public school community wants ACC to participate in the process of pulling together standards across disciplines.”
- “What is happening in the ISDs.”
- “Continuing work on ‘tasks’ now that the Gap Analysis is complete in the major areas.”

What would you like to know more about?

- “Curriculum changes and revisions at both the high school and college levels.”
- “How will the end-of-course tests be administered, and what will be the outcome? That is, will students be given multiple attempts as they now are for TAKS?”
- “I would love to be involved in further discussion/work on CCRS and bridging gap between high school and college students and faculty.” (Silke Morin, silke@austin.rr.com.)
- “How CCRS will impact developmental courses at community college?”
- “How we can follow up.”

Other Participant

- | | |
|---|-------------|
| • The relevance of the content was: | 1 Excellent |
| • The usefulness of materials was: | 1 Excellent |
| • I expect the future usefulness of this topic to be: | 1 Excellent |
| • My overall evaluation of this session is: | 1 Excellent |
| • The usefulness of reference course profiles was: | 1 Excellent |

Other Comments

What did you learn that will be the most helpful to you?

- “The ideas that were generated on how to facilitate collaboration among community college faculty, secondary faculty and teacher educators in implementing the CCRS.”

The College Readiness Collaborative: ELA

Austin Community College and Region XIII

March 31, 2010

Agenda

- Welcome & Introductions
- Purpose for meeting: Address P16 Initiatives and generate ideas to help students make the transition from high school to college
- High school students transitioning to postsecondary programs of study
 - ELA/R TEKS/ELPS/CCRS (K-12)
 - Graduation requirements, TAKS, ACT/SAT (K-12)
 - Placement policies of ACC (Postsecondary)
 - ACC Composition I Expectation Document (Postsecondary)
- Discussion of ideas to help students
 - Sample syllabi, assignments, and student writing samples
 - Nonacademic behaviors
- Implications for further discussion

The College Readiness Collaborative: ELA
Austin Community College and Region XIII
March 31, 2010
Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

17 in attendance: 5 from ACC, 1 from Region XII, 1 from UT Teacher Education; 10 from secondary institutions

Names and Institutions/Positions

Adrienne Thrasher	Austin ISD Curriculum Specialist
Caryn Newburger	ACC Developmental Writing
Deanne Vance	LHISD Librarian/ACC English Adjunct
Diane Whitley-Bogard	ACC English; Assistant Dean
Heidi Juel	ACC English
Julia A. B. Haug	RRISD—McNeil HS English Dept. Chair
Kathy Cook	NBISD, ELA Curriculum Specialist
Kristie Hotchkiss	UT Austin Project Coordinator CCRI
Lara Raesz	Taylor ISD ELA 10 & 12
Mayola Toliver	UT/University Charter School Principal
Rebecca Sembrano	RRISD Success West
Robin Whittaker	NBISD, New Braunfels HS ELA/Pre-AP ENG I/II
Sherry Suttle	Region XIII ELA Specialist
Stacey Thompson Stover	ACC Developmental Writing, Dept. Chair
Susan Barnard	Austin ISD—Crockett H.S. ELA Dept. Chair, Senior English Teacher
Vicki Rowe	Taylor ISD High School English Grades 11 & 12
Wendy Lym	ACC English; Dept. Co-chair for Curriculum & Assessment, CCRI-English Chair

• **Purpose for meeting: Address P16 Initiatives and generate ideas to help students make the transition from high school to college**

General agreement that we are all facing the same predicament—how to best help students make this transition

• **High school students transitioning to postsecondary programs of study**

○ **ELA/R TEKS/ELPS/CCRS (K-12)**

The new tests have less rigor than past standards; this may change with the EOCs

An anecdote: one (new) teacher) just gave a multiple choice test to students. That never happens in college and the test wasn't too difficult.

Students give up too easily.

The old test (TAAS) required a response to a persuasive essay prompt; the present test has students write a personal narrative. So, students have no exposure to expository writing before college. Hopefully, the new TEKS will address this problem

Students get prepared in high school only for the test

Problems from seeing too much focus on multiple choice tests, including in primary grades

Problem: students cannot fail at anything so they are not prepared for what might happen in college

Clarified the role of CCRS—these are to be mastered before students leave high school

- **Graduation requirements, TAKS, ACT/SAT (K-12)**
Students choose the Recommended or Distinguished plan in 7th grade
Most students coming to college have had 4 years of English
- **Placement policies of ACC (Postsecondary)**
Noted machine scoring of COMPASS essays
Talked about students requiring Developmental Writing, which cannot be taken during high school
Greatest concern is about the kids in the middle
- **ACC Composition I Expectation Document (Postsecondary)**
- **Discussion of ideas to help students**
Many secondary teachers don't feel comfortable with the teaching of writing
In college, some students use laptops and cell phones in class—will answer a student's phone if rings (idea of serious behavioral consequences that secondary students may not anticipate. This discussion revealed that both secondary and postsecondary instructors must contend with student classroom behaviors
Post-secondary instructors would love to have incoming students emphasize documenting all sources
Sample college assignment—to critically analyze a song; teaches analysis as well as documentation; this translates into potential secondary assignment as well.
Spell out plagiarism policies and examples clearly at both secondary and post-secondary levels
In post-secondary, students often walk away not because they lack the academic preparation, but because they cannot practice the behaviors that they need to practice (hand-holding)
In Composition I, everything students read is nonfiction. They are required to read essays and perform argument and persuasion. Look for the claims, then datum, then warrant and backing in articles.
Secondary teachers want to know how postsecondary assesses work and vice versa; explained ACC's unusual grading system; talked about passing out grade evaluation sheets before the essays are turned in; discussed the grading load for writing intensive courses
In high school, failing students is seriously frowned upon, but in postsecondary, up to 40% of students will earn a D or F or withdraw
Need to emphasize independent learning in secondary classrooms
A great deal of high school teaching involves establishing trust; secondary has tremendous pressure from parents and the administration
In secondary, students go to their peers for assistance; postsecondary need to encourage study peers
In library research, boys often like nonfiction
Pushing for more critical analysis in secondary to prepare students for college writing
Maybe do non-fiction in Junior and Senior non-AP courses (the AP students are getting a lot more of this, but the non-AP students are not)
Many secondary students don't see college as school; they see college as independence. Then, if they fail, they say, "I'm not irresponsible; I just cannot do college"
Really focus on the thinking instead of the test
Many students in both secondary and postsecondary cannot write a thesis
- **Implications for further discussion**
Bring college faculty to the high schools to talk to teachers and to students
Establish an Internet or Region XIII Moodle to house all our information and keep the conversation going.

Meeting Summation

The meeting opened a broad discussion about the problems and possible solutions for the struggles many students face as they transition from high school to college English.

The ELA TEKS Resource Handbook provided a synopsis of state standards. Secondary teachers identified critical limitations of current testing on teaching student writing; the culture of secondary education in which failing students is rare and frowned upon; and the role of the CCRS in future testing and curriculum. Secondary teachers described the problems they foresee for their students, strategies currently used to encourage independent learning, and nonacademic behaviors that students should modify. Post-secondary teachers learned about the state standards and testing realities that secondary teachers face as well as students' graduation requirements. College placement policies, including the machine scored writing tests, placement in developmental writing, and expectations for entering Composition 1 students were explained.

In the discussion of ideas to help students, the group reviewed secondary syllabi and talked about sample assignments, grading systems, and the kinds of problems students face as they are learning these writing skills. Both faculties addressed the critical development of nonacademic behaviors in high school and college. These behaviors in particular include completing tasks, managing time, and following through with directions. Secondary instructors discussed ways to encourage independent learning including encouraging the formation of peer groups in college classes. In terms of content, secondary teachers expressed an interest in the nonfiction used in college composition and discussed bringing more of that into high school. The group addressed ways that students might be enlightened about college coursework.

At the end of the discussion, the consensus was that we'd like to keep the conversation going. In particular, the group wants to look over more syllabi, sample assignments, and student writing to see where likely crossovers are. Overwhelmingly, this group felt a sense of shared purpose, community, and excitement. The secondary teachers are eager to have their faculties and students work more closely with ACC faculty, and ACC faculty are eager to align with the secondary faculty.

Next Steps

Several next steps were suggested, and I recommend that these be pursued quickly to sustain the momentum

- 1) Organize school visits and workshops in which ACC instructors meet with secondary faculty and students to talk about what college composition classrooms are like
- 2) Organize a Moodle or some other central resource center housed by Region XIII to continue communication, sharing ideas, asking questions, etc. This will begin the framework for Region XII/ACC/Secondary programming
- 3) House a second meeting to continue discussion of syllabi, assignments, grading, etc. This meeting should take place before the school year ends but after TEKS testing. The meeting should be at ACC on a Wednesday later afternoon.

March 31, 2010

Agenda

- Welcome & Introductions
 - **Sherry Suttle, Education Specialist for Secondary English Language Arts and Reading at Region XIII**
- Purpose for meeting: Address P16 Initiatives and generate ideas to help students make the transition from high school to college
 - **Begin conversations around curriculum alignment (CCRS)**
 - **Develop a structure for keeping our conversations going**
- High school students transitioning to postsecondary programs of study—**Key elements for our conversations**
 - **ELA/R TEKS/ELPS/CCRS (K-12)—These are elements K-12 teachers must abide by (by law)**
 - **(Booklet—available for 10.50 at Region XIII) The new ELAR/SLAR TEKS implemented this year were revised to make standards more specific, make student expectations more measurable, and make the standards less redundant. There are 5 strands: Reading, Writing, Listening and Speaking, Research, and Oral and Written Conventions—see each tab for standards per strand.**
 - **ELPS—(from toolkit) The ELPS outline the instruction that school districts must provide to ELLs in order for them to have the opportunity to learn English and succeed academically.**
 - **CCRS—see article**
 - **Graduation requirements, TAKS, ACT/SAT (K-12)—These elements are required by students to move from K-12 to postsecondary**
 - **Grad. Req. Handout—The State Board of Education adopted changes to the high school graduation requirements in January 2010. The new requirements are effective beginning in the 2010-11 school year. The handout outlines the three graduation programs**

- **TSI Exemption handout**—(from the ACC website) The Texas Success Initiative (TSI) requires that students are assessed in college level reading, writing and math skills to evaluate your readiness for college-level course work—this handout is from the ACC website and indicates cut scores for standardized assessments.
- Placement policies of ACC (Postsecondary)—Wendy

- ACC Composition I Expectation Document (Postsecondary)—Wendy

- Discussion of ideas to help students
 - Sample syllabi, assignments, and student writing samples

 - Nonacademic behaviors

- Implications for further discussion
 - **K-12/Postsecondary systems within institutions**
 - **NCLB**

**College Readiness Standards
ESC XII ELA & ACC Faculty Partnership Meetings
Feedback Form**

Summary of March 31, 2010 Meeting

Job Classification Breakdown:

Principal	Community College Faculty
ELA High School Department Chair	Community College Faculty
Public School Teacher, English	Community College Faculty
Public School Teacher, English	Community College Faculty
Public School Teacher, English	Curriculum Specialist
Public School Teacher, English	Curriculum Specialist
Public School Teacher, English	Four-Year College
High School Librarian	

Numeric Evaluations

All 13 respondents chose Excellent (4) to complete all statements.

1. The relevance of the content was **excellent**.
2. The usefulness of the materials was **excellent**.
3. I expect the future usefulness of this topic to be **excellent**.
4. My overall evaluation of this session is **excellent**.
5. The usefulness of this partnership is **excellent**.

Open-ended answers

6. What did you learn that will be the most helpful to you?

- ⌘ how I can help students transition to college – very specific help & suggestions
- ⌘ The commonality of experiences in high schools and college literally ‘blew me away’
- ⌘ standards in Comp 1; teach more nonfiction
- ⌘ Expectations
- ⌘ Conversation between teachers & post sec. is open & frank. Everyone recognizes the need for this communication
- ⌘ Expectations of the ACC English Dept. (list provided by Wendy Lym = excellent helpful)
- ⌘ Sample syllabi & assignments (D. Bogard & H. Juel)
- ⌘ That secondary teachers share many of the same goals as post-secondary
- ⌘ Disconnection between h.s. & college relates to non-fiction (not taught in h.s.) & taught in college
- ⌘ Learned a little about expectations
- ⌘ What the expectations are for student college readiness in English Language Arts & Writing

- 羊 ACC people very kind. Knowing expectations will be so very helpful!
- 羊 I learned that we are all willing to work together.
- 羊 Texas Standards—Vertical Alignment

7. What would you like to know more about?

- 羊 More information about what students need to be prepared for college
- 羊 How I can help more with the transition
- 羊 Everything! (noted on 3 different evaluations!)
- 羊 I would like more examples of assignments
- 羊 The gaps
- 羊 More samples from the professors
- 羊 Additional ideas about bridging the gap for our students moving from the regular-
ed senior English classes to ACC (Developmental Writing & Comp I)
- 羊 Maintaining communication with people of the group
- 羊 I would like to work on bridging the gap between high school and college
- 羊 We heard about AP English classes- students but less about regular track junior
and Senior English students, what the curriculum and expectations are

8. Additional comments:

- 羊 We can do this!!
- 羊 Very insightful and informative. Loved it.
- 羊 I thoroughly enjoyed this meeting—worthwhile—would benefit from further
discussion
- 羊 Awesome snacks and cordial presenters (veggies even!)
- 羊 Wendy & Sherry, you did a great job of facilitating this discussion,. Nice job
making this work!
- 羊 Thank you! Very informative!
- 羊 The best meeting I have attended on education in my career—you people are
REAL! Thank you!
- 羊 Thank you for listening to us and helping us to help our students be successful!
- 羊 Thank you! We'll be using you to help our students.

The College Readiness Collaborative: ELA
Austin Community College and Region XIII
March 31, 2010
Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

7 in attendance: 3 from ACC, 1 from Region XII, 3 from secondary institutions

Names and Institutions/Positions

Anne Grimmett	Jarrell ISD Curriculum Specialist
David Lydic	ACC English
Marcella Phillips	ACC English
Shannon McCombs	Del Valle High School
Sherry Suttle	Region XIII ELA Specialist
Vinette Makal	Jarrell High School
Wendy Lym	ACC English, CCRI- English Chair

• **Purpose for meeting: Address P16 Initiatives and generate ideas to help students make the transition from high school to college**

General agreement that we are all facing the same predicament—how to best help students make this transition

• **High school students transitioning to postsecondary programs of study**

○ **ELA/R TEKS/ELPS/CCRS (K-12)**

We are transitioning to STAAR tests and EOCS

Del Valle has a mandatory research project so all graduates will have conducted research.

Secondary standards (new) will change so that English I emphasizes literary and expository/ writing; English II expository and persuasive writing;/ English III persuasive and analytical writing

The switch to personal writing took place in 2002; that's why so many entering Comp I only know how to write about themselves.

College teachers make students abandon what they have gotten comfortable with

Problem: Students unable to fail and do not respect deadlines

Many schools are moving away from the use of textbooks

○ **Graduation requirements, TAKS, ACT/SAT (K-12)**

With new requirements, students will all take 7-8 classes their senior year

○ **Placement policies of ACC (Postsecondary)**

Noted machine scoring of COMPASS essays

Students resist taking Writing Skills II if not performing well in Eng 1301 because of paying for a non-credit class.

Del Valle brought a student back and asked if they prepared him for college. He said they helped too much (which brought up the subject of the difference between a “No Child Left Behind” approach in K-12 and a performance based approach in postsecondary.

○ **ACC Composition I Expectation Document (Postsecondary)**

Pinnacle professor seeing more and more students who don't know typical college behaviors such as the cost of textbooks, etc. Pinnacle is seeing more ESOL students.

Major struggles around content development, organization, and documentation according to professor at Pinnacle.

- **Discussion of ideas to help students**

Many students fail in college because of poor student behavior

*Getting more students who don't understand what college is about—they want to know where to find their homeroom or feel it's OK not to use/buy textbooks; in one Comp 1 instructor's class, students do not demonstrate basic knowledge of the toc or index
Counselors are available to help students, but it is after school and optional so few high school students take advantage of it*

AVID program promotes college readiness for some students

Upward Bound program available to some students

Even when students learn research skills in high school, these skills are not retained when they reach college.

Problem: Is it laziness?

Syllabi are long documents

Secondary professors have varied attendance policies

Students in both secondary and post-secondary who have goals at the beginning do better in class; we need to connect students' coursework to greater goals

Large number of mandatory grades in high school courses can result in "padding" the grade book with "show up" or completion grades; students do not have these in college so they are not prepared for the impact of a zero on their course average

Secondary teachers want to give student a wake up call

- **Implications for further discussion**

May 5th meeting to continue reviewing assignments and syllabi

Establish an Internet or Region XIII Moodle to house all our information and keep the conversation going.

Meeting Summation

The meeting opened a broad discussion about the problems and possible solutions for the struggles many students face as they transition from high school to college English.

The ELA TEKS Resource Handbook provided a synopsis of state standards. Secondary teachers identified critical limitations of current testing on teaching student writing; the culture of secondary education in which failing students is rare and frowned upon; and the role of the CCRS in future testing and curriculum. Secondary teachers described the problems they foresee for their students, strategies currently used to encourage independent learning, and nonacademic behaviors that students should modify. Post-secondary teachers learned about the state standards and testing realities that secondary teachers face as well as students' graduation requirements. College placement policies, including the machine scored writing tests, placement in developmental writing, and expectations for entering Composition 1 students were explained.

In the discussion of ideas to help students, the group reviewed secondary syllabi and talked about sample assignments, grading systems, and the kinds of problems students face as they are learning these writing skills. Both faculties addressed the critical development of nonacademic behaviors in high school and college.

At the end of the discussion, the consensus was that we'd like to keep the conversation going. Secondary and post-secondary are interested in future meetings.

Next Steps

- 1) Organize a Moodle or some other central resource center housed by Region XIII to continue communication, sharing ideas, asking questions, etc. This will begin the framework for Region XII/ACC/Secondary programming
- 2) May 5th, a second meeting to continue discussion of syllabi, assignments, grading, etc.

ACC/ISD

Curriculum and Instruction Meeting

Spring 2010

- Proficiency-based professional learning
- Academic vocabulary and oral language development
- Critical, creative and strategic thinking
- Participatory Teaching and Learning
- College readiness summer enrichment
- Course articulation and focus clusters
- Learning Theory
- Pedagogy
- Educator quality
- 21st century skills
- Changing technology
- Extra-curricular activities
- Multiple Intelligences

College Literacy

- Cultural relevance
- College culture and language
- College student supports
- College-going culture
- Financial literacy

- Parent education
- Understanding systems
- Career connections
- Support structures
- First-generation college support

Assessment and Accountability

- Post-secondary aligned assessments
- Individual Academic Career Planning Process
- Advanced-level course participation
- Advanced-level course performance
- Pivot tasks
- College pathway checkpoints
- Developmental milestones
- Post-secondary enrollment and success
- Degree plans
- Ready Steps
- PSAT, SAT, ACT
- AP Potential
- HS Exit Surveys

Personal Development and Well-Being

- Self-efficacy
- Self-advocacy
- Nutrition and Health

- Social/Emotional/Moral Development
- Work ethic
- Autonomous learner
- Executive function
- Learning profiles
- Critical transition points

From: Wendy Lym [wlym@austincc.edu]
Sent: Wednesday, April 14, 2010 1:30 PM
To: Julie Fisher; gmadson@austincc.edu; Alice Sessions; David Lauderback;
Sherry Suttle
Subject: English CRS Update plus Meeting Notes
Attachments: Mtgnotes_March31_2010mtg_final.docx

Hi there,
Here are our finalized notes from the ELA session Sherry Suttle (my Region XIII partner in crime) and I held 2 weeks ago. I figured forwarding the write-up would make the most sense. I am happy to share other info if you think it might be helpful.

We are having a 2nd, identical session with a new crop of faculty at the end of April. Our goal is to nurture a core group of committed ACC faculty and secondary folks to "keep the conversation going." Region XIII will be figuring out how to make this billable, which is critical to its continuation. Any ideas or comments would be greatly appreciated!

Hope you are all well,
Wendu

--

Wendy L. Lym, Ph.D.
Associate Professor of English
Eastview Campus
Austin Community College
3401 Webberville Road
Austin, TX 78702
512.223.5952
wlym@austincc.edu

**College Readiness Standards
ESC XII ELA & ACC Faculty Partnership Meetings
Feedback Form**

Summary of April 28, 2010 Meeting

Job Classification Breakdown:

Public School Teacher, English/Speech
Public School Teacher & Curriculum Specialist
Public School Teacher & Curriculum Specialist
Community College Faculty
Community College Faculty

Numeric Evaluations

The number in parentheses indicates the number of respondents for each bold-faced descriptor.

1. The relevance of the content was **excellent (4)/ good (1)**.
2. The usefulness of the materials was **excellent (5)**.
3. I expect the future usefulness of this topic to be **excellent (4)/ good (1)**.
4. My overall evaluation of this session is **excellent (5)**.
5. The usefulness of this partnership is **excellent (4)/ good (1)**.

Open-ended answers

6. What did you learn that will be the most helpful to you?

- ⌘ I learned some about what the high school teachers do
- ⌘ What college professors are doing and expecting
- ⌘ Syllabi and assignments
- ⌘ College freshmen appear to be a lot like high school students.
- ⌘ Expectations of skills and knowledge for incoming Composition I students was excellent
- ⌘ Content of HS writing classes
- ⌘ Expectations of HS teachers for their students who are going to college
- ⌘ Policies
- ⌘ Grading expectations
- ⌘ Student behavior

7. What would you like to know more about?

- ⌘ More dialogue
- ⌘ The sharing of ideas and information was excellent
- ⌘ More of “Content of HS writing classes” & “Expectations of HS teachers for their students who are going to college”
- ⌘ Grading breakdown, scores, rubrics, etc.

8. Additional comments:

羊 Very good!

羊 Very interesting, useful. It's about time college and HS teachers got together.

羊 Thank you for organizing this much needed dialogue! I look forward to the next meeting.

The College Readiness Collaborative: ELA
 Austin Community College and Region XIII
 May 5, 2010
 Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

25 in attendance: 5 from ACC, 2 from Region XIII, 1 from 4-Year Pre-service Teaching at UT, 17 from secondary institutions

Names and Institutions/Positions

Adrienne Thrasher	Austin ISD Curriculum Specialist
Angela Gatto Buckingham	Reagan high School/ELA Instructional Coach
Anglea Hinz	International High School/ELA Dept. Chair
Brinda Roy	ACC/ English
Caryn Newburger	ACC Developmental Writing
Cindy Hamilton	ESC Region XIII
Cynthia Brewer	Lanier HS representing Carol Peck ELA Dept. Chair
Diane Whitley-Bogard	ACC English; Assistant Dean
Erik Dillman	English Teacher Extraordinaire
Eva Garza-Nyer	Austin High
Henry Palmeter	Sec ELA Austin ISD
Jamie Langley	Ann Richards, ELA Dept. Chair
Janet Larkin	Akins HS/ ELA Dept. Chair
Julia A. B. Haug	RRISD—McNeil HS English Dept. Chair
Kristie Hotchkiss	UT Austin Project Coordinator CCRI
Marcella Phillips	ACC English
Margaret McQuiston	Bowie High School/ELA Dept. Chair
Margaret Morgan	McCallum HS/AISD
Pail L. Rials	LBJ High School Austin-Instructional Coach
Shannon McCombs	Del Valle High School
Sherry Suttle	Region XIII ELA Specialist
Susan Barnard	Austin ISD—Crockett H.S. ELA Dept. Chair, Senior English Teacher
Tanya Mast	Austin High School/ELA Dept. Chair
Vicki Rowe	Taylor ISD High School English Grades 11 & 12
Wendy Lym	ACC English; Dept. Co-chair for Curriculum & Assessment, CCRI- English Chair

- **Purpose for meeting: Continue discussion of College Readiness gaps and address ongoing projects to maintain collaboration with secondary and postsecondary colleagues**

- **Discussion of ideas to help students transitioning to postsecondary programs of study**
 - Reading The Road in many high schools*
 - Noted differences in ACC Grading and high school courses (many more grading opportunities in high schools; perhaps scaffold so that there are fewer grades each year?)*
 - Senior teachers need to take this load.*
 - Would like to look at the exam prompt for the Composition I Departmental Exam. Current ACC students have some difficulty with the prompt; reading is a big problem.*

- We need to be linking writing in college with high school, especially the shift toward expository writing*
- We can examine teaching as reflective writing*
- Reading needs to get better*
- Some perceive that there is a point in time when a kid is “done”: with reading. There really isn’t that time. A student should always be developing as a reader.*
- Various programs discussed—1) Ready or Not Writing—aligning high school and college writing-created an online system where students’ papers were graded by high school teachers and college professors*
- 2) UT-Spurs—similar program as Ready or Not Writing but only includes AP language classes and the UT Rhetoric Department*
- ELA Reading Specialist from Austin discussed the need for students’ reading skills to improve in order for students’ writing skills to improve.*
- Discussed Reading and Writing across the curriculum—reaching out to content area teachers*
- In Developmental Writing, we see students lacking reading skills*
- We can teach close reading with annotation*
- Interest in online components of class—how many assignments are turned in via Internet or in paper.*
- Wendy Lym presented her course syllabus and led discussion.*
- Diane Whitley Bogard shared her online syllabi, discussion forums*
- Many secondary students read Fist, Stick, Knife, Gun in high school—nonfiction, about violence in America*
- Differentiated between pre-AP and AP*
- Rubrics—Eng 1301 students don’t see department test writing rubric prior to test.*
- Developmental Writing students do see department test writing rubric prior to test.*
- **Moodle**
Example of Moodle was demonstrated; handouts distributed to show how we can all be on the Moodle, hosted by Region XII, to share information
 - **Next steps including a Summer 2010 Meeting**
. Would like to work on grading norms
Will have a June meeting (notes we taken about best dates) that will last a half day; we will examine student work and assignments, grade each others’ student writing

Meeting Summation

The meeting opened with a review of the main points covered in the March 31 and April 28 meetings.

In the discussion of ideas to help students, the group emphasized concerns about student reading—what was being read in classes and how reading skills are deficient, in many cases, in secondary and post secondary classrooms. We talked about the difference between regular/academic students and those in AP classes. We discussed the need to review rubrics. ACC faculty shared assignments and course documents. Diane Whitley Bogard presented an online course. We discussed grading online and paper submissions. . Sherry Suttle presented the Moodle, and we will encourage all participants to begin sharing work, ideas, etc. in that space. At the end of the discussion, the consensus was that we’d like a June meeting to work intensively with writing assignments from one another’s students.

Next Steps

- 1) Increase use of the Moodle
- 2) June 11th. Half-day meeting to review syllabi, assignments, and student writing samples.

**College Readiness Standards
ESC XII ELA & ACC Faculty Partnership Meetings
Feedback Form**

Summary of May 5, 2010 Meeting

Job Classification Breakdown:

Community College Faculty
Community College Faculty
Community College Faculty
Curriculum ELA
ESC
Public School Counselor/Community College Faculty (former)
Public School Teacher, ELA
Public School Teacher, ELA
Public School Teacher, ELA
Public School Teacher, ELA, Dept. Chair
Public School Teacher, ELA/ Curriculum 12th AP & Academic
Public School Teacher, ELA/Curriculum ELA/Instructional Coach
Public School Teacher, English
Public School Teacher, English
Public School Teacher, English III. Curriculum English H.S.

Numeric Evaluations

The number in parentheses indicates the number of respondents for each bold-faced descriptor.

1. The relevance of the content was **excellent (11)/ good (3)**.
2. The usefulness of the materials was **excellent (10)/ good (4)**.
3. The organization/structure of the meeting was **excellent (8)/ good (5)/fair (1)**.
4. My overall evaluation of this session is **excellent (9)/ good (5)**.

Open-ended answers

6. What did you learn that will be the most helpful to you?

- ⌘ Wendy's Comp 1301 assignment list
- ⌘ Diane's online discussion assignments
- ⌘ Really enjoyed the conversation with the English high school teachers—want to do more of this
- ⌘ I appreciate the curriculum suggestions and the open forum for discussion
- ⌘ College professors have the same issues H.S. teachers have
- ⌘ Info of college standards, expectations
- ⌘ Moodle

- ⌘ Expectations for college courses helps me plan curriculum with my high school department
- ⌘ Criteria from ACC professors
- ⌘ Expectations at ACC
- ⌘ The discussion variety
- ⌘ Need for K-14 alignment
- ⌘ I enjoyed perusing Wendy's syllabus for Comp 1. It helps me to know what my students will be facing

7. What would you like to know more about?

- ⌘ When we're getting together this summer
- ⌘ Grading/Assignments
- ⌘ I wonder how college professors handle the teaching of grammar
- ⌘ More info on grading breakdown: "A" papers, "B" papers" and "C" papers
- ⌘ Look at student work & rubrics
- ⌘ Rubrics
- ⌘ Developmental Writing Standards
- ⌘ High school essay requirements—essay writing—seeing sample essays
- ⌘ Better understanding of high school assignments

8. Additional comments:

- ⌘ This is one of the most productive groups I have encountered. Thank you!
- ⌘ I thought this meeting was a great start towards vertical alignment. I'm really excited to get on the moodle to communicate more
- ⌘ Thanks for having us
- ⌘ I think this partnership is amazing! I also highly recommend that reps from 4-year institutions should be in attendance if possible. Notes should be taken and shared with adjunct faculty and high school teachers not attending.

The College Readiness Collaborative: ELA
Austin Community College and Region XIII

June 11, 2010

9 am-12:00

Agenda

- Welcome
- Purpose for meeting: Compare secondary and post-secondary assignments, grading rubrics, and student writing
- Review assignments and rubrics
- Discuss assessment of student writing samples
- Determine purpose for Fall 2010 meetings

The College Readiness Collaborative: ELA
Austin Community College and Region XIII
June 11, 2010
Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

11 in attendance: 4 from ACC, 1 from Region XIII, 1 from 4-Year Pre-service Teaching at UT, 5 from secondary institutions

Names and Institutions/Positions

Adrienne Thrasher	Austin ISD Curriculum Specialist
Angela Hinz	International High School/ELA Dept. Chair
Caryn Newburger	ACC Developmental Writing
Cindy Hamlin	ESC Region XIII
Diane Whitley-Bogard	ACC English; Assistant Dean
Heidi Juel	ACC English
Jamie Langley	Ann Richards, ELA Dept. Chair
Julia A. B. Haug	RRISD—McNeil HS English Dept. Chair
Kristie Hotchkiss	UT Austin Project Coordinator CCRI
Sherry Suttle	Region XIII ELA Specialist
Wendy Lym	ACC English; Dept. Co-chair for Curriculum & Assessment, CCRI- English Chair

- **Purpose for meeting: Compare secondary and post-secondary assignments, grading rubrics, and student writing**
- **Review assignments and rubrics**
- **Discuss assessment of student writing samples**
- **Determine purpose for Fall 2010 meetings**

Meeting Summation

The meeting opened with brief introductions and then Wendy Lym left to photocopy materials. The materials discussed included the following: 10th grade essays from the International school and Secondary Final Exam for Practical Writing, ACC Comp 1 Student Essay “Dealing with Co-workers Who Lack Productivity,” Timed Writing Rubric for AP English Essays, ACC Comp 1 Assignment: Writing About a Television Program; ACC Exit Level Developmental Writing Profile; ACC Comp I The Proposal Paper assignment and Rhetorical Analysis Exercise and samples of student writing; and ACC Comp 1 essay on gender.

Discussion was fluid—variances in expectations and student achievement were addressed. Similarities in student errors in secondary and college writing were observed. Understanding scaffolding of secondary assignments and rubrics for college assignments shed light on common ground and teacher expectations.

Both faculties expressed a desire to do more of the same—reading and discussion assignments and work. In addition, we would like to introduce college faculty and assignments to secondary students. We recorded possible late start dates at which ACC faculty might visit secondary campuses. Late start dates are: Aug 26; Sept. 2, 9, 30; Oct 14, 21; Nov. 4, 11; Dec. 9; Jan 6, 20; Feb 3, 17, 24; March 3, 10; Apr. 7, 14, 21; May 5, 19.

Participants discussed continuing the sharing of resources at our next meeting.

The College Readiness Collaborative: ELA
Austin Community College and Region XIII
June 11, 2010
Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

11 in attendance: 4 from ACC, 1 from Region XIII, 1 from 4-Year Pre-service Teaching at UT, 5 from secondary institutions

Names and Institutions/Positions

Adrienne Thrasher	Austin ISD Curriculum Specialist
Angela Hinz	International High School/ELA Dept. Chair
Caryn Newburger	ACC Developmental Writing
Cindy Hamlin	ESC Region XIII
Diane Whitley-Bogard	ACC English; Assistant Dean
Heidi Juel	ACC English
Jamie Langley	Ann Richards, ELA Dept. Chair
Julia A. B. Haug	RRISD—McNeil HS English Dept. Chair
Kristie Hotchkiss	UT Austin Project Coordinator CCRI
Sherry Suttle	Region XIII ELA Specialist
Wendy Lym	ACC English; Dept. Co-chair for Curriculum & Assessment, CCRI- English Chair

- **Purpose for meeting: Compare secondary and post-secondary assignments, grading rubrics, and student writing**
- **Review assignments and rubrics**
- **Discuss assessment of student writing samples**
- **Determine purpose for Fall 2010 meetings**

Meeting Summation

The meeting opened with brief introductions and then Wendy Lym left to photocopy materials. The materials discussed included the following: 10th grade essays from the International school and Secondary Final Exam for Practical Writing, ACC Comp 1 Student Essay “Dealing with Co-workers Who Lack Productivity,” Timed Writing Rubric for AP English Essays, ACC Comp 1 Assignment: Writing About a Television Program; ACC Exit Level Developmental Writing Profile; ACC Comp I The Proposal Paper assignment and Rhetorical Analysis Exercise and samples of student writing; and ACC Comp 1 essay on gender.

Discussion was fluid—variances in expectations and student achievement were addressed. Similarities in student errors in secondary and college writing were observed. Understanding scaffolding of secondary assignments and rubrics for college assignments shed light on common ground and teacher expectations.

Both faculties expressed a desire to do more of the same—reading and discussion assignments and work. In addition, we would like to introduce college faculty and assignments to secondary students. We recorded possible late start dates at which ACC faculty might visit secondary campuses. Late start dates are: Aug 26; Sept. 2, 9, 30; Oct 14, 21; Nov. 4, 11; Dec. 9; Jan 6, 20; Feb 3, 17, 24; March 3, 10; Apr. 7, 14, 21; May 5, 19.

Participants discussed continuing the sharing of resources at our next meeting.

**College Readiness Standards
ESC XII ELA & ACC Faculty Partnership Meetings
Feedback Form**

Summary of June 11, 2010 Meeting

Job Classification Breakdown:

Public School Teacher, ELA
Public School Teacher, ELA
Public School Teacher, ELA, Dept. Chair
Community College Faculty
Community College Faculty
Community College Faculty
Four-Year College
Curriculum ELA
Public School Teacher, ELA

Numeric Evaluations

The number in parentheses indicates the number of respondents for each bold-faced descriptor.

1. The relevance of the content was **excellent (9)**.
2. The usefulness of the materials was **excellent (8)/ good (1)**.
3. The organization/structure of the meeting was **excellent (7)/ good (2)**.
4. My overall evaluation of this session is **excellent (9)**.

Open-ended answers

6. What did you learn that will be the most helpful to you?

- ⌘ Samples of students writing (10th/11th grades, Comp 1)
- ⌘ I am very pleased to learn that secondary writing is in line with what is expected from Comp I writing
- ⌘ I have a better handle on what A.P. students must do.
- ⌘ The international students' essays were eye-opening.
- ⌘ It is so beneficial for me to listen to the dialogue between sec. and post-sec faculty. Understanding what the challenges (& realities) are can be so beneficial for teacher educators
- ⌘ Wonderful to have student work and rubrics—and to have the discussions between secondary and college
- ⌘ Ad department chair this is helpful as I plan for the upcoming year. For example, in a school now with students in grades 6—10 looking at rhetorical analysis—what can be covered in each grade to get us where we need to be
- ⌘ Understanding the expectations for AP students in terms of rubrics and kinds of writing assignments

⌘ Plans/ideas for directing instruction in grades 11-12

7. What would you like to know more about?

- ⌘ Having ACC faculty come talk to our teachers (ELA_ and administrators
- ⌘ Having Comp I and Comp II students speak to our 10th-12th graders
- ⌘ Having secondary ELA teachers speak to ACC ELA faculty
- ⌘ More assignments the secondary teachers
- ⌘ Would like to see more about non-A.P. students
- ⌘ There has been good discussion about writing. Maybe a session to discuss reading/reading comprehension.
- ⌘ More about analytical paper--exit paper and how to incorporate more strategies to help students work to that end
- ⌘ Standard curriculum/outcomes for regular-track English students. Are there separate writing classes or is the writing class always incorporated into literature courses
- ⌘ Next steps—how do we close the gaps?
- ⌘ How to move my 11 and 12 grade teachers forward so that their instruction mirrors more closely what will be required

8. Additional comments:

- ⌘ This has been one of the more beneficial meetings – knowledge gained—comparisons
- ⌘ Continue this dialogue! Nice work Wendy & Sherry
- ⌘ Thank you—this has helped me grow so much...so many ideas to think about.
- ⌘ I'd love for students and faculty to visit Ann Richards to talk to our students about expectations. Thanks.
- ⌘ Are (secondary) students familiar with online tools like Blackboard?
- ⌘ Thanks! Come to Anderson High on a Late Start date

The College Readiness Collaborative: ELA
 Austin Community College and Region XIII
 June 11, 2010
 Prepared by Wendy Lym

Meeting Notes

• **Welcome & Introductions**

11 in attendance: 4 from ACC, 1 from Region XIII, 1 from 4-Year Pre-service Teaching at UT, 5 from secondary institutions

Names and Institutions/Positions

Brinda Roy	ACC English
Cindy Hamlin	ESC Region XIII
Diane Whitley-Bogard	ACC English; Assistant Dean
Heidi Juel	ACC English
Julia A. B. Haug	RRISD—McNeil HS English Dept. Chair
Kristie Hotchkiss	UT Austin Project Coordinator CCRI
Margaret Morgan	McCallum HS/AISD
Mayola Toliver	UT/University Charter School Principal
Paul Rials	LBJ High School Austin-Instructional Coach
Sherry Suttle	Region XIII ELA Specialist
Wendy Lym	ACC English; Dept. Co-chair for Curriculum & Assessment, CCRI- English Chair

- **Purpose for meeting:** Examine secondary assignments that align with the College Readiness Standards and post-secondary first writing assignments
- **Explanation of the three-clicks rule**
 - *Wendy Lym displays the ACC website where the public can find course specific information (syllabus, professor or instructor contact information, etc.) “three clicks away” from the home page. The three-clicks rule applies to all state-funded colleges and universities.*
- **Review assignments and responses**
 - *Passed around first year assignments from ACC faculty; noted we had talked about secondary assignments last time.*
 - *Heidi Juel presented Analysis of Pathos. This assignment is the first in-class graded worksheet for Composition I. Students practice identifying argument through analyzing strategies that the author is using. Juel gives a non-example and an example of arguments. Very few students know the terms ethos, pathos, and logos even though secondary faculty teach terms in grades 6-12. Juel says students have the most difficulty recognizing emotions authors are appealing to in arguments. Julia Haug says students practice argument in the 11th grade as well as the end of 10th grade. Haug also mentions examples of argument are usually from credible authors in high school and all agreed that using non-examples is an excellent demonstration of progress from high school to college-level work.*
 - *Brinda Roy shares that she uses more canonical literature in Composition I than other professors do. Her first assignment starts with students writing about a vivid memory—focusing on subtopics, thesis, and transitions. Roy gives students the option to revise papers. Cindy Hamlin asks Roy if students take advice and revise papers. Roy requires a reflective letter about why students made the grade they made. Wendy Lym says she tells her students to write what is wrong with their papers on the top of their papers after the first couple of assignments.*

- *Cindy Hamlin discusses grading and parents at Anderson HS—she creates points for each part of her rubric because parents consistently ask, “Why didn’t my student make a 100% instead of a 99%?”*
- *Wendy Lym passes out a rubric she uses for the first few assignments. She grades on a margin. She also passes out Composition 1 Reading Notes. She takes these up after every class. Students eventually create an essay from these notes. The Questions section surprises her—and helps her realize how students are constructing their knowledge. Hamlin comments her students would leave this section blank if she were to use this in class.*
- *Lym and Sherry Suttle ask about what role the CCRS are playing in teachers’ classrooms.*
- *Hamlin says she gave the Cross-Curricular portion of the CCRS to teachers in other disciplines and told them it was their responsibility to teach the Cross-Curricular CCRS. Kristie Hotchkiss suggests a helpful resource at the Dana Center for the Cross-Curricular portion of the CCRS.*
- *Hamlin states her concern that her principal has come to her class once in the past few years. Hamlin and Paul Rials discuss going through the National Board Teacher Certification process.*
- *Hamlin discusses the role of the CCRS—that the alignment process includes going more deeply into planning lessons using the ELAR TEKS, ELPS, CCRS, and the new AISD Curriculum Road Maps.*
- *Mayola Toliver says the CCRS are helping her teachers (who teach multiple levels of English in one class) to realign what they are already teaching to help students become more college ready.*
- *Haug discusses how teachers plan with the best intentions, but with the lack of student motivation to read outside of class, teachers are limited with how deeply they can teach the standards/content within the class period.*
- **Discuss methods of bringing ACC Faculty into high schools**
 - *Adrienne Thrasher from AISD and Lym are starting a program to bring ACC faculty into classrooms. Faculty and teachers will create a shared assignment, deliver the lesson to students, and assess student learning.*
 - *The collaborative hopes this will provide a “model” of what we can do in other districts/schools, including RRISD. Collaborative participants will share what they experience in this program at the next meeting.*
- **Discuss plans to bring collaborative findings into professional development opportunities**
 - *Suttle discusses pairing an ACC faculty member and a high school teacher together to provide a day (6 hours) of professional development through Region XIII.*
 - *Region XIII could be the avenue through which the collaborative shares/teaches other teachers about collaborative work.*
- **Determine purpose for second Fall 2010 meetings from suggested topics:**
 - *Date: December 1, 2010 (4:30-6:30)*
 - *Secondary teachers will bring an assignment to review.*
 - *Collaborative group members will receive a copy of “Writing to Read: Evidence for How Writing Can Improve Reading” a report from the Carnegie Corporation of New York. Pages of reading before the next meeting will be determined.*

Meeting Summation

The meeting opened with introductions and a demonstration of the “three-clicks” rule on the ACC web site. We discussed the reason behind the rule and agreed that it will be useful for secondary teacher and students.

We discussed a variety of Composition 1 assignments, debated the use of rubrics in the classroom, and considered how these assignments follow the secondary assignments students will be most accustomed to writing prior to college.

Many of our collaborative participants are also taking part in the AISD/ACC program. As that program is carried out, we look forward to discussing the results of having ACC faculty teach a lesson in an academic AISD classroom.

For our next meeting, we plan to discuss a short section of “Writing to Read: Evidence for How Writing Can Improve Reading” and note how secondary and post-secondary faculty may use the information. Books will be delivered to all 36 collaborative participants for our Dec. 1st meeting.

ACC English and Career & College Readiness Standards
Wendy Lym, CCRI Chair for Language Arts
English Task Force Meeting
August 19, 2010

The Texas Legislature called for changes in secondary education assessment. New state standards were adopted for public school students; incorporated in these standards are a subset of standards called the College Readiness Standards. <<<http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>>>

TAKS is out; End of Course exams (EOCs) are in. Since CRS are embedded in the EOCs, high schools are concerned. Our goal is to share with public schools, mainly English 11th and 12th grade teachers, what college classes are like and learn about secondary classrooms to help students succeed in college.

Over the last year, I have attended meetings, seminars, standards correlations, etc. My major work has been in a group of collaborative meetings that included ACC faculty, Region XIII (which does staff development for public school), and public school teachers and administrators. At these meetings, we shared our placement policies, grading programs, classroom expectations and experiences. Here's some of what we learned about secondary education:

- Most high school students do not write essays their senior year; they take British Literature. When we see them, college freshmen may not have had writing instruction or read nonfiction in 18 months.
- The TAKS required personal essays (which may explain why our freshmen knew how to write personal essays). The new EOCs have changed so that English I emphasizes literary and expository writing; English II expository and persuasive writing; and English III persuasive and analytical writing.
- Student accountability has been compromised. High school teachers are rarely permitted to fail a student; teachers are required to have many grades and sometimes must resort to completion grades for some writing assignments.
- High school teachers are seeing increasingly unprepared students who have rudimentary or limited knowledge of “soft skills,” such as meeting deadlines, working independently, etc. Students require more “hand-holding.”
- Many of the skills we require have been taught every year of high school, but students do not retain the lessons. No one knows why—but many of our frustrations are shared by secondary teachers who feel exactly like we do when faced with repeated student weaknesses in skills and content.

Below is a summary from one of the meetings:

Secondary teachers identified critical limitations of current testing on teaching student writing; the culture of secondary education in which failing students is rare and frowned upon; and the role of the CCRS in future testing and curriculum. Secondary teachers described the problems they foresee for their students, strategies currently used to encourage independent learning, and nonacademic behaviors that students should modify. Post-secondary teachers learned about the state standards and testing realities that secondary teachers face as well as students' graduation requirements. College placement policies, including the machine scored writing tests, placement in

developmental writing, and expectations for entering Composition 1 students were explained.

In the discussion of ideas to help students, the group reviewed post-secondary syllabi and talked about sample assignments, grading systems, and the kinds of problems students face as they are learning these writing skills. Both faculties addressed the critical development of nonacademic behaviors in high school and college. These behaviors in particular include completing tasks, managing time, and following through with directions. Secondary instructors discussed ways to encourage independent learning including encouraging the formation of peer groups in college classes. In terms of content, secondary teachers expressed an interest in the nonfiction used in college composition and discussed bringing more of that into high school. The group addressed ways that students might be enlightened about college coursework.

We followed up these meetings with a summer workshop in which both secondary and college faculty brought in assignments and samples of student writing. Together, we discussed assessment standards, comments, etc. Generally, both faculty were aligned with standards and grading schemes.

Additional ways ACC is staying involved in College Readiness includes work with a statewide group (College and Career Readiness Initiative: English/Language Arts Collaborative Faculty Advisory Council) (CCRI:E/LACFAC)** organized by folks from the College of Education at UT Austin. These are teacher educators—ACC advises these college faculty about ways that future secondary teachers can be taught to better prepare their students.

What's in store in the future?

- Continued discussion with our team of secondary and postsecondary faculty; sharing strategies, successes, writing projects, etc.
- Development of outreach programs—perhaps bringing college faculty into single sessions with high school students or creating Professional Development opportunities for all educators to learn about the CRS.
- Collaborating with other community colleges to learn what they are doing to assist their communities with college readiness
- Paying attention to the Texas Higher Education Coordinating Board's recommendations and the Texas Legislature, which may vote on adopting accountability standards for higher education modeled on those used for secondary schools now.

**Of all the acronyms, that may just be my favorite. No one actually uses it, but I do wish that they would.

CRS = College Readiness Standards
CCRS = Career and College Readiness Standards
CCRI = Career and College Readiness Initiative
TEKS = Texas Essential Knowledge and Skills (the standards)
TAKS = Texas Assessment of Knowledge and Skills (the old tests)
EOCs = End of Course Exams (the new tests)
P-16 = Pre-school through senior year of college
K-12 = Kindergarten through 12th grade
E/LA = English/Language Arts (what English is called in secondary)

The College Readiness Collaborative: ELA

Austin Community College and Region XIII

Sept. 29, 2010

4:30 pm-6:30 pm

Agenda

- Welcome
- Purpose for meeting: Examine secondary assignments and post-secondary first writing assignments. Evaluate how assignments align with the English Language Arts College Readiness Standards (CCRS).
- Explanation of the three-clicks rule
- Review assignments and responses
- Discuss methods of bringing ACC Faculty into high schools
- Discuss plans to bring collaborative findings into professional development opportunities
- Determine purpose for second Fall 2010 meetings from suggested topics:
 - Non-A.P. student instruction
 - Reading instruction
 - Writing strategies for analytical and exit papers

**College Readiness Standards
ESC XII ELA & ACC Faculty Partnership Meetings
Feedback Form**

Summary of Sept 29, 2010 Meeting

Job Classification Breakdown:

Community College Faculty
Community College Faculty
Community College Faculty
Public School Teacher, ELA
Public School Principal
Four-Year College
Public School Teacher, ELA
Public School Teacher, ELA, Dept. Chair
Public School Teacher, ELA

Numeric Evaluations

The number in parentheses indicates the number of respondents for each bold-faced descriptor.

Because I neglected to prepare the evaluation forms ahead of time, these were collected after the event, so only 50% of the attendees responded. My mistake—and my apologies!

1. The relevance of the content was **excellent (5)**.
2. The usefulness of the materials was **excellent (5)**.
3. The organization/structure of the meeting was **excellent (5)**.
4. My overall evaluation of this session is **excellent (5)**.

Open-ended answers

5. What did you learn that will be the most helpful to you?

- ⌘ The entire session was extremely helpful.
- ⌘ I did not know about the 3-clicks rule. That was informative! It was also interesting to hear the CC faculty talk about their 1st assignments along with the student responses and how those assignments reflect the need to have college readiness standards.
- ⌘ I believe the 3 click info was great as was the actual discussion of how assignments are made and assessed at ACC.
- ⌘ How better to integrate expectations of secondary school, College & Career Readiness Standards, & ACC expectations, higher ed expectations

6. What would you like to know more about?

- ⌘ My concerns were addressed at the meeting.

- ⌘ I believe the teaming of CC faculty and high school faculty is going to be most informative. I would like to have the participants share their experiences at an upcoming meeting. I would also be interested in hearing how the students responded to the teamed lessons.
- ⌘ Specific assignments and how they compare with the assignments we use in class

7. Additional comments:

- ⌘ I enjoy having had a number of meetings with the same people—in getting to know one another better I have developed more of a vested interest in what our group is trying to accomplish and what we as individuals face in terms of standards and required curriculum. Good camaraderie and purpose.
- ⌘ Enjoy the sessions very much. Have shared the info with other teachers and hope to have more to share.
- ⌘ Wendy rocks, as does Brinda and other attendees!

Social Studies RRISD/ACC

College and Career Readiness Workshop – Epidemics across the America 1/14/11

One thing I came here wanting...

- To work with other SS teachers
- Opportunity to have an academic discussion
- Information on how people react to and interpret epidemics
- Useful case studies
- More Information
- How to tie college readiness into my class
- To know the impact of INFLU
- Networking with other U.S. History teachers
- More information on CR Standards

One thing I got out of the morning session...

- Ideas about case studies
- Ideas for Hooks
- Info. on college readiness standards
- Perspective – realization – skills over content
- Interesting facts about the conquistadors
- 3 areas of focus for content
- Making what is taught meaningful
- Article – college readiness standards
- Information on college readiness standards

One thing I got out of the afternoon session...

- Info. about how the spread of disease perpetuates fear
- Info. I want to include in my class to give meaning & relevance
- Understanding of vectors and other factors affecting epid.
- Big picture questions that are applicable to my class
- Enjoyed the discussion of the books
- How epidemics play a huge role in developing the history of people
- Connecting past to present
- Big picture themes
- Knowledge about diseases in L.A.

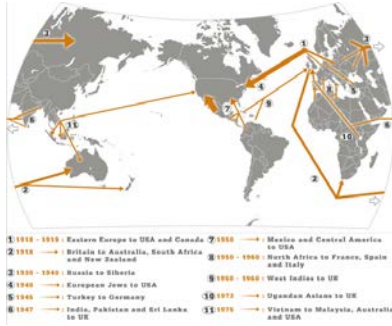
College and Career Readiness Workshop – Epidemics across the America 1/14/11

One thing that will benefit me in my classroom...

- Using case studies
- Everything! I learned content and instructional strategies
- I can apply everything I learned to the classroom
- Enriching content
- Using excerpts in lectures/ Ideas for case studies
- Utilizing case studies and skills to teach content
- Making students provide evidence
- New information about Influenza
- Diseases in L.A.

One question I have...

- What will be the next topic?
- What is the next book?
- How are we to balance the need to spend more time on CRS with TEKS?



Round Rock ISD

College and Career Readiness Workshop

Immigrating to American Overtime

Friday, May 6, 2011

8:30 - 4:00

Athletic Complex

Things I am square with

- What our students need to do to be prepped for college and career
- Immigration and migration push pull factors
- New TEKS
- How to better align senior classes with college expectations
- Italian migration to U.S. and Argentina
- Old TEKS
- Enjoyed the discussion with Dr. Lauderback
- New TEKS and use of sources
- Using articles used during workshop in my classroom
- Using documents during immigration unit

New Ideas Going Around in my Head

- Why are the TEKS changing so often and really not changing (just being reorganized)
- Integrating new TEKS
- I will consider using patterns of migration when discussing demography in class
- Use of case studies
- Migration patterns of contemporary issues
- Identifying multiple perspectives
- Implementation and alignment of College Readiness and TEKS
- Distinction between “Adjustment” and “Integration”
- How to use documents and documentaries to teach research skills
- New TEKS

Things I’ll Change as a result of this information

- Using “The Fence” within my course
- Using new and different resources
- Discussion on why some immigrants integrate more easily than others
- I have a better understanding of new TEKS and resources for them
- Incorporating ne TEKS
- View “The Fence” to teach research skills
- New TEKS
- Introduction of research skills like bias at the beginning of the year
- New TEKS and use of movies and documents to teach research skills

- Fitting current immigration issues into my instruction

ACC and AISD Programs to Promote College Readiness

Date: September 13, 2010

Prepared by: Wendy L. Lym

ACC and AISD support our state and local initiatives to promote college readiness for AISD graduates. We believe the best programs will bring secondary and post-secondary faculty together in the instruction and assessment of students; this will directly expose secondary students to the expectations and experience of college coursework while providing the academic and social support afforded by high school teachers. In addition, both faculties benefit from working closely together as each gains familiarity and understanding of one another's institutions and practices.

Suggested Programs

Eastside Memorial Green Tech

- Include 11th and 12th grade classes across disciplines
- Develop cross-curricular assignment with a "green tech" focus in which one part of instruction is provide by ACC faculty who visit campus

Selected AISD campuses

- Within a discipline (ELA, Social Studies, Science and Math), ACC faculty and AISD department chairs develop a lesson based on a secondary reading assignment
- ACC faculty teach a portion of the lesson
- AISD faculty and ACC faculty grade student work, which counts towards AISD students' grade
- Faculty discuss the grading process and results; if appropriate, college assessment information is provided to students

When I mentioned this proposal to the Math, Science, and Social Science chairs at our most recent Vertical Teams/CCRI meeting at ACC, they leapt at the idea with tremendous enthusiasm. All chairs wish to take part in something comparable for their fields. Gary Madsen, who leads ACC's P-16 Coordination, has shared this support for this program and he has encouraged us to move in this direction. To be frank, this level of coordination is our highest aim.

We'd like to begin working on the details of that initial program with Ms. Thrasher's guidance. To that I end, I am requesting your support in aligning our college's P-16/CCRI program with AISD.

Thank you so much for your time and attention,

Wendy L. Lym, Ph.D.

Associate Professor of English

CCRI English Chair

English Department Co-Chair for Curriculum and Assessment

Austin Community College

ACC and AISD Programs to Promote College Readiness

Prepared by Wendy L. Lym, Austin Community College

Mission

ACC and AISD support our state and local initiatives to promote college readiness for AISD graduates. We believe the best programs will bring secondary and post-secondary faculty together in the instruction and assessment of students; this will directly expose secondary students to the expectations and experience of college coursework while providing the academic and social support afforded by high school teachers. In addition, both faculties benefit from working closely together as each gains familiarity and understanding of one another's institutions and practices.

Program Overview

In this program, college faculty develop a college-level lesson based on a secondary reading assignment that is a part of the high school instructor's lesson plan. The high school instructor prepares the class and gives any reading homework. The college instructor comes to the high school and teaches the lesson; it is crucial to the program that the college faculty conduct their instruction exactly as they would a college class. Students are given an assessment or activity to complete. Both high school and college instructors grade the students' work.

Developing the Program

The success of this program relies on a few key factors:

- Committed and congenial educators who are happy to collaborate
- Faculty-driven lessons, assignments, and assessment
- Curriculum specialists' guidance and institutional support at the high school level
- Funding and institutional support at the college level

The following steps describe the process AISD and ACC used to develop our program. It can be applied and adapted to suit the specific needs of campuses in any district.

Step 1: Recruitment

Invite interested high school faculty to participate. Have details, including timetables, available.

Invite interested college faculty to participate. Have details, including timetables, hours of commitment, and compensation, available.

Step 2: Initial Planning Meeting

All participants meet at the onset of the program. At the first planning meeting, introduce a suggested calendar, share expectations about the high school campuses and students, and discuss possible assignments. Compile an email address list. A suggested agenda for the first meeting could be:

- Welcome and Introductions
- Discussion of initial concept
 - Faculties develop a lesson based on a secondary reading assignment
 - ACC faculty teach a portion of the lesson
 - Both faculties review student work
 - Faculties discuss the teaching and grading process and results
- Timetable and logistics
- Shared reading assignment suggestions
- College lecture/class suggestions
- College-level assignment suggestions

- Resources needed
- Next steps

Step 3: Implementation

An implementation chart will guide the program, which takes about a month to prepare and three weeks to complete once preparations are done.

Here are the tasks for implementation.

Task	Responsible Party	Date to be Complete
1. Recruit faculty for participation. Compile and share a master email list of participants.		
2. Hold an initial planning meeting		
3. Prepare a calendar indicating class days and times for high school classes		
4. Pair college faculty with high school campuses		
5. Schedule college faculty visits at high school campuses		
6. High school faculty share scheduled reading assignment with college faculty		
7. Details of individual high school campus policies, student characteristics, maps, technology available, etc. explained to college faculty		
8. College faculty prepare material		
9. High school faculty prepare students <ul style="list-style-type: none"> a. Obtain permission forms b. Arrange for video, if desired 		
10. College faculty make the first visit to the high school; introduce themselves and set expectations		
11. College faculty make the second visit to the high school; teach lesson		
12. 2 copies of the assessment are collected. 1 copy is sent to the college faculty		
13. Assessment of student work		
14. College faculty make the third visit to the high school; share results of the lesson and assessment		
15. Award compensation/credit hours to faculty for participation		
16. Review the process via email or in a concluding meeting of both faculties		

Step 4: Report

Describe any problems, solutions, suggestions, etc. that occurred as we carried out the steps above. Prepare a written report or reflection of student performance, evaluate the collaborative process and usefulness of the program, and make suggestions for future improvements to the program.

Data Collection

As our partnership develops, we would like to collect data on AISD graduates’ performance at ACC, including placement and completion of developmental coursework; achievement in core college classes such as Composition 1, Algebra, U.S. History, and first semester science courses; and transfer and graduation rates. The ACC Office of Institutional Effectiveness may be useful for tracking students. AISD also has some mechanisms in place to see how their graduates perform in post-secondary education.

ACC and AISD Programs to Promote College Readiness

Implementation Steps

Prepared by: Wendy L. Lym, Ph.D., Associate Professor of English and CCRI English Chair, Austin Community College

Step/Task	Responsible Party	Timetable
1. Compile and share a master email list of participants	Wendy Lym	Complete
2. Compile a flowchart detailing the program and meeting notes	Wendy Lym	Complete
3. Recruit ACC Faculty for participation <ul style="list-style-type: none"> a. Wendy Lym b. Diane Whitley-Bogard c. Heidi Juel d. Marcella Phillips e. Christi Carr f. Anja Brand g. Damon Caraway h. Jennifer Hamilton i. Katie Sanders j. Kelly Holt k. Jeff Trower 	Wendy Lym	v
4. Identify AISD faculty for participation and schedule *A and *B day, class times for visits	Adrienne Thrasher	Complete
5. ACC Orientation	Wendy Lym ACC Faculty	Oct. 15
6. Schedule ACC faculty visits at campuses	Wendy Lym Adrienne Thrasher	Complete
7. Email contact between faculties; scheduled reading assignment shared with ACC faculty; details of individual campuses spelled out for ACC faculty	ACC and AISD Faculty	Oct. 15-Oct. 25
8. ACC Faculty prepare material	ACC Faculty	Oct. 15-Nov. 9
9. AISD Faculty prepare students <ul style="list-style-type: none"> a. Obtain permission forms b. Arrange for video 	Adrienne Thrasher AISD Faculty	Oct. 15-Oct. 25
10. Introductory visit	ACC Faculty	Week of Oct. 25
11. Lesson	ACC Faculty	Week of Nov. 15
12. Assessment collected and distributed	AISD Faculty	Week of Nov. 22
13. Assessment of student work	ACC and AISD Faculty	Nov. 22-Dec. 6
14. Follow-up visit	ACC Faculty	Week of Dec. 6

ACC/AISD

English Pilot Program

STUDENT EVALUATION SAMPLES

1. What, if anything, made this class and assignment different than a high school class and assignment?

- Deeper thought, analysis
- Grading
- Important to plan ahead more and edit a few times. More responsibility.
- No daily reminder of 'You need to turn in your work.' The challenge was new for me at least. Responsibility was on me this time.
- The level of the assignment
- What made the assignment different from high school is that the work is much harder.
- It was more evaluative and challenging.
- It was straight forward.
- Different teaching style between professor and regular high school teacher.
- The time we had to turn it in.
- The assignment was more direct and 'compacted' in a good way.
- Our ACC teacher taught us like she would the ACC students, making it feel like an actual CC class.
- It was a lot more difficult.
- Unlike our high school class, we were able to go more in-depth with the assignment and had it explained to us very thoroughly.
- We have never done a textual analysis before.
- ACC teachers grade much harder than my normal teacher.
- We had to write more in depth and had a taste of college work.
- The rubric and pressure for the quality of work was much higher than for a high school teacher.
- I can appreciate that it took more critical thinking than most high school assignments.

2. What could we change about the program to make it better?

- Longer due dates.
- Give us more time for the assignment
- Have them come a little bit more
- Nothing, I'm just not ready
- We could actually go to an ACC classroom
- More time with ACC teacher
- The teacher could help us more with the assignment
- More sessions with the ACC professor

3. What worked best about the program?

- Great professor, no bull****, loved it. The assignment was relevant and interesting.
- The way the ACC teachers was explaining the assignment
- To see where I was in a college class and how I would do
- It's all up to the student
- Challenging me to do better and push myself
- It really helped me see how college is going to be
- The fact that we had to turn in a paper for the ACC teacher to grade
- Teaching us to be on time with our assignments and remember due dates
- The paper topic was more relative and up-to-date with life. Nothing old.
- The ability to speak with a professor and get a feel for a college-like class experience
- Being pushed to a higher standard
- It let me into the world beyond high school

4. Any other thoughts or comments?

- It was a great eye opener
- Thank you so much for coming out and taking time
- College is hard
- This was a good experience to see how college English class might be like
- This program should be promoted. It helps teens get ready for that next step into college and independent learning.
- It thought it was a good assignment for a heads up to see how college English will be like
- I appreciate a challenge and an opportunity to prove that I'm ready for college

INSTRUCTOR EVALUATION SAMPLES

- 1. How can we improve the program's structure (i.e., the 3 meetings, logistics, collection of student work, compensation)?**
 - I would like better communications with the AISD teacher
 - I think an initial questionnaire/objectives worksheet for the faculty involved could be beneficial.

- 2. How can we improve the assignment and/or assessment?**
 - No evidence that AISD even graded the assignment (or read students' papers).
 - Zero discussion with AISD teacher about how I graded it.
 - Assignment and assessment could improve if the students have a stronger understanding of how this assignment fits into their overall grade for their AISD class.
 - I don't think the assignments should count as a major grade for the students

- 3. How did students perform on the assignment? Did they meet, fail to meet, or exceed expectations?**
 - MLA was almost non-existent (had a handout to explain it)
 - In the end, I found the results similar to those that I would expect from ACC students during the first two weeks of the semester

- 4. What should be added or removed from the program to make it a more useful experience for the students?**
 - It seems like the program should meet for consecutive class periods.

ACC and AISD Programs to Promote College Readiness
Report on Fall 2010 Pilot Program
Prepared by Wendy L. Lym, Austin Community College

Overview

In Fall 2010, approximately 280 AISD senior English students from Garza, Eastside, LBJ, and Anderson high schools participated in a pilot program to promote college readiness. Nine ACC English faculty and 5 AISD faculty participated.

In this program, college faculty developed a college-level lesson based on a reading assignment. College faculty met with students three times. At a brief introductory meeting, the college instructor introduced himself or herself and gave reading homework. At the second, longer meeting, the college faculty gave a freshman-level lesson, comparable to what might be taught in an ENGL 1301 course. Students were given a writing assignment to complete, and both high school and college instructors graded the students' work. A third, short visit from the college instructor took place when the graded assignments were returned and follow-up was provided.

At the final meeting, students completed an evaluation of the program, and the analysis of that evaluation is provided below. A solid majority of the students reported the time in the classroom with the ACC professor the program overall, was good or great. The most revealing responses came in students open-ended answers to questions about the program, which have been analyzed and sampled in this report.

The faculty who participated also described their experience, and most would choose to participate again. Suggestions to improve the program focus mainly on better communication and coordination between the faculties.

Student Evaluation of the Program

Part 1, Student Experience

Students were asked three questions about their experience. They answered as follows:

Question 1: The time we spent in the classroom with the ACC professor was:

27% Great	51% Good	17% Fair	5% Poor
-----------	----------	----------	---------

Question 2: The assignment we had to turn in was:

15% Great	51% Good	27% Fair	7% Poor
-----------	----------	----------	---------

Question 3: My overall evaluation of the program is:

23% Great	46% Good	24% Fair	7% Poor
-----------	----------	----------	---------

Clearly, the students enjoyed the exposure to college teaching, with the time spent with ACC faculty ranked as the best part of the experience. Since the program was mandatory, some students resisted the assignment. Improvements in the assignment, including adding a grading rubric or using an article more popular with the students may be considered.

Many students wanted more time with the instructor in order to improve the program. As well, program success varied somewhat at different schools. Please consult the attached data tables for more comprehensive information about the program at each of the area schools.

Part 2, Student's Perceptions of College Readiness

We also asked students to assess their own college readiness.

Question 4: Do you think you are academically ready for college composition:

22% Ready 49% Almost Ready 23% Not Sure 6% Not Ready

Question 5: Do you think your study skills (like organization and time management) are ready for college composition?

20% Ready 38% Almost Ready 30% Not Sure 11% Not Ready

Since these questions were asked at the end of the program, it is difficult to see if the students felt the program improved their college readiness—and, of course, self-reporting may not reflect actual college readiness. However, the data gathered does suggest that students may recognize they are not quite college ready. At ACC, student passing rate for ENGL 1301 hovers at about 60 percent, which correlates with students' indices: only about 20% were confident that they were ready. 72% felt Ready or Not Sure for College Composition and 68% felt Ready or Not Sure for composition in terms of study skills. Improving students' study skills may be an effective means of improving college preparedness as perceived by the students themselves.

In future programs, we should ask students to assess their college readiness before and after the program.

Part 3, Students' Comments

Almost all students left comments. Many of the same comments arose across campuses and classrooms.

Question 6: What, if anything, made this class and assignment different than a high school class and assignment?

Student answers fell into three general categories. They commented on the grading rigor; the deadlines, assignment management, and structure of the program; and the content of the assignment itself (the academic material). Representative comments include the following

- *No daily reminder of "You need to turn in your work:" the challenge was new for me at least. Responsibility was on me this time.*
- *The deadline was very serious and having to cite was very different for me*
- *It set a higher standard*
- *The assignment was more focused, deep, and a little bit more challenging*
- *The article was much harder to interpret than what we have been reading recently*
- *Hardcore discipline needed*

Question 7: What could we change about the program to make it better?

Answers here were extremely varied, ranging from the practical (such as the suggestion of a rubric), to the complimentary (such as “don’t change anything”), to suggestions to make the program less demanding, which would defeat its purpose. A repeated request was to have the course taught at ACC, but the most common comments requested more time to complete the assignment and the opportunity to spend more time with the college professor. Below is a selection of the varied responses.

- *Give us more time for the assignment*
- *I think it will be better if a student gets a good view while being in the environment of ACC*
- *Speak to only kids that know they want to go to college*
- *Have more time to discuss the article and dive deeper into a class lecture*
- *Allow the teacher to come more to the classroom*
- *An example paper might be helpful*

Question 8: What worked best about the program?

The students’ answers indicate that they valued the time spent with the ACC professor, the challenge of the work, the content of the assignment (which is surprising, since the numeric indicators were not so favorable), the usefulness of feedback from the college professor on their writing assignment, and the ability to measure themselves against college expectations. Some selected comments follow.

- *I understand more about what it takes to succeed in college.*
- *Having a professor grade the papers*
- *It made me realize that the grading is more strict and I need to work on my writing.*
- *Showed me why I am not ready for college*
- *Made me think*
- *The fact that we had to turn in a paper for the ACC teacher to grade!*
- *The relationship between the student and the ACC teacher*
- *That we were treated as adults*
- *The professor got us motivated to go to college*
- *The feedback about our essays*

Question 9: Any other thoughts or comments?

Many students used this question to express their thanks for the program. Others shared their concerns. A sample of the wide range of comments is presented below.

- *Great opportunities for high school students. Thanks. As much as I wasn't looking forward to it, I enjoyed myself.*
- *It was an eye opener about college class and a fun experience.*
- *College is hard*
- *This was a great experience for me*
- *The assignment wasn't that too hard but one last semester and I think I ready for college*
- *Can't wait for college*
- *It was very difficult for me. Hopefully before going to ACC I'll have prepared to do stuff like this.*
- *Eh, it was alright. I didn't like the way my paper was graded. I felt like my paper was really good, and then when I found out what I made, I was like, "what the [expletive]." So I didn't like it.*
- *This program should be promoted. It helps teens get ready for that next step into college and independent learning*

- *I appreciate a challenge and an opportunity to prove that I'm ready for college*
 - *I have a funny feeling that we'll be doing this again next semester.*
-

Instructor Evaluation of the Program

At the completion of the program, instructors were sent an evaluation form. The evaluation asked instructors to comment on the program's structure, assignment/assessment activity, student performance, and what to add or remove from the program to improve student success.

Overwhelmingly, instructors noted that collaboration between faculties is key for student success. One instructor suggested an introductory questionnaire to align objectives, and several instructors commented that a discussion of grading standards before and after student completion is necessary. The format of three meetings, spaced out over several weeks, was critiqued as unrepresentative of the way that college classes are actually taught—requiring ACC teachers to meet with students in succession would be a more authentic experience. Many AISD students, particularly in at-risk schools, did not complete the assignment; ACC instructors suggested additional reminders about due dates from the AISD faculty might help. At one campus, LBJ, the most of the students did not complete the work, and so their evaluations were not administered. Improving communication, in person and over email, is critical as is ensuring that all faculty involved in the program actively participate in its coordination.

Logistically, participating faculty felt the program was implemented effectively at the preparation stages, with the exception of the need for an initial planning meeting between instructors before the first class meeting.

Some concerns about teaching at-risk students (Eastside and Garza) emerged. One instructor explained that “I’m talking college, and the majority of the students were not likely to graduate from high school.”

Of the instructors who responded, one commented that the writing assignment should have a minimal effect on student grades and not count as a major grade; the instructor explained that the assignment should not be a full-scale ENGL 1301 major paper but a “prep work” assignment. Other faculty commented that, of those students who participated, the work was on level with what is expected from ENGL 1301 students at the beginning of the semester.

Finally, most ACC instructors reflected that this pilot, which was developed and implemented quickly, was valuable and most would consider participating in it again.

Administrator Evaluation of the Program

I am deeply grateful to the secondary and post-secondary faculty who committed their time, energy, creativity, and flexibility to this program. I believe that overall, more than 280 AISD students were able to gain valuable experience and preparation for college-level writing. In turn, we have unique and revealing insight into the seniors' views about college writing and college coursework. I appreciate how well both faculties worked together.

At the onset of this program a fifth high school, McCallum, was invited to participate, but withdrew due to concerns about the integration of the college assignment into existing curriculum. As well, two ACC faculty members pulled out due to lack of communication with the secondary instructors. I believe these problem areas could be alleviated if a dedicated contact from AISD was available to assist in the

planning, coordinating, and communicating among faculty as the program develops. While it is possible to work on a teacher-to-teacher level, the logistical management of the program would benefit from a coordinator at ACC as well as at the school district.

I also believe that the best experiences will come from secondary teachers who volunteer to participate and who wish to be engaged in the program from the initial planning through its end stages.

Following the program's completion, faculty from Eastside, Garza, and the Settlement Home (which was not a part of this pilot) met to discuss tailoring a program to the needs of at-risk students. Indeed the development of two programs, one held at ACC for at-risk students and one held on the secondary campuses as in our original program design, might make the most sense given the different expectations and experiences of AISD students from different campuses.

Next Steps

Given the warm reception and interest of continuing the program, I believe next steps should include the following:

- Sharing this report with participating faculty and interested parties at the secondary and post-secondary level
- Follow-up of students who participated in the program and subsequently enroll at ACC for ENGL 1301. This would entail using student ID numbers to track students who attend ACC following high school graduation.
- Development of a similar program in new classrooms for second-semester seniors at AISD
- Development of a more comprehensive fall program for 2011 in which more AISD classrooms and campuses may be involved; an emphasis on teacher collaboration should offset many difficulties encountered in the pilot

Acknowledgements

I appreciate Gary Madsen's tireless support for this program, and I am indebted to Vicky Franklin for her administrative assistance. In addition, I would like to formally express my gratitude to the following individuals who opened up their classrooms: Gavino Barrerra (Eastside), Stacia Bowley (Anderson), Julia Champine (Garza), Mark Cunningham (LBJ), and John Villarreal (Anderson); who taught the college content Anja Brand, Damon Caraway, Christie Carr, Kelly Holt, Heidi Juel, Brinda Roy, Katie Sanders, and Diane Whitley-Bogard; and who were willing to offer advice, critiques, and support for this program: Jeff Trower, Marcella Phillips, Adrienne Thresher, Paul Rials, Jennifer Hamilton, Lana Bongiolatti and Cindy Hamlin.

Student Evaluations

	Great	Good	Fair	Poor	
1. The time we spent in the classroom with the ACC professor was...	4	3	2	1	
Garza	10	6	4	0	20
Eastside, section 1	8	11	0	0	19
Eastside, section 2	2	8	1	1	12
Eastside, section 3	3	9	2	0	14
Eastside Total	13	28	3	1	45
Anderson, section 1	23	21	2	0	46
Anderson, section 2	2	16	4	2	24
Anderson, section 3	7	27	26	7	67
Anderson, section 4	6	30	6	3	45
Anderson, section 5	10	9	2	0	21
Anderson, section 6	5	8	2	0	15
Anderson Total	53	111	42	12	218

1. The time we spent in the classroom with the ACC professor was...				
Great	Good	Fair	Poor	TOTAL
76	145	49	13	283
26.855	51.237	17.314	4.5936	100

percent

	4	3	2	1	
2. The assignment we had to turn in was...	4	3	2	1	
Garza	3	8	7	2	20
Eastside, section 1	2	12	5	0	19
Eastside, section 2	1	6	4	2	13
Eastside, section 3	1	5	8	0	14
Eastside Total	4	23	17	2	46
Anderson, section 1	11	28	6	2	47
Anderson, section 2	3	11	7	3	24
Anderson, section 3	8	36	18	5	67
Anderson, section 4	3	22	15	5	45
Anderson, section 5	6	10	5	0	21
Anderson, section 6	6	7	2	0	15
Anderson Total	37	114	53	15	219

2. The assignment we had to turn in was...				
Great	Good	Fair	Poor	TOTAL
44	145	77	19	285
15.439	50.877	27.018	6.6667	100

percent

	4	3	2	1	
3. My overall evaluation of this program is...	4	3	2	1	
Garza	4	13	3	0	20
Eastside, section 1	8	8	1	1	18
Eastside, section 2	1	6	3	1	11
Eastside, section 3	3	4	6	1	14
Eastside Total	4	18	10	3	35
Anderson, section 1	19	20	7	1	47
Anderson, section 2	4	14	3	3	24
Anderson, section 3	8	29	23	7	67
Anderson, section 4	5	23	14	3	45
Anderson, section 5	12	6	2	1	21
Anderson, section 6	7	4	4	0	15
Anderson Total	55	96	53	15	219

3. My overall evaluation of this program is...				
Great	Good	Fair	Poor	TOTAL
63	127	66	18	274
22.993	46.35	24.088	6.5693	100

percent

4. Do you think you are <u>academically</u> ready for college composition?	4	3	2	1	
Garza	3	15	2	0	20
Eastside, section 1	2	9	7	1	19
Eastside, section 2	0	7	4	0	11
Eastside, section 3	1	4	5	4	14
Eastside Total	3	20	16	5	44
Anderson, section 1	16	20	9	3	48
Anderson, section 2	5	12	7	0	24
Anderson, section 3	15	34	13	5	67
Anderson, section 4	13	17	12	3	45
Anderson, section 5	4	12	4	1	21
Anderson, section 6	3	10	2	0	15
Anderson Total	56	105	47	12	220

4. Do you think you are academically ready for college composition?				
Ready	Almost Ready	Not Sure	Not Ready	TOTAL
62	140	65	17	284
21.831	49.296	22.887	5.9859	100

percent

5. Do you think your <u>study skills</u> (like organization and time management) are ready for college composition?	4	3	2	1	
Garza	2	13	4	1	20
Eastside, section 1	4	5	7	3	19
Eastside, section 2	2	3	5	0	10
Eastside, section 3	0	4	6	4	14
Eastside Total	6	12	18	7	43
Anderson, section 1	12	25	8	3	48
Anderson, section 2	6	5	9	4	24
Anderson, section 3	11	29	18	9	67
Anderson, section 4	12	10	18	5	45
Anderson, section 5	4	7	8	2	21
Anderson, section 6	5	7	3	0	15
Anderson Total	50	83	64	23	220

5. Do you think your study skills (like organization and time management) are ready for college composition?				
Ready	Almost Ready	Not Sure	Not Ready	TOTAL
58	108	86	31	283
20.495	38.163	30.389	10.954	100

percent

The College Readiness Collaborative: How One Community of Education Professionals Tackled College Readiness in Austin, Texas

After our first meeting, one seasoned secondary teacher pulled me aside and told me that she'd been near tears on her way to our first meeting. I was stunned—I'd never met her before that afternoon! What could I have done to make her feel so unwelcome? I learned that for many secondary professionals, past interactions between high schools and colleges had amounted to the bashing of secondary teachers—blaming them for all manner of social and educational ills. But, then she said that at this meeting, this collaboration we'd just begun, she'd felt respected, valued, and thrilled to get to work together. We had put behind us a past history of misunderstanding and finger-pointing.

A successful collaboration reinforces mutual respect and professionalism. From the beginning, we firmly established a shared purpose and accountability. We want to get students college ready by high school graduation, and that task requires superlative educational efforts from high school teachers and administrators, college faculty and administrators, and community educational professionals.

Here are a handful of participants' comments at the close of that first meeting, which met in the late afternoon in the middle of a busy school week, on March 31, 2010:

“We can do this!”

“Very insightful and informative. Loved it.”

“I thoroughly enjoyed this meeting—worthwhile—would benefit from further discussion.”

“The best meeting I have attended on education in my career—you people are REAL! Thank you!”

And so we began the practical process of tackling college readiness—as a collaborative of education professionals.

Our task and background

Across the nation, secondary and post-secondary institutions, state legislatures, and education specialists have turned the pedagogical spotlight on promoting college readiness. Well-documented reasons for such a focus abound; students are increasingly told that they will graduate high school ready for college but a staggering number lack the skills they need to be successful. In Texas, approximately 50% of entering college freshman require at least one developmental course (Barriers to Implementing College and Workforce Readiness Initiatives in Texas). For example, only 61% of Texas graduates are prepared for college writing (“The Condition of College Readiness: Class of 2010” 7); thus 39% require at least one semester of Developmental Writing.

At Austin Community College, our entry level course—Composition 1—has a student success rate that remains frustratingly low. At ACC, 40% of students taking Composition 1 will either withdraw or earn a D or F (Austin Community College Fall 2010 English Department Performance Snapshot). While not all of the students taking Composition 1 are new high school graduates, many are. In addition, many students take ACC courses while still in high school—either as summer school students or in dual-credit courses. They fare comparably to traditional freshmen in Composition 1.

Texas has a set of thick standards called Texas Essential Knowledge and Skills (TEKS). Annual high stakes testing measure student achievement of these standards. Texas recently adopted new testing practices, called End of Course exams (or EOCs) for high school students. In addition, they took the following steps toward improving students' college readiness:

1. Development of the Texas College and Career Readiness Standards (CCRS)
2. Validation of the Texas College and Career Readiness Standards Against Current practice in Entry-Level College Courses
3. Creation of “reference courses” in each of 20 entry-level college course subject area
4. Analysis of alignment between the CCRS cross-disciplinary standards and the expectations present in entry-level courses leading to two-year certificates at public postsecondary institutions in Texas
5. Analysis of alignment between the CCRS and placement tests commonly used in Texas postsecondary institutions

[add citation]

In 2009, in part as a response to the new state emphasis on college readiness, I was asked to be the Language Arts Chair for P-16 Initiatives at Austin Community College. Our goal was to find innovative ways to work with our community to promote college readiness. I met our Region Service Center representative, Sherry Suttle, in January of 2010. Region Service Centers play an integral role in teacher training and helping teachers stay abreast of the latest initiatives. We happily put our heads together to promote college readiness; Suttle brought expertise in Region Service center work and Texas' newly adopted CCRS and I shared the experiences of English faculty as well as the wealth of information provided by the Vertical Teams Committee, led by our veteran P-16 Initiatives director Gary Madsen.

We began the collaborative process with discussion of the newly minted College Readiness Standards; while standards are a critical part of college readiness, I believe that alone they are not enough to effect change. In my experience, correlation to standards often occurs retroactively with administrators, curriculum directors, and instructors taking their existing curricula and assignments and noting where alignment already takes place. From that approach, we initially identified few alignment gaps between existing state standards and the new CCRS.

At about the same time as Suttle and I began our collaboration, the ACC English Department approved some actions to promote student success. One of these, the explicit

statement of our Expectations of Skills and Knowledge for Incoming Composition I Students (see Appendix), was the springboard for discussion in later collaborative meetings. This document, approved by the English Department Task Force in 2009, emerged at the request of the Developmental Writing Department. By working closely with them, we articulated expectations for exiting Developmental Writing students. Clarifying our expectations to secondary schools seemed a natural next step.

We now had two documents in hand: the state standards and ACC’s English Department expectations. We knew that college courses differed from high school courses in significant ways; while content areas are surprisingly well aligned, skills and classroom behaviors expected in college vary markedly from those in high school. And that is as it should be. College students are adults (young or inexperienced adults, perhaps, but adults nonetheless). College is not compulsory so college students have to choose to be there. High school students lack both the freedom and responsibility afforded to college students. The upshot is that college courses are geared toward “independent, self-reliant learners who recognize when they are having problems and know when and how to seek help from professors, students, or other sources” (Conley 5). High school students, since they are compelled to be in class and generally lack maturity as compared to college students, require more scaffolding and teacher support. Senior year offers high school students a bridge toward independence and self-reliance in the classroom.

The pacing and culture of a college classroom necessarily differs from that of a high school classroom. Conley offers a succinct description of the contrast between the two:

Research findings describe college courses that require students to read eight to ten books in the same time that a high school class requires only one or two (Standards for Success, 2003). In college classes, students write multiple papers in rapid succession (National Survey of Student Engagement, 2003, 2004, 2006). These papers should be well reasoned, well organized, and well supported with evidence from credible sources. By contrast, high school students may write one or two research papers at most throughout all of high school and may take weeks or months to do so. Increasingly, college courses in all subject areas require research capabilities, the ability to read and comprehend a wide array of document types, and well-developed writing skills. (Conley 5)

Suttle and I agreed that the ideal approach would bring together expert secondary teachers who had already expressed an interest in working on student literacy and interested post-secondary faculty who had experience with Composition 1. Much of the literature that supports college readiness suggests that “[c]ollaborative meetings between high school and college faculty encouraged and rewarded practices supportive of curriculum alignment” (Office of Community College Research and Leadership Illinois University, et al, etal. iv). Curriculum alignment was merely one goal. We also knew that we had to identify our similarities and differences and to get a better grasp on the challenges our students—in some cases only three months separating some of them from secondary campuses to ours.

Comment [WLL1]: Note from Heidi: want to specify the woman who is nationally recognized (forgot the woman’s name and the actual title) and the fact that the group includes Department Chairs and, even a principal, right? That one guy...

I am not sure about naming names here.

Our approach and organization

When we formed The College Readiness Collaborative: ELA, Austin Community College and Region XIII, we determined that the best approach would emphasize our common goals; and, we wanted to draw from the most experienced and engaged teachers we could find.

Suttle, drawing on a database of names from her work with the Texas Literacy project, invited ELA teachers and administrators. Participants, some of who were encouraged to attend by department chairs and principals, tended to have the support of their schools. We deliberately invited more secondary faculty and administrators than post-secondary faculty. We brought faculties together at ACC meeting rooms; ACC's grant enabled us to provide light snacks as well as publications, photocopying, and other meeting necessities. We accommodated the secondary faculty's schedule by meeting mid-week.

I contacted English Faculty interested in college readiness and exemplary in the classroom. Faculty who participated at any of the meetings earned a small stipend or professional development hours. In this way, the meetings maintained their respect for the time and commitment of both faculties.

We were also fortunate to include a representative the prestigious University of Texas College of Education, the Meadows Foundation, who offered insight from the perspective of teacher education,

We prepared a loose agenda to guide our conversation. Suttle proved the ELA TEKS Resource Handbook, and I provided the English Department's Expectations of Skills and Knowledge for Incoming Composition I Students.

We held two initial meetings with identical agenda in order to introduce participants to one another and generate interest. Following the kick-off meetings, we held single meetings for all who wished to continue working with the collaborative. Meeting size varied, from 7 to 25, as some participants came to one or two meetings, others came to them all, and a few simply asked to be kept informed of what took place at our meetings.

We identified the following as our primary purpose for that first meeting: Address P16 Initiatives and generate ideas to help students make the transition from high school to college. Later, as our group evolved, our tasks expanded to include:

- Examining secondary assignments that align with the College Readiness Standards and post-secondary first writing assignments
- Creating a program with the Austin Independent School District in which college teachers gave seniors a sample lesson and assignment at the college level
- Discussing *Writing to Read: Evidence for How Writing Can Improve Reading*, pp. 11-21

Currently, our collaborative contains 44 individuals from central Texas. Participants from secondary institutions include:

Wendy Lym

4

Wednesday, July 27, 2011

Draft

- 14 ELA Faculty
- 10 ELA Faculty who are also Department Chairs
- 2 ELA Faculty who are also Instructional Coaches
- 2 Faculty who are also Curriculum Specialists
- 1 Librarian
- 1 Principal

Participants from ACC include:

- 7 English Faculty
- 1 Developmental Writing Faculty
- 1 Chair of Developmental Writing
- 1 English Faculty who is also an Assistant Dean
- 1 English Faculty who is also the Assistant Department Chair for Assessment

Additionally, the collaborative had two Region XIII Service Center representatives and a University of Texas at Austin Project Coordinator.

Faculty came from several school districts, including the Austin ISD, Round Rock ISD, New Braunfels ISD, Taylor ISD, Leander ISD, Jarrell ISD, and Del Valle ISD.

As the collaborative blossomed, Suttle created a Moodle to keep documents and individuals connected. I maintained email and address lists. After each collaborative gathering, participants were asked to evaluate the success of the meeting. I gathered this data, created meeting notes, and distributed them via email to all participants.

What we talked about

The heart of the collaborative exists in the content of our meetings. A rough agenda did guide meeting content, but conversation often moved in unforeseen directions (which is where some of the greatest revelations lay). Some topics our collaborative addressed included:

- Standardized testing and the CCRS, including the Cross-Curricular Standards
- High school classroom culture
- College classroom culture
- Students' academic skills and nonacademic behaviors
- College placement policies
- Content of secondary and college courses
- Assessment guidelines, sample assignments, syllabi, and texts in high school and college
- College preparation programs to develop college readiness
- Role of reading performance and instruction

Below are brief summaries of each meeting.

Initial Meetings, March 31 and April 28, 2010

The initial meetings opened with a broad discussion about the problems and possible solutions for the struggles many students face as they transition from high school to college English.

The ELA TEKS Resource Handbook provided a synopsis of state standards. Secondary teachers identified critical limitations of current testing on teaching student writing; the culture of secondary education in which failing students is rare and frowned upon; and the role of the CCRS in future testing and curriculum. Secondary teachers described the problems they foresee for their students, strategies currently used to encourage independent learning, and nonacademic behaviors that students should modify. Post-secondary teachers learned about the state standards and testing realities that secondary teachers face as well as students' graduation requirements. College placement policies, including the machine scored writing tests, placement in developmental writing, and expectations for entering Composition 1 students were explained.

In the discussion of ideas to help students, the group reviewed secondary syllabi and talked about sample assignments, grading systems, and the kinds of problems students face as they are learning these writing skills. Both faculties addressed the critical development of nonacademic behaviors in high school and college. These behaviors in particular include completing tasks, managing time, and following through with directions. Secondary instructors discussed ways to encourage independent learning including encouraging the formation of peer groups in college classes. In terms of content, secondary teachers expressed an interest in the nonfiction used in college composition and discussed bringing more of that into high school. The group addressed ways that students might be enlightened about college coursework.

At the end of the discussion, the consensus was that we'd like to keep the conversation going. In particular, the group wanted to look over more syllabi, sample assignments, and student writing to see where likely crossovers are. Overwhelmingly, this group felt a sense of shared purpose, community, and excitement. The secondary teachers are eager to have their faculties and students work more closely with ACC faculty, and ACC faculty are eager to align with the secondary faculty.

Meeting #2, May 5, 2010

In the discussion of ideas to help students, the group emphasized concerns about student reading—what was being read in classes and how reading skills are deficient, in many cases, in secondary and post-secondary classrooms. We talked about the difference between regular/academic students and those in AP classes. We discussed the need to review rubrics. ACC faculty shared assignments and course documents. Diane Whitley Bogard presented how she teaches an online course. We discussed grading online and paper submissions. . Sherry Suttle presented the Moodle, and we will encourage all participants to begin sharing work, ideas, etc. in that space.

Meeting #2, June 11, 2010

The meeting opened with brief introductions, and then the collaborative examined the following materials including: 10th grade essays from the International School and

Secondary Final Exam for Practical Writing, ACC Comp 1 Student Essay “Dealing with Co-workers Who Lack Productivity,” Timed Writing Rubric for AP English Essays, ACC Comp 1 Assignment: Writing About a Television Program; ACC Exit Level Developmental Writing Profile; ACC Comp I The Proposal Paper assignment and Rhetorical Analysis Exercise and samples of student writing; and ACC Comp 1 essay on gender.

Discussion was fluid—variances in expectations and student achievement were addressed. Similarities in student errors in secondary and college writing were observed. Understanding scaffolding of secondary assignments and rubrics for college assignments shed light on common ground and teacher expectations.

Both faculties expressed a desire to do more of the same—reading and discussion assignments and work. In addition, we would like to introduce college faculty and assignments to secondary students.

Meeting #3, September 29, 2010

The meeting opened with introductions and a demonstration of the “three-clicks” rule on the ACC web site. (The three-clicks rule—officially Texas Administrative Code, Title 19, Part 1, Subchapter N, Rule §4.228—is a Texas state mandate that all course information, including syllabus and instructor’s curriculum vitae, be available online and no more than three clicks away from the college’s home page.) We discussed the reason behind the rule and agreed that it will be useful for secondary teacher and students.

We discussed a variety of Composition 1 assignments, debated the use of rubrics in the classroom, and considered how these assignments follow the secondary assignments students will be most accustomed to writing prior to college.

Many of our collaborative participants are also taking part in the AISD/ACC program, which we began developing after our summer meetings. As that program is carried out, we look forward to discussing the results of having ACC faculty teach a lesson in an academic AISD classroom.

For our next meeting, we plan to discuss a short section of the *Carnegie Report Writing to Read: Evidence for How Writing Can Improve Reading* and note how secondary and post-secondary faculty may use the information.

Meeting #4, December 1, 2010

The meeting opened with introductions and welcoming of new members—AISD and ACC faculty who just participated in the program in which ACC instructors taught a “slice of college” in a handful of AISD senior English classes. We discussed ACC faculty’s, AISD faculty’s, and students’ experiences. The general consensus is to continue to develop the program, potentially expanding to an onsite program in which high school students visit ACC and to a new program targeted at at-risk students.

Kristie Hotchkiss from the University of Texas led the discussion of *Writing to Read: Evidence for How Writing Can Improve Reading*. She guided us to a number of specific practices in writing that improve reading skills. Some noteworthy points included that high school English teachers felt unprepared to teach writing, that explicit instruction and modeling for students is enormously beneficial, that teaching the writing process (including sentence construction and spelling) benefits readers, and that students should write more.

Meeting #5, May 11, 2011

The meeting opened with introductions; it was a small group. We discussed the ACC/AISD Program to Promote College Readiness. We talked about testing and credit options high school students take as well as how the new standardized tests are working in conjunction with CRS. Finally, we made some plans for the Fall semester, including a review of college composition texts and a comparison of secondary and postsecondary first day assignments. ACC faculty would like to see secondary syllabi, which our collaborative has not yet seen.

What we learned

The collaborative sessions unlocked a great deal of information that can help secondary and post-secondary faculty understand how to improve college readiness. Secondary teachers explained that the Composition 1 syllabi and assignments as well as the Expectations document helped them plan curriculum for high school students. They cited shared syllabi, rubrics, and the Expectations document as valuable resources.

Postsecondary instructors learned about secondary writing expectations, the policies that govern secondary instruction, and teachers' strategies for improving students study skills and behaviors along with the pressures secondary instructors face from parents.

Discussion of AP, Early College Start, Dual-enrollment, and placement testing helped the college faculty distinguish different secondary student populations.

Much of what we learned can be assimilated into answers to five important questions.

What are some similarities between high school and college English?

Feedback shared by teachers included that "the commonality of experiences in high schools and college literally 'blew me away'" as we learned that our pedagogical goals are nearly the same: students should read critically and write effectively, using logical organization, properly supported arguments, and competent grammar and mechanics. Both faculties cited lack of student motivation and independent learning as problems. We noted that students are reluctant to read and revise their work; both faculties work to prevent plagiarism. Both faculties also struggle with the logistics of effectively grading a large volume of written work from students.

What has been the impact of state testing on students' writing?

In the recent past, state testing had a negative impact on students' writing with regard to college readiness. In 2002, state writing tests included prompts that required personal writing, so that's what the majority of students are taught. Yet, Composition 1 seldom, if

ever, permits personal writing. The new EOCs and CCRS emphasize literary, expository, and persuasive writing, which will hopefully impact student preparedness. Since 2002, students have had no exposure to expository writing before college. So much focus on taking multiple choice tests, even in primary grades, has disrupted writing instruction in high school. We are optimistic that the new EOCs will lead to more analytical writing samples; however, both faculties are concerned that the EOC essays force students to write an entire essay, by hand, on a single 26-line page.

What are some cultural differences between college and high school?

In high school, teachers are strongly discouraged from failing students; one student even reported that “teachers help them too much.” Teachers are required to give students opportunities to make up late work and revise poor work for a higher score. But, in college, these opportunities are not provided. This may explain in part why 40% of college Composition 1 students earn a D or F or drop the class. Attendance policies vary, and some college faculty drop or fail students for not attending class. Large number of mandatory grades in high school courses can result in “padding” the grade with completion marks. Students rarely (if ever) have completion grades in college so they are unprepared for the impact that a zero will have on their averages.

Many Composition I students behave as they do in high school in terms of exercising poor study skills, and they end up failing. Secondary faculty commented that students give up too easily. College faculty expect students to take notes and seek help when they need it; high school faculty offer more hands-on support to students.

What are some content differences between college and high school?

Senior high school English classes are literature classes while Composition 1 courses emphasize analysis of nonfiction. Many secondary students learn rhetoric and argument in 10th and 11th grades, so a new college freshman may not have had rhetoric, argument, or writing instruction in 1-2 years before entering college. College faculty should remind students of what they have learned in the past. Secondary senior English teachers want to push for more critical analysis and to include more nonfiction, especially for non AP students. Similarities in student errors in secondary and college writing were observed in students writing samples; faculty expectations were similar.

What can we do to improve success in college Composition 1?

An array of suggested practices emerged.

1. Have secondary classrooms emphasize independent learning
2. Introduce secondary students to college syllabi, assignments, and texts
3. Teach more nonfiction in senior English classes
4. Provide secondary students and their parents with an Expectations document as well as data about students’ current rate of success in college
5. In post-secondary classes, promote peer study groups since this is an effective strategy used in high schools
6. Ensure that students in high school and college identify goals at the beginning of class

7. Remind college students of skills that they learned in high school, including argument and research skills
8. Spell out plagiarism policies clearly in both secondary and college classrooms
9. Regularly review syllabi and assignments to continue the discussion of alignment between secondary and college classes

Clearly, some of these suggestions can be quickly implemented (such as showing students a single college syllabus) while others will require more steps—such as changing the secondary curriculum to include different texts. However, these nine practices are concrete steps faculty can take—and document—to improve college readiness. As well, they connect to the CCRS and so may enhance students’ performance on the EOCs. Furthermore, these practices reaffirm the importance of continued dialogue and collaboration between college and secondary faculties.

Program development based on the work of the collaborative

The collaborative led to the development of three separate programs, one of which is complete and two of which are currently in development.

The first program put community college teachers in direct contact with senior English students. This pilot program was called the ACC and AISD Programs to Promote College Readiness, and it took place less than one year after the formation of the collaborative. A second program, much less formal, partnered ACC professors with English faculty in hands-on curriculum planning. Finally, the third program is expanding to include instruction in math, biology, and social sciences; it involves a campus visit and greater exposure to college culture.

Program #1 ACC and AISD Programs to Promote College Readiness Overview (completed)

In Fall 2010, approximately 280 AISD senior English students from Garza, Eastside, LBJ, and Anderson high schools participated in a pilot program to promote college readiness. Nine ACC English faculty and 5 AISD faculty participated.

In this program, college faculty developed a college-level lesson based on a reading assignment. College faculty met with students three times. At a brief introductory meeting, the college instructor introduced himself or herself and gave reading homework. At the second, longer meeting, the college faculty gave a freshman-level lesson, comparable to what might be taught in an ENGL 1301 course. Students were given a writing assignment to complete, and both high school and college instructors graded the students’ work. A third, short visit from the college instructor took place when the graded assignments were returned and follow-up was provided.

At the final meeting, students completed an evaluation of the program, and the analysis of that evaluation is provided below. A solid majority of the students reported the time in the classroom with the ACC professor the program overall, was good or great. The most

revealing responses came in students open-ended answers to questions about the program, which have been analyzed and sampled in this report.

The faculty who participated also described their experience, and most would choose to participate again. Suggestions to improve the program focus mainly on better communication and coordination between the faculties.

Student Evaluation of the Program

Part 1, Student Experience

Students were asked three questions about their experience. They answered as follows:

Question 1: The time we spent in the classroom with the ACC professor was:

27% Great 51% Good 17% Fair 5% Poor

Question 2: The assignment we had to turn in was:

15% Great 51% Good 27% Fair 7% Poor

Question 3: My overall evaluation of the program is:

23% Great 46% Good 24% Fair 7% Poor

Clearly, the students enjoyed the exposure to college teaching, with the time spent with ACC faculty ranked as the best part of the experience. Since the program was mandatory, some students resisted the assignment. Improvements in the assignment, including adding a grading rubric or using an article more popular with the students may be considered.

Many students wanted more time with the instructor in order to improve the program. As well, program success varied somewhat at different schools. Please consult the attached data tables for more comprehensive information about the program at each of the area schools.

Part 2, Student's Perceptions of College Readiness

We also asked students to assess their own college readiness.

Question 4: Do you think you are academically ready for college composition:

22% Ready 49% Almost Ready 23% Not Sure 6% Not Ready

Question 5: Do you think your study skills (like organization and time management) are ready for college composition?

20% Ready 38% Almost Ready 30% Not Sure 11% Not Ready

Since these questions were asked at the end of the program, it is difficult to see if the students felt the program improved their college readiness—and, of course, self-reporting may not reflect actual college readiness. However, the data gathered does suggest that students may recognize they are not quite college ready. At ACC, student passing rate for ENGL 1301 hovers at about 60 percent, which correlates with students' indices: only about 20% were confident that they were ready. 72% felt Ready or Not Sure for College Composition and 68% felt Ready or Not Sure for composition in terms of study skills. Improving students' study skills may be an effective means of improving college preparedness as perceived by the students themselves.

In future programs, we should ask students to assess their college readiness before and after the program.

Part 3. Students' Comments

Almost all students left comments. Many of the same comments arose across campuses and classrooms.

Question 6: What, if anything, made this class and assignment different than a high school class and assignment?

Student answers fell into three general categories. They commented on the grading rigor; the deadlines, assignment management, and structure of the program; and the content of the assignment itself (the academic material). Representative comments include the following

- *No daily reminder of "You need to turn in your work:" the challenge was new for me at least. Responsibility was on me this time.*
- *The deadline was very serious and having to cite was very different for me*
- *It set a higher standard*
- *The assignment was more focused, deep, and a little bit more challenging*
- *The article was much harder to interpret than what we have been reading recently*
- *Hardcore discipline needed*

Question 7: What could we change about the program to make it better?

Answers here were extremely varied, ranging from the practical (such as the suggestion of a rubric), to the complimentary (such as "don't change anything"), to suggestions to make the program less demanding, which would defeat its purpose. A repeated request was to have the course taught at ACC, but the most common comments requested more time to complete the assignment and the opportunity to spend more time with the college professor. Below is a selection of the varied responses.

- *Give us more time for the assignment*
- *I think it will be better if a student gets a good view while being in the environment of ACC*
- *Speak to only kids that know they want to go to college*
- *Have more time to discuss the article and dive deeper into a class lecture*
- *Allow the teacher to come more to the classroom*
- *An example paper might be helpful*

Question 8: What worked best about the program?

The students' answers indicate that they valued the time spent with the ACC professor, the challenge of the work, the content of the assignment (which is surprising, since the numeric indicators were not so favorable), the usefulness of feedback from the college professor on their writing assignment, and the ability to measure themselves against college expectations. Some selected comments follow.

- *I understand more about what it takes to succeed in college.*
- *Having a professor grade the papers*
- *It made me realize that the grading is more strict and I need to work on my writing.*
- *Showed me why I am not ready for college*
- *Made me think*
- *The fact that we had to turn in a paper for the ACC teacher to grade!*
- *The relationship between the student and the ACC teacher*
- *That we were treated as adults*
- *The professor got us motivated to go to college*
- *The feedback about our essays*

Question 9: Any other thoughts or comments?

Many students used this question to express their thanks for the program. Others shared their concerns. A sample of the wide range of comments is presented below.

- *Great opportunities for high school students. Thanks. As much as I wasn't looking forward to it, I enjoyed myself.*
- *It was an eye opener about college class and a fun experience.*
- *College is hard*
- *This was a great experience for me*
- *The assignment wasn't that too hard but one last semester and I think I ready for college*
- *Can't wait for college*
- *It was very difficult for me. Hopefully before going to ACC I'll have prepared to do stuff like this.*

- *Eh, it was alright. I didn't like the way my paper was graded. I felt like my paper was really good, and then when I found out what I made, I was like, "what the [expletive]." So I didn't like it.*
- *This program should be promoted. It helps teens get ready for that next step into college and independent learning*
- *I appreciate a challenge and an opportunity to prove that I'm ready for college*
- *I have a funny feeling that we'll be doing this again next semester.*

Instructor Evaluation of the Program

At the completion of the program, instructors were sent an evaluation form. The evaluation asked instructors to comment on the program's structure, assignment/assessment activity, student performance, and what to add or remove from the program to improve student success.

Overwhelmingly, instructors noted that collaboration between faculties is key for student success. One instructor suggested an introductory questionnaire to align objectives, and several instructors commented that a discussion of grading standards before and after student completion is necessary. The format of three meetings, spaced out over several weeks, was critiqued as unrepresentative of the way that college classes are actually taught—requiring ACC teachers to meet with students in succession would be a more authentic experience. Many AISD students, particularly in at-risk schools, did not complete the assignment; ACC instructors suggested additional reminders about due dates from the AISD faculty might help. At one campus, LBJ, the most of the students did not complete the work, and so their evaluations were not administered. Improving communication, in person and over email, is critical as is ensuring that all faculty involved in the program actively participate in its coordination.

Logistically, participating faculty felt the program was implemented effectively at the preparation stages, with the exception of the need for an initial planning meeting between instructors before the first class meeting.

Some concerns about teaching at-risk students (Eastside and Garza) emerged. One instructor explained that "I'm talking college, and the majority of the students were not likely to graduate from high school."

Of the instructors who responded, one commented that the writing assignment should have a minimal effect on student grades and not count as a major grade; the instructor explained that the assignment should not be a full-scale ENGL 1301 major paper but a "prep work" assignment. Other faculty commented that, of those students who participated, the work was on level with what is expected from ENGL 1301 students at the beginning of the semester.

Finally, most ACC instructors reflected that this pilot, which was developed and implemented quickly, was valuable and most would consider participating in it again.

Wendy Lym

14

Wednesday, July 27, 2011

Draft

Administrator Evaluation of the Program

I am deeply grateful to the secondary and post-secondary faculty who committed their time, energy, creativity, and flexibility to this program. I believe that overall, more than 280 AISD students were able to gain valuable experience and preparation for college-level writing. In turn, we have unique and revealing insight into the seniors' views about college writing and college coursework. I appreciate how well both faculties worked together.

At the onset of this program a fifth high school, McCallum, was invited to participate, but withdrew due to concerns about the integration of the college assignment into existing curriculum. As well, two ACC faculty members pulled out due to lack of communication with the secondary instructors. I believe these problem areas could be alleviated if a dedicated contact from AISD was available to assist in the planning, coordinating, and communicating among faculty as the program develops. While it is possible to work on a teacher-to-teacher level, the logistical management of the program would benefit from a coordinator at ACC as well as at the school district.

I also believe that the best experiences will come from secondary teachers who volunteer to participate and who wish to be engaged in the program from the initial planning through its end stages.

Following the program's completion, faculty from Eastside, Garza, and the Settlement Home (which was not a part of this pilot) met to discuss tailoring a program to the needs of at-risk students. Indeed the development of two programs, one held at ACC for at-risk students and one held on the secondary campuses as in our original program design, might make the most sense given the different expectations and experiences of AISD students from different campuses.

Next Steps

Given the warm reception and interest of continuing the program, I believe next steps should include the following:

- Sharing this report with participating faculty and interested parties at the secondary and post-secondary level
- Follow-up of students who participated in the program and subsequently enroll at ACC for ENGL 1301. This would entail using student ID numbers to track students who attend ACC following high school graduation.
- Development of a similar program in new classrooms for second-semester seniors at AISD

- Development of a more comprehensive fall program for 2011 in which more AISD classrooms and campuses may be involved; an emphasis on teacher collaboration should offset many difficulties encountered in the pilot

Acknowledgements

I appreciate Gary Madsen's tireless support for this program, and I am indebted to Vicky Franklin for her administrative assistance. In addition, I would like to formally express my gratitude to the following individuals who opened up their classrooms: Gavino Barrera (Eastside), Stacia Bowley (Anderson), Julia Champine (Garza), Mark Cunningham (LBJ), and John Villarreal (Anderson); who taught the college content Anja Brand, Damon Caraway, Christie Carr, Kelly Holt, Heidi Juel, Brinda Roy, Katie Sanders, and Diane Whitley-Bogard; and who were willing to offer advice, critiques, and support for this program: Jeff Trower, Marcella Phillips, Adrienne Thresher, Paul Rials, Jennifer Hamilton, Lana Bongiolatti and Cindy Hamlin.

Program #2 Curriculum Planning: Garza and Anderson High Schools (on-going)

English faculty from two high schools that participated in the ACC and AISD Programs to Promote College Readiness joined 3 ACC faculty members in a workshop. In this instance, the instructors gathered to plan curricula for Anderson and Garza, two high schools in Austin ISD. Following a planning session in May 2011, the two faculties will reconvene in August to fine-tune the high school curriculum.

Program #3: Eastview Program For College Readiness (on-going)

Drawing on the success of the ACC and AISD Programs to Promote College Readiness, the ACC CRS Faculty Teams, Garza High School, and Settlement Home school have agreed to pilot a comprehensive program to directly expose secondary students to the expectations and experience of college coursework while providing the academic and social support afforded by secondary faculty, post-secondary faculty, advisors, college students, and college staff.

Program Overview

This program will combine direct instruction with an all-day campus visit that exposes high school students to the academics and environment of a college campus.

The academic program: This program will follow the same structure as the ACC and AISD Programs to Promote College Readiness. However, the lessons will be expanded to include both math and language arts and the second meeting will take place at Eastview campus.

The campus program: On the day that students visit Eastview campus, they will take part in multiple activities. Among these will be exposure to a college-readiness lesson (D.Lauderback, Social Studies) and a DNA fingerprinting lab (A. Sessions, Science); the core lesson of the academic programs described above; a campus tour; meeting with advisors; meeting with students and/or student government for discussion (could happen over lunch); “sit-in” on on-going classes in various disciplines; visit with admissions; and visit with testing center and assessment partners.

Works Cited

Comment [WLL2]: All citations need work

ACT. The Condition of College and Career Readiness: Class of 2010, Texas. Web. 15 June 2011.

Andrea, Venezia, et al. "Improving Alignment between Postsecondary and Secondary Education: The Texas College and Career Readiness Initiative." *Online Submission* (2010): ERIC. EBSCO. Web. 1 June 2011.

Austin Community College Fall 2010 English Department Performance Snapshot. Office of Institutional Effectiveness and Accountability. Web. June 15 2011.

Barriers to Implementing College and Workforce Readiness Initiatives in Texas, 14 June 2011.
http://www.tasb.org/legislative/resources/documents/barriers_handout.pdf

Conley, David T. "Rethinking College Readiness." *New Directions for Higher Education* 144 (2008): 3-13. ERIC. EBSCO. Web. 1 June 2011.

Graham, Steve and Dolores Perin. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to Carnegie Corporation of New York*. Washington D.C: Alliance for Excellent Education. Print. 2007.

Office of Community College Research and Leadership Illinois University, et al. "The Illinois College and Career Readiness Act: Year-One Evaluation Results." *Office of Community College Research and Leadership* (2009): ERIC. EBSCO. Web. 1 June 2011.

Appendix A
Expectations of Skills and Knowledge for Incoming Composition I Students
Approved by the English Department
Spring 2009

Below are the skills we expect students to have a basic understanding of when they enter Composition I.

Reading

- Know the difference between fact and opinion.
- Read a text and summarize it.
- Read a paragraph and identify the main idea.

Content Development

- Use correct and appropriate diction.
- Know the difference between objective and subjective.
- Use examples and other supporting details to support ideas.

Organization

- Write an introduction that introduces the topic and leads to the thesis.
- Write a thesis statement that addresses the writing prompt.
- Organize a paragraph using a main idea/topic sentence, explanations, and examples.
- Write sentences that connect ideas with transitions and are ordered logically.
- Write a conclusion that reinforces the thesis.

Grammar/Mechanics

Sentence Construction

- Construct complete sentences—avoid run-ons, splices, and fragments. Sentences should make sense.
- Demonstrate subject-verb agreement.
- Keep verb tense consistent.
- Keep sentences parallel.
- Use correct verb endings.

Grammar

- Use correct punctuation, including commas, periods, question marks, exclamation marks, quotation marks, and apostrophes.
- Follow capitalization rules.
- Use pronouns correctly (case, agreement, and reference).

ESOL Issues

- Choose correct prepositions.
- Use the correct form of commonly confused English words and idioms.
- Use correct verb forms.

Documentation

- Have awareness that one needs to document sources.
- Understand the definition and examples of plagiarism.

Eastview Program for College Readiness
Prepared by Wendy L. Lym, Austin Community College

Mission

Drawing on the success of the ACC and AISD Programs to Promote College Readiness, the ACC CRS Faculty Teams, Garza High School, and Settlement Home school have agreed to pilot a comprehensive program to directly expose secondary students to the expectations and experience of college coursework while providing the academic and social support afforded by secondary faculty, post-secondary faculty, advisors, college students, and college staff.

Program Overview

This program will combine direct instruction with an all-day campus visit that exposes high school students to the academics and environment of a college campus.

The academic program: This program will follow the same structure as the ACC and AISD Programs to Promote College Readiness. However, the lessons will be expanded to include both math and language arts and the second meeting will take place at Eastview campus.

The campus program: On the day that students visit Eastview campus, they will take part in multiple activities. Among these will be exposure to a college-readiness lesson (D.Lauderback, Social Studies) and a DNA fingerprinting lab (A. Sessions, Science); the core lesson of the academic programs described above; a campus tour; meeting with advisors; meeting with students and/or student government for discussion (could happen over lunch); “sit-in” on on-going classes in various disciplines; visit with admissions; and visit with testing center and assessment partners.

Developing the Program

The success of this program relies on a few key factors:

- Collaboration between Garza, Settlement Home, and the CRS Faculty Team
- Cooperation of Campus Managers and other Eastview partners
- Faculty-driven lessons, assignments, and assessment
- Funding and institutional support at the college level
- Funding for transport and institutional support at the secondary campuses.

Recruitment and Program Approval

This task is complete. The secondary institutions are on board to participate. The CRS Faculty Teams are on board as well.

College lessons in Composition I and Math will take place with CRS Faculty Team chairs in Math and English. Additionally, chairs in Social Studies and Science will develop classes/programs to directly teach secondary students about college readiness and critical thinking skills.

Implementation

Below are two implementation charts to guide the Academic and Campus programs.

Academic Program Task	Responsible Parties	Date to be Complete
1. Finalize dates and times for the 3 meetings in October/early November.	Wendy Lym, Mayola Toliver, Julia Champine	COMPLETE
2. Compile and share a master email list of faculty participants from ACC, Garza, and Settlement Home.	Wendy Lym	May 2
3. Hold an initial planning meeting with secondary and postsecondary faculty in attendance.	Wendy Lym	COMPLETE
4. Prepare a calendar indicating class days and times for high school instruction.	Wendy Lym, Mayola Toliver, Julia Champine	COMPLETE
5. Schedule college faculty visits at high school campuses	Wendy Lym	Final dates to be determined in September
6. Details of individual high school campus policies, student characteristics, maps, technology available, etc. explained to college faculty	Mayola Toliver, Julia Champine	COMPLETE
7. College faculty prepare material.	ACC English and Math	August-September
8. High school faculty prepare students for the program.	AISD Faculty	August-September
9. College faculty make the first visit to the high school; introduce themselves and set expectations; students complete a brief self-assessment.	ACC English and Math	Sept. 13 or 14
10. High school students visit Eastview campus for the second meeting.	All ACC CRS Faculty, AISD Faculty	Sept. 23
11. At the high school, 2 copies of the assessment are collected. 1 copy is sent to the college faculty.	AISD Faculty	Sept. 29 or 30
12. Assessment of student work.	ACC English and Math	Oct 1-10
13. College faculty make the third visit at the high school; share results of the lesson and assessment; students complete a program assessment.	ACC English and Math	Oct 11 or 13
14. Award compensation/credit hours to faculty for participation	Wendy Lym	November
15. Review the process and grading in a concluding meeting of both faculties	All ACC CRS Faculty, AISD Faculty	January 2012

Campus Program Task	Responsible Parties	Date to be Complete
1. Finalize dates and times for the October meeting at Eastview (EVC)	Wendy Lym	COMPLETE
2. Determine the number of participants. See List of Participants below.	Wendy Lym	COMPLETE
3. Contact the EVC Campus Manager's Office to request services and rooms/lab	Wendy Lym & Alice Sessions	COMPLETE
4. Contact Dean of Student Services at EVC to request support	Wendy Lym	COMPLETE
5. Prepare a tentative schedule of events	All ACC CRS Faculty	COMPLETE
6. Contact Summer Bridge, College Connection, Assessment & Advising; Admissions, Student Life (for lunch volunteers), Library, Financial Aid, African-American Cultural Center, Men of Distinction, for participation in booths	Wendy Lym (will get names from Dean Kinney)	June/July
7. Contact faculty teaching at EVC for class visits	DROPPED	XXXXXXXXXXXX
8. Finalize schedule of events	All ACC CRS Faculty	COMPLETE
9. Reserve classroom spaces as needed.	Wendy Lym	COMPLETE
10. Send final itinerary to Garza and Settlement Home	Wendy Lym	COMPLETE
11. Final planning Meeting	All ACC CRS Faculty	September
12. Arrange for lunches	Wendy Lym, Vicki Franklin	September
13. Campus Program	All ACC CRS Faculty, AISD Faculty	Sept. 23
14. Review the program in a concluding meeting of both faculties	All ACC CRS Faculty, AISD Faculty	January 2012

Report

Describe any problems, solutions, suggestions, etc. that occurred as we carried out the steps above. Prepare a written report or reflection of student performance, evaluate the collaborative process and usefulness of the program, and make suggestions for future improvements to the program.

Amended Schedule 6/21/11

9:00-9:15	Welcome
9:15-10:15	Social Studies/Science Lesson
10:15-10:25	Break
10:25-11:25	Social Studies/Science Lesson
11:30-12:15	Lunch w/ACC Students
12:15-1:15	Booths to Visit: Summer Bridge, College Connection, Assessment & Advising, Admissions, Student Life, Library, Financial Aid, African-American Cultural Center, Men of Distinction
1:15-2:15	ELA/Math Lesson
2:15-2:30	Break
2:30-3:30	ELA/Math Lesson

We can expect 8-10 students from Settlement Home and 25-30 from Garza.

Master Email List

Wendy Lym	wlym@austincc.edu	ACC—English
Alice Sessions	asesion@austincc.edu	ACC—Biology
David Lauderback	dlauderb@austincc.edu	ACC—History
Joey Offer	joffer@austincc.edu	ACC—Math
Julie Kostka	jfisher2@austincc.edu	ACC—Math
Gary Madsen	gmadsen@austincc.edu	ACC—P-16 Initiatives Director
Vicki Franklin	vfrankli@austincc.edu	ACC—P-16 Administrative
Mayola Toliver	mtoliver@mail.utexas.edu	Settlement Home, Principal
		Settlement Home, English
Haik Rainey		Settlement Home, Math
Julia Champine	julia.champine@austinisd.org	Garza, English
Alicia Jimenez		Garza, Math
		Garza, Principal
Hazel Ward	hazelw@austincc.edu	ACC, Dean of Communications, Eastview
Dorado Kinney	dkinney@austincc.edu	ACC, Dean of Student Services, Eastview
Juanita Mendez	jmendez@austincc.edu	ACC, Campus Manager, Eastview

COLLEGE AND CAREER READINESS STANDARDS & ENGLISH/LANGUAGE ARTS SEMINARS WITH ACC CONTINUING EDUCATION

The Career and College Readiness Standards (CCRS) in English/Language Arts emphasize reading, writing, speaking, listening, and research skills to increase student success in post-secondary education and in the workforce. These standards promote success in college composition as well as in almost every other degree and workforce program offered by ACC.

With these standards in mind, ACC English faculty will offer tutorials to secondary and postsecondary educators across multiple disciplines, including social studies, science, and math. Such tutorials will offer educators strategies for teaching and incorporating reading, writing, and research in their fields.

Seminar or tutorial topics may include the following:

- Note-taking skills for reading assignments
- Framing research questions, finding and evaluating resource material, following citation styles, and incorporating evidence into arguments
- The writing process—from brainstorming to proofreading
- Grammar and mechanics review
- Assessing written work using rubrics, holistic grading, and portfolios

Seminar formats will vary based on teacher disciplines and coordination with other fields of study.

Sample Schedule for a Half-Day Seminar

- A) 1 hour reading strategies tutorial (ELA)
- B) 1.5 hour discipline-specific seminar (Math, Science, Social Studies)
- C) 1 hour research practicum in which teachers generate research assignments based on content from the discipline-specific seminar (ELA)

Sample Schedule for a Full-Day Seminar

- A) 1 hour reading strategies tutorial (ELA)
- B) 1 hour writing process tutorial or grammar/mechanics review (ELA)
- C) 2 hour discipline-specific seminar(s) (Math, Science, Social Studies)
- D) 1 hour research practicum in which teachers generate research assignments based on content from the discipline-specific seminar (ELA)
- E) 1 hour writing assessment tutorial (ELA)

Prepared by Dr. Wendy L. Lym, Associate Professor of English and CCRS Language Arts Chair, Austin Community College.

Introduction

Continual debate around calculator usage in mathematics classrooms makes it difficult to use the tool effectively in the spirit of current standards, national and local. This is especially challenging with the new College and Career Readiness Standards. High school faculty and community college faculty are being asked to “close the gap” between the set of skills students need to acquire in high school to meet standards and graduate and the set of skills students need in order to be prepared for college-level mathematics courses. However, in most high school courses, students are allowed and encouraged to use graphing calculators, and students are allowed to use graphing calculators on end-of-course exams. At Austin Community College (ACC), graphing calculators are not allowed on math placement exams or in developmental courses, and graphing calculators are not required in our college-level courses. For these reasons, the usage of calculators continues to be a topic of conversation when these “gaps” are discussed. Providing students with the support to transition between this varying use of calculators can be challenging for college faculty. One solution is to create lessons that focus on the potential benefits as well as dangers of calculator use in the classroom that will close this gap. Adjunct faculty, in particular, will benefit since they do not have as much time to develop in-depth activities.

Potential Benefits of Calculator Usage in the Classroom

- Students will be able to move more fluidly among mathematical representations.
- Students will be able to discover mathematics by making and proving their own conjectures.
- Students will use graphs and tables to study mathematical patterns.
- Students will use calculators to perform computations and algebraic manipulations so they can spend more time on developing problem-solving and reasoning skills.

Potential Problems Associated With Calculator Usage in the Classroom

- Students will use the tool as a crutch and not be able to successfully perform basic algebraic and numeric manipulations required to be successful in college-level mathematics courses.
- Students will lose their number sense and ability to reason whether an answer is correct or incorrect.
- Students will not be able to think or communicate mathematically without a calculator in hand; they will lose the ability to trust their own mathematical judgments and reasoning.
- Students will lose efficiency; they will choose to use the calculator with guess and check methods instead of simply thinking about a problem.
- Students will spend too much time learning the tool and not learning the mathematics.

Connecting Calculator Usage and the Standards

- Using calculators in the classroom changes the types of problems and activities used in conjunction with the tool. Therefore, it is important to develop such problems and activities that are in alignment with the College and Career Readiness Standards, while not compromising mathematical rigor.
- These types of activities will support the cross-curricular standards.

Project Goals/Deliverables

- Develop lesson plans for both high school and developmental mathematics that address the College and Career Readiness Standards and incorporate effective uses of a calculator in the classroom to prepare students for college-level mathematics courses. Lesson plans will be disseminated via faculty web sites. These activities can also be used in future workshops.
- Provide annotated web links with details on how to translate activities to a variety of technologies, including free online graphing packages.

Roles of Facilitators and Faculty

- **Facilitators:** Julie Fisher and Joey Offer, faculty in the mathematics department at ACC, will facilitate three meetings among faculty and participate as mathematics subject matter experts. The facilitators will guide the lesson planning and produce web-delivered lesson plans available via their websites at ACC.
- **Post-secondary Faculty:** Post-secondary faculty members will be invited to assist with evaluation of the materials.
- **Secondary Faculty:** Secondary faculty who are currently in the classroom will be invited to participate in three meetings to develop lesson plans.

Proposed Budget: \$11,500

2 Facilitators	\$5000
4 High School Faculty (\$300 a day for three days).....	\$3600
Working Lunch (lesson plan/evaluation days).....	\$350
Technology Consultant.....	\$700
Learning Resources (books, manipulatives, software).....	\$650
Evaluation of Materials.....	\$1200

A College Readiness Curriculum...

<p><u>Provides</u> Students the opportunity to prepare for tests (AP) while learning the knowledge and skills of the discipline A vertically and horizontally aligned set of standards across the core content areas Enhancement and acceleration for students who have mastered skills Support for students who struggle to master a skill so they can master it and be prepared for college Rigor Support Cross-disciplinary thinking Opportunities for students to continue their education Both the content knowledge and skills Opportunities for all students with goals to have post secondary education</p>	<p><u>Leads To</u> Equal access to post-secondary opportunities for all students Creative thinkers. Students who are able to take thoughts and ideas and mash, mold, meld them into other things More students entering college prepared for success A sense of achievement, a sense of accomplishment Frustration Understanding Equal access Multiple partnerships for graduation accomplishments Success in college and career Accomplishing goals/career/giving students the belief that they can have better lives</p>	<p><u>Supports</u> Critical thinking Application of analysis and exploring the “hows” and “whys” The student in financial planning by assisting with FAFSA application and scholarship pursuit The students by giving them the tools they need to be better students. To become more self-aware of their learning needs Higher earnings All students Understanding Rigorous academic curriculum The expectations of the community – business leaders, college faculty, and public Helping students diagnose strengths early and develop those early The ideas of self-sufficient</p>
<p><u>Develops</u> Successful habits in thinking, organization, self-reflection, initiative and confidence Awareness of how success will be measured Teacher focus and student focus Confidence Confident & self-reliant young adults with critical thinking skills Self skills not just content-oriented skills Skills, academic skills, confidence/belief they can reach education goals</p>	<p><u>Creates</u> An environment where it is not for the elite but for the prepared Rigor, not more work A sense of what college is and can do for oneself Need for additional student support Possibilities for students to continue their education after high school The innovative and productive business leaders & workforce of the 21st c. A seamless transition from K-12 to post secondary learning environments An environment for students to take risk in classes explore careers</p>	<p><u>Allows</u> The students to look at the curriculum through all facets of depth and complexity All students the opportunity to engage in rigorous coursework that equips them with skills and strategies for academic success Success For continuous evaluation of itself, feedback redesign based on results of empirical data Students to experienced experimentation</p>

A College Readiness Curriculum...

<p><u>Aligns</u> With the expectations that colleges have of the skills that students need in order to be successful Subjects (disciplines) with standard big ideas. Example: How does each discipline undergo change? To state standards as well as national college readiness standards With post-secondary expectations With standard curriculum Vertical To state standards Classroom expectations with college expectations Curriculum with the real world</p>	<p><u>Overcomes</u> Socio-economic disadvantages by providing support for students <u>and</u> their families to set educational goals Cycles of poverty, low wages and frustration The idea that college is for a select few and that only those with money and exposure can achieve</p>	<p><u>Generates</u> Creative thinking Interest in learning through a variety of means Conversations with parents and community stakeholders Improvement, conversation, disarray, dissatisfaction, chaos, satisfaction, frustration A college-going culture</p>
<p><u>Counters</u> The test taking mantra of our day The idea that demography=destiny The notion that learning ends at 12th grade...all of us will have to learn more to be successful not just the year immediately following 12 grade</p>	<p><u>Encourages</u> The development of soft or non-academic skills that will benefit students as they face challenges in post-secondary experiences Creativity and thinking. Students need to become more aware of their meta-cognition and how it affects their production All students to see themselves as having potential for post-secondary options Lifelong learning Students to attend higher education</p>	<p><u>Requires</u> A paradigm shift for teachers...to hold high expectations for ALL students and to send the message that <u>all</u> will have a plan for success A willingness to honestly evaluation the district's current weaknesses Conversation and action Assessment and re-assessment Alignment and realignment Support from all Involvement from K-12 school, adults/parents/student/all involved</p>

College Readiness Course Expectations

Grade 11

COURSE DESCRIPTION:

College Readiness is designed to prepare students for entrance into a four year college. Students will participate in daily SAT preparation lessons. Students will also write personal statements, complete college applications, register for placement exams, and develop a college portfolio. Students will use the remaining time as an independent study lab to complete homework and prepare for upcoming, assignments, projects or tests.

Outline of Course Content and Time Allotment:

Monday	Tuesday	Wednesday	Thursday	Friday
2:15 – 3:00	2:15 – 3:00	No Class	2:15 – 3:00	No Class

45 minute period

College Readiness 25 minutes

Students will complete SAT prep on a weekly basis. Lessons will be reviewed as a class. Students will participate in a variety of activities to prepare for entrance into a four year college. All activities will be maintained in a college portfolio binder.

Content Support 20 minutes

Teacher will check students' agenda book daily. Teacher will assist students with direct instruction, modeling, guided practice, checking for understanding, and independent practice. All work during this time block should be focused on the achievement of students in the core classes; aiming for achievement of a minimum 2.5 grade point average.

STUDENT EXPECTATIONS

Students need to:

- Complete daily SAT mini-lessons.
- Maintain 3-ring binder for college portfolio.
- Visit one college or university
- Register and take both the SAT and ACT by June 22nd.

- Complete all lessons

Course Grading Requirements

- Class will be graded on a Pass/Fail basis
- Students will receive a Pass if their College Portfolio is complete. Teachers will use a Quarterly Checklist to review required assignments. A sample checklist for Quarter 1 is provided below.
- Students will receive the checklist at the beginning of each quarter to keep inside of their portfolio.

College Readiness Quarter 1 Checklist		
The UC Personal Statement consists of three separate questions. Students must complete a draft, edit, and final copy for each question.		
ASSIGNMENT	DATE COMPLETED	TEACHER INITIAL
Transcript Review Worksheet		
College Readiness Binder		
PSAT Practice exam		
EOP Application		
People, Data, Things and Ideas Handout		
Career Assessment Guide		
The Career Key		
Parent Signature Grade Progress		
Autobiography		
CSU Campus facts		

Adapted District College Readiness Objectives

Adapted from: Progress Report P-16 College Readiness and Success Strategic Action Plan
Texas Higher Education Coordinating Board

Objective 1 – Define standards and expectations for college readiness for the district that address what students must know and be able to do to succeed in entry-level college/university courses and the skilled workforce.

Objective 2 - Align district assessments with entry-level expectations of higher education and the skilled workforce.

Objective 3 – Infuse PK, elementary, middle, and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.

Objective 4 – Establish sound accountability measures for college readiness in the district and for persistence and timely graduation in higher education.

Objective 5 – Create a college going culture in every PK, elementary, middle and high school classroom in the district.

Objective 6 – Collaborate with, and prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

Objective 7 – Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board’s Closing the Gaps plan.

Objective 8 - Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all secondary schools in the district.

ACC/Service Area ISD's workshop

February 2010

<p><u>College-going Culture</u></p> <ul style="list-style-type: none"> • Financial literacy related to college • The language of college • Routines and traditions of college • Career connections • Career planning • Majors and minors 	<p><u>Focus Areas</u></p> <ul style="list-style-type: none"> • Inclusion of all kids • Learning as a lifelong process • Instilling a love for learning • Helping students realize potential through setting of high expectations 	<p><u>Support Systems</u></p> <ul style="list-style-type: none"> • Support for success • Tutoring • Parents • Community • Cultural connections and relevance • Creating a college-going culture of confidence, achievement and success
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assessment of college readiness • Aligned instruments • Predictive instruments 	<p>College Readiness</p>	<p><u>Preparing for the Future</u></p> <ul style="list-style-type: none"> • Information media and technology • Research • Information literacy • 21st century skills
<p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Collaboration • Involvement of PK-16 stakeholders 	<p><u>Academics</u></p> <ul style="list-style-type: none"> • Academic rigor – defining and building • Specific and deep knowledge • Ability to evaluate and synthesize • Application across and within disciplines • Subject matter integration • What things mean within different disciplines 	<p><u>Critical Skills</u></p> <ul style="list-style-type: none"> • Personal development skills • Communication • Time management • Organization • Self-reflection • Resiliency and adaptability • Perseverance • Social skills

Strategies for High School and College Success Course

By Raymond Gerson

Knowledge and skills:

1. The student knows how to develop, write and achieve goals in seven different categories: Education and career, physical, mental, personal development and character, financial, family and social relationships.
 - Brainstorm and list short-term, mid-range and long-term goals in each of the seven categories
 - Select and write one clearly achievable goal for each category to begin pursuing
 - Identify and list the steps needed to achieve each of the seven goals
 - Develop timelines and deadlines for achieving a successful outcome for each goal
 - Identify possible obstacles and develop a plan for overcoming the obstacles
 - List the benefits of achieving each goal and how to use them to maintain self-motivation
 - Explain how these goals are relevant to education and achieving success in school
 - Identify a small goal that can be achieved in a week, the steps needed and write a self-reflection paper about the outcome and learning experience
2. The student will assess preferred learning styles and types of intelligence and match them to appropriate study skill strategies to enhance learning.
 - Identify preferred and best sensory learning styles
 - List study strategies that match learning styles
 - Identify three strongest types of intelligence using Howard Gardner's Multiple Intelligences
 - Identify the best study strategies for each of the three strongest intelligences
 - List careers that match each of the three strongest intelligences
 - Define Successful Intelligence according to Robert Sternberg and cite examples for the three types of thinking

- List the components of Daniel Goleman's Emotional Intelligence
3. The student knows how to apply principles of effective time management and how to overcome procrastination.
- Explain the 80/20 Rule and how to apply it to school work
 - Identify common time management mistakes and how to overcome them
 - Use small pockets of time to complete assignments on time
 - Assess planning skills and how to improve planning
 - List and explain five strategies for better time management
 - Use Steven Covey's Four Quadrants to identify priorities
 - Analyze common reasons for procrastination and explain strategies for overcoming them
 - Compare and contrast estimated time spent per week on activities with actual time spent
 - Write a time management self-reflection paper on lessons learned from analyzing the differences between estimated and actual time spent
4. The student is able to pay attention, understand and quickly recall information in textbooks, take class notes of the most important concepts and easily and quickly write good papers.
- Create and use study environments to maximize performance
 - Compile targeted questions while reading that maintain focused attention and understanding
 - Create study guides to enhance learning while reading textbooks and taking notes
 - Use think links and mind maps to increase understanding and recall
 - Annotate textbook passages effectively in simple language for greater understanding and remembrance of textbook material
 - Assess verbal and non-verbal cues from the teacher to predict test questions and understand main ideas
 - Explain and effectively use four phases of writing, and use journalistic questions to easily and quickly write a good paper

- Explain similarities between good writing and an artist creating a sculpture
5. The student knows strategies for successfully taking multiple choice and essay tests. The student knows memory techniques and how to use them for easily recalling information.
- List and use five different strategies to overcome test anxiety
 - Use test preparation strategies that develop self-confidence and excellent outcomes on tests
 - Compile a list of test taking strategies that can be used before, during and after taking tests
 - Identify key words that provide clues to correct answers on multiple choice tests
 - Differentiate absolute and qualifying words and phrases and use them to improve test scores on multiple choice tests
 - List directive words and what they mean regarding instructions for essay tests
 - List and use ten different memory strategies for improving recall of information
 - Demonstrate a minimum 50% gain in recall during a before and after test by applying memory strategies
6. The student knows how to assess motivated and strongest functional skills, special knowledge's and Holland Personality Types to determine appropriate college majors to research.
- Assess ten best and most enjoyable functional and motivated skills
 - Identify ten strongest self-management traits
 - List five special knowledge's
 - Identify top three Holland Personality Types
 - List top ten values
 - Identify five societal problems and needs that could become vocations of interest
 - List ten skills most wanted and valued by employers
7. The student knows how to develop and maintain excellent physical and mental health.
- Explain the three major categories of exercise and the value of each one

- List foods that are nutritious and foods that can be harmful to health
 - Compile a list of high risk and dangerous activities/situations and how to avoid them
 - List ten strategies for maintaining good mental health
 - Compile and analyze level of stress and identify strategies for reducing stress
 - Explain Maslow's Hierarchy of Needs
8. The student knows how to develop and use critical thinking skills to decide if something is accurate and of value.
- Define critical thinking and the benefits of using it
 - Explain Bloom's six levels of thinking and how to use them to think critically
 - Compose a list of questions for each of Bloom's levels of thinking
 - Use critical thinking to analyze and evaluate a story
 - List the false premises in an advertisement
 - Use critical thinking to solve problems
 - Identify the components of analytical thinking
 - Explain four components of Roger von Oech's creative process
 - Explain and use the CARS checklist by Robert Harris to evaluate research
9. The student knows proactive strategies for creating a successful and fulfilling life and how to make a positive contribution to others and society.
- Determine what needs to happen to have a successful life
 - List and use ten general success principles
 - Identify five strongest character traits and five more needing further development
 - Explain the value of a healthy and strong self-image and strategies for developing it
 - List and use strategies for overcoming self-sabotage
 - Explain the power of positive expectation and its value in school and life
 - Determine and write a personal mission statement
 - Write a success paper about a favorite past accomplishment

- Write a paper on most important strategies learned and how they will be applied



**Model Vertical Alignment Program
2011 Financial Expenditure Report**

Austin Community College

*Expenditure Reports **MUST BE** completed as an electronic worksheet.
Expenditure Reports completed manually will not be accepted.
Worksheet contains formulas for calculating totals and amount due to be returned to CB.
Institutions have access to areas highlighted in orange only.*

Budget Category	Purpose and Explanation <i>(Please include details sufficient to explain actual expenditures)</i>	Approved Budget	Actual Expenditures (FY10-FY11)
Personnel	faculty release time and adjunct stipends. (Reconciled totals through 6/30/11. Includes estimated expenses through 8/31/11)	\$82,640.66	\$82,640.66
Fringe Benefits	fringe associated with release time and stipends. (Reconciled totals through 6/30/11. Includes estimated expenses through 8/31/11)	\$13,974.21	\$13,974.21
Supplies	supplies and printing for workshops (Reconciled totals through 6/30/11)	\$1,571.13	\$1,571.13
Travel		\$0.00	\$0.00
Other Direct Costs	substitute teacher costs (Reconciled totals through 6/30/11)	\$1,785.00	\$1,785.00
Total Approved Budget		\$99,971.00	\$99,971.00
		Total Actual Expenditures (FY11)	
		Total Contract Amount	
		Remaining Balance	
		\$100,000.00	
		\$29.00	

Gary Madsen

Name/Title of Authorized Institutional Agent

Gary Madsen
By: Gary Madsen, Signature Authority for Gary Madsen
Executive Vice President

Electronic Signature

223-7087 | 223-7013 | gmadson@austincc.edu

Phone/Fax/Email Address of Authorized Institutional Agent

28-Jul-11

Date

For CB Use Only	
Approved ()	Disapproved ()
By: _____	
Date: _____	
Comments: _____	