

Attachment: Activity I

Activity I: Establishing Partnerships	
Purpose: To provide institutions the key components of effective partnerships as they choose partners to align secondary and postsecondary environments.	
Resources Needed:	Located :
<ul style="list-style-type: none">• Partnership Assessment Tool “Are We Ready to Partner?”and “Do We have the Resources?”• Partnership Assessment Tool Guiding Questions, “Are We Ready to Partner?”and “Do We Have the resources?”• Conley’ Report <i>Redefining College Readiness</i>	<p>This report, pages XXXXX An electronic copy may be obtained by contacting SFASU, hillb@sfasu.edu</p> <p>This report, pages XXXXX An electronic copy may be obtained by contacting SFASU, hillb@sfasu.edu</p> <p>https://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf</p>
Activity I Description:	
<ol style="list-style-type: none">1. After reading Activity I, pages XX to XX, complete the Partnership Assessment Tool, page XX, by circling responses based upon your perception.2. Total your score for each category3. Take the Guiding Questions Partnership Self Assessment Tool, page XX, and review questions addressing your lowest scores from categories 1-10. Discuss these areas based upon question probes.	
Once you are ready to partner:	
<ol style="list-style-type: none">1. Begin by choosing partners that fit your philosophy and needs2. Plan with partners (see planning document, page XXX)<ol style="list-style-type: none">a) Choose a leader of the partnership that can focus the partnershipb) Complete the charts and review your college and career readiness data for the partnership, page XXXc) Review Conley’s article on <i>Components of College Readiness</i>d) Define college and career readiness needs of the partnershipe) Prioritize the needsf) Discuss possible barriersg) Set goalsh) Set activitiesi) Determine resourcesj) Set timelinesk) Determine who is responsible for activitiesl) Set benchmarksm) Set meeting times of the partnership	

Partnership Self Assessment Tool

Section I: “Are We Ready to Partner?”

As your institution begins thinking about partnering with others to achieve a goal, please consider the following issues.

Circle the appropriate response based on your perception of your institution and total the score for each category..

1 = (SD) Strongly Disagree 2 = (D) Disagree 3 = (U) Unsure 4 = (A) Agree 5 = (SA) Strongly Agree

	SD	D	U	A	SA
Category I: Partnership Rationale					
1. We understand the goals of the partnership.	1	2	3	4	5
2. We believe there is a mutual benefit to working in a partnership.	1	2	3	4	5
3. We can articulate the vision of the partnership.	1	2	3	4	5
Total Section Score (Total circled numbers 1-3)	_____				

Category II: Building Relationships					
4. We can identify institutions with whom we feel confident working.	1	2	3	4	5
5. We want to work in partnership with other institutions.	1	2	3	4	5
6. We are able to trust another institution to work together professionally	1	2	3	4	5
Total Section Score (Total circled numbers 4-6)	_____				

Category III: Leadership Skills of Members					
7. We have teachers with leadership qualities ready to work together.	1	2	3	4	5
8. We have support for partnerships from administration.	1	2	3	4	5
9. We have a strategy to identify our participants for work in the partnership.	1	2	3	4	5
Total Section Score (Total circled numbers 7-9)	_____				

Category IV: Creating Direction					
10. We are willing to create shared goals and support their implementation.	1	2	3	4	5
11. We support shared leadership and responsibility.	1	2	3	4	5
12. We can work flexibly with a partner and adjust as needed.	1	2	3	4	5
Total Section Score (Total circled numbers (10-12)	_____				

Category V: Sustaining Direction					
13. We are invested in sustaining the partnership as long as needed implementation.	1	2	3	4	5
14. We are willing to support the partnership through resources and time.	1	2	3	4	5
15. We can contribute to the research on the project.	1	2	3	4	5
Total Section Score (Total circled numbers (13-15)	_____				

Section II: "Do We Have the Resources?"

As your institution begins thinking about partnering with others to achieve a goal, please consider the following issues.

Circle the appropriate response based on your perception of your institution and total the score for each category..

1 = (SD) Strongly Disagree 2 = (D) Disagree 3 = (U) Unsure 4 = (A) Agree 5 = (SA) Strongly Agree

	SD	D	U	A	SA
Category VI: Money					
16. We have a funding source on board.	1	2	3	4	5
17. We have a reasonable budget planned.	1	2	3	4	5
18. We can identify areas that will take money to implement.	1	2	3	4	5
Total Section Score (Total circled numbers 16-18)					_____

Category VII: Time					
19. The administration is willing to allow for release time for participants.	1	2	3	4	5
20. We have identified time frames that participants can work together.	1	2	3	4	5
21. We have planned a timeline for the completion of the project.	1	2	3	4	5
Total Section Score (Total circled numbers 19-21)					_____

Category VIII: Personnel					
22. We have identified key players to include in the project to leverage buy in.	1	2	3	4	5
23. We have outlined a plan for including a diverse group of participants.	1	2	3	4	5
24. We have leaders from all partners included in the project.	1	2	3	4	5
Total Section Score (Total circled numbers 22-24)					_____

Category IX: Communication					
25. We are willing to meet and share progress on a regular basis.	1	2	3	4	5
26. We can identify "go to" people at each institution.	1	2	3	4	5
27. We can communicate the purpose of the project to any group.	1	2	3	4	5
Total Section Score (Total circled numbers (25-27)					_____

Category X: Accountability					
28. We have an plan for evaluation that includes money and time.	1	2	3	4	5
29. The timeline for the project will include checkpoints for all participants.	1	2	3	4	5
30. We plan to share and disseminate the results of our evaluation.	1	2	3	4	5
Total Section Score (Total circled numbers (28-30)					_____

Guiding Questions Partnership Self Assessment Tool

Section I Guiding Questions: “Are We Ready to Partner?”

In reviewing your calculated scores from the self-assessment, the higher the score, the more likely you are ready to begin work in that area. Each section contains questions for consideration as you begin to discuss partnering with others. Identify your lowest score and then find the corresponding section below.

If **Category I**, Partnership Rationale, was the lowest score, you should begin your efforts in partnership using the following guiding questions:

1. What are the results we want to see from the partnership?
2. Why is it more effective to work together rather than separately in this initiative?
3. How do the goals for each partner differ?
4. What institutions are a natural fit for partnerships?

If **Category II**, Building Relationships, was the lowest score, you should begin your efforts in partnership using the following guiding questions:

1. What are the issues that hinder a partnership with specific institutions?
2. Can my institution and its teachers share control with another group?
3. How will my teachers react to working with another institution?
4. Which of my faculty members have a collaborative nature?
5. Whom has our institution worked with in the past?

If **Category III**, Leadership Skills of Members, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. What skills are my faculty members lacking for effective leadership?
2. How can we develop important leadership skills?
3. How can we get support and buy in from the administration?
4. How will we select participants?

If **Category IV**, Creating Direction, was the lowest score, you should begin your efforts in partnership using the following guiding questions:

1. How can we communicate goals and agree on objectives for the project?
2. Who has the skills to build consensus among partners?
3. How do we maintain a balance in representation of each partner’s institution?
4. How do we select leaders to share responsibility from each institution?
5. How do we divide responsibilities?

If **Category V**, Sustaining Direction, was the lowest score, you should begin your efforts in partnership using the following guiding questions.

1. What resources can we utilize to support and sustain this project?
2. Can all partners contribute to the support of the project with time and/or money?
3. How will we address research and evaluation of the project?
4. Can we identify leaders to sustain the focus?

Section II Guiding Questions: “Do We Have the Resources?”

In reviewing your calculated scores from the self-assessment, the higher the score, the more likely you are ready to begin work in that area. Each section contains questions for consideration as you begin to discuss resources. Identify your lowest score and then find the corresponding section below.

If **Category VI**, Money, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. What is the reasonable budget for a project this size?
2. Can the partners supply the budget or is outside funding needed?
3. What sources of outside funding could work with our partnership?
4. Are there other projects similar to ours to look to as a model for budget?

If **Category VII**, Time, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. How will the administration support the project with time?
2. What are times that all participants can come together to work?
3. How long will this project last? Is this a reasonable timeline?
4. How can we ensure the best use of time?

If **Category VIII**, Personnel, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. How can we get buy-in from all partners?
2. What are incentives that will motivate people to work toward our goals?
3. How can we get a diverse group of participants?
4. How will we select participants who will work together?

If **Category IX**, Communication, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. How can we maintain communication throughout the process?
2. Who are leaders that can share the vision of the project with others?
3. What are groups or institutions that would also benefit from learning about our project?
4. How do we use the time we have together wisely?

If **Category X**, Accountability, was the lowest score you should begin your efforts in partnership using the following guiding questions.

1. How much time and money will it take to effectively evaluate the project?
2. What kind of timeline is needed for participant to stay focused?
3. Where will we share our project with others?
4. How will we evaluate our process?

Planning with Partners

Prioritized Needs	Goals	Activities	Person Responsible	Timeline	Resources	Benchmark Date

Attachment: Activity II

Activity II: Understanding Definition of College Ready and the Difference between High School and College

Purpose: To provide participants an understanding of which skills students must possess to be successful in the entry level postsecondary environment, and reflect upon how you are preparing students in your current system.

Resources Needed:
Redefining College Readiness
David T. Conley

Located :
<https://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf>

Activity II Description:

1. After reading Activity II, pages **XX to XX**, determine the best strategy, based upon your group size to discuss the *Redefining College Readiness* report.
 - Current Means to Determine College Readiness
 - Components of College Readiness
 - Possible Ways to Measure the Dimensions of College Readiness
 - Implications of the Definition
 - What Schools and Students Can Do to Foster College Readiness
 - What Students can do to Develop Their College Readiness
- A. Divide the sections between groups. Have groups read, reflect, and determine key attributes from the report.
- B. Have groups report out their findings.
- C. Determine the strengths and areas of concern in your system based upon what you have discussed.
- D. Prioritize areas of concern. These areas can be combined with other areas of concern after you complete Activities I-VII.

Attachment: Activity III

Activity III: Understanding Activity III: Understanding the CCRS Structure and Contents

Purpose: To provide participants an understanding of the structure of the CCRS before they review the content of the CCRS.

Resources Needed:

Texas College and Career Readiness Standards

Located :

http://www.txccrs.org/downloads/CCRS_Standards.pdf

Activity Description:

1. After reading Activity III, **pages XX to XX**, review with participants the Nature of the College and Career Readiness Standards, the Organization of the Framework, and the Organization of the College and Career Readiness Standards, pages 3-6.
2. Have participants then briefly look at their own content and identify the Key Content Areas, Organizational Components, The Performance Expectations, and the Examples of Performance Indicators.
3. Have participants briefly look at the Cross-Disciplinary Standards p. 40 and identify the Key Content Areas, Organizational Components, The Performance Expectations, and the Examples of Performance Indicators.
4. Have participants briefly identify CCRS standards or structures that are similar and different from TEKS.

Attachment: Activity IV

Activity IV: Understanding History of CCRS	
<p>Purpose: To provide participants an understanding of the history of the CCRS to assist with their understanding that their professional peers were instrumental in the implementation.</p>	
<p>Resources Needed:</p> <p>Closing the Gaps, Texas Higher Education Coordinating Board</p> <p>Texas College Readiness Project Overview</p> <p>Texas College Readiness Standards: An Update</p> <p>Texas College and Career Readiness Standards: Programs Update (PowerPoint)</p> <p>Legislation related to High School Success and College Readiness</p> <p>Timeline</p> <p><i>A Shared Agenda, a Leadership Challenge to Improve College Access and Success</i></p>	<p>Located :</p> <p>http://www.thecb.state.tx.us/reports/PDF/0379.PDF?CFID=20167552&CFTOKEN=56279152</p> <p>http://www.thecb.state.tx.us/index.cfm?objectid=E5BD0010-0283-9964-C73B36395837970A</p> <p>http://www.thecb.state.tx.us/index.cfm?objectid=E5BD0010-0283-9964-C73B36395837970A</p> <p>http://www.thecb.state.tx.us/index.cfm?objectid=E5BD0010-0283-9964-C73B36395837970A</p> <p>http://www.thecb.state.tx.us/index.cfm?objectid=E5BD0010-0283-9964-C73B36395837970A</p> <p>http://www.txccrs.org/about/about-ccr.htm</p> <p>http://www.teri.org/pdf/research-studies/ResearchReport_SharedAgenda.pdf</p>
<p>Activity Description:</p> <ol style="list-style-type: none"> 1. After reading Activity IV, pages XX to XX, review the above sources. Utilize articles and powerpoint to explain the history of CCRS. 2. Review the three phase plan. 3. Review the timeline of activities. 4. Have participants reflect on potential impact of CCRS. 	

Attachment: Activity V

Activity V: Looking at Your Data, Students and the School

Purpose: To review postsecondary data and school culture to determine how well participants are preparing college ready students and how well their culture promotes college and career readiness.

<p>Resources Needed: AEIS data for each campus</p> <p>THECB data for each campus</p> <p><i>College and Career Helping All Students Succeed Beyond High School</i>_David. T. Conley</p>	<p>Located : http://ritter.tea.state.tx.us/perfreport/aeis/index.html</p> <p>http://www.txhighereddata.org/</p> <p>pages 104-132</p>
--	--

Activity Description:

Student Data

1. After reading Activity V, pages XX to XX, complete the below charts for each high school campus in your partnership. An electronic copy of the charts may be obtained by contacting SFASU, hillb@sfasu.edu
2. Discuss the results
3. Define areas of strengths and areas of concern

Campus Culture

4. Review Conley’s research and campus examples *College and Career Helping All Students Succeed Beyond High School*, pages 104-132
5. Take the Discussion Document of Conley’s Key Principles of College and Career Readiness, page XX, and discuss each principle reflecting upon your own system.
6. Prioritize areas of concern and set realistic goals for improvement.

Student Data

Table 6 Academic Data (AEIS)												
	2009				2010				2011			
	AA	His	Cau	ECD	AA	His	Cau	ECD	AA	His	Cau	ECD
% College Ready Both ELA and Math												
% Enrolled in Advanced Courses												
% Commended (Projected score college ready by STAAR) math												
% Commended (Projected score college ready by STAAR) ELA												
% Graduates Recommended High School Plan, RHSP												
% Graduates Distinguished Achievement Plan, DAP												

Table 7 Completion Rate and Dropout Data (AEIS)												
	2009				2010				2011			
	AA	His	Cau	ECD	AA	His	Cau	ECD	AA	His	Cau	ECD
Completion Rate												
Drop Out Rate												

Table 8 (THECB)			
% Postsecondary Enrollment			
	2007	2008	2009
State			
Campus			

Table 9 Dev. Classes (from Institution)	
Course:	% Requiring Dev Classes
Math	
Writing	
Reading	
ALL 3	
One or More	

Discussion Document of Conley’s Key Principles of College and Career Readiness

Principle	Reflection
<p>1. Create and maintain a college-going culture in the school</p> <ul style="list-style-type: none"> • Make college and career readiness a key schoolwide goal • Signal to students that the school is about preparing students for postsecondary success, not just admission • Set expectations for all students to be college and career ready • Send the message that the goal of high school is college and career readiness in numerous symbolic and substantive ways, and • Encourage students to set a goal of going on to college or postsecondary training in some form. 	
<p>2. Create a core academic program that is aligned with and leads to college readiness by the end of 12th Grade</p> <ul style="list-style-type: none"> • Focus the core academic program on college readiness • Review and revise syllabi to ensure course alignment with college and career readiness standards, and • Identify how the instructional program as a whole: <ul style="list-style-type: none"> • develops key cognitive strategies • focuses on key content • develops academic behaviors • presents key college knowledge. 	
<p>3. Teach key self-management skills and expect students to use them</p> <ul style="list-style-type: none"> • Have student set goals and gauge completion of them • Short-term goals for coursework • Medium-term for classes • Longer-term goals for postsecondary plans and aspirations • Provide students with tools for managing assignments and due dates • Agree on common methods to take notes, and • Have all students participate in study groups each academic term. 	
<p>4. Make college real by preparing students for the complexity of applying to college and making the transition successfully</p> <ul style="list-style-type: none"> • Familiarize students with college and the application process each successive year • Instruct all students and parents on the major timelines and requirements for college applications and financial aid • Consider requiring all students to complete a college application • Provide extra support to students who would be first in their family to attend college, and • Understand that college eligibility is not the same as college readiness. 	

Principle	Reflection
<p>5. Create assignments and grading policies in high school that more closely approximate college expectations</p> <ul style="list-style-type: none"> • Expect students to complete at least some homework without submitting it for points or a grade • Give complex assignments that require independent work, team work, or study groups to complete • Be cautious granting extra credit, limiting it to additional academic opportunities, not substitute activities • Develop assignments that infuse college-type expectations into courses, and • High quantity of writing, higher grading criteria, more persistence, more individual initiative required. 	
<p>6. Make the senior year meaningful and challenging</p> <ul style="list-style-type: none"> • Ensure that all students have a full, academically challenging schedule their senior year that includes math and writing, • Encourage or expect all students to have college-like experiences through: <ul style="list-style-type: none"> • Campus visits • Dual enrollment courses • Advanced Placement courses • Senior seminars • Administer a college placement test early in the senior year, and • Require a senior project judged against college readiness criteria. 	
<p>7. Build partnerships with and connections to postsecondary programs and institutions</p> <ul style="list-style-type: none"> • Make personal connections with local postsecondary administrators and faculty • Explore ways for high school and college faculty to coordinate and align their expectations and teaching strategies • Take advantage of physical proximity to any postsecondary institution by offering dual enrollment opportunities, and • Collect data on student performance in college to determine how well your students are succeeding in entry-level courses. 	

Conley, D. T. (2010). *College and career ready: helping all students succeed beyond high school*. Retrieved February 5, 2011, from https://epiconline.org/files/pdf/20110228_ASU.pdf

Attachment: Activity VI

Activity VI: Aligning Secondary and Postsecondary

Purpose: To provide participants an opportunity to process how TEKS and the CCRS are aligned, to define where each standard is addressed in their course sequence, to process how careers are aligned to CCRS, and how the STAAR and CCRS are aligned.

<p>Resources Needed:</p> <p><u>Component I</u></p> <ul style="list-style-type: none"> • Math Alignment Discussion Log • Science Alignment Discussion Log • Math Course Sequence Guide • Science Course Sequence Guide • Math Gap Analysis Report • Science Gap Analysis Report 	<p>Located : An electronic copy of the tables may be obtained by contacting SFASU, hillb@sfasu.edu</p> <p>Page XX of this document</p> <p>Page XX of this document</p> <p>Page XX of this document</p> <p>Page XX of this document</p> <p>http://www.txccrs.org/resources/for-teachers.htm</p> <p>http://www.txccrs.org/resources/for-teachers.htm</p>
---	---

Activity Description:

Component I

1. After reading Activity VI, pages XX to XX, organize two groups: a.) math inservice, math content faculty, and secondary teacher education faculty and b.) science inservice, science content faculty, and secondary teacher education faculty.
2. Give each group their respective Alignment Logs, Course Sequence Grid, and the state’s vertical team’s gap analysis.
3. Have each group discuss their content standard defining what the standards means for postsecondary entry level course, what TEKS correlates with it, and what it means for the secondary environment. Determine if the secondary and postsecondary are aligned; if not brainstorm solutions to align.
4. Simultaneously, the groups will complete their respective Course Sequence Log. The secondary fills in the courses for their campus content sequence, the faculty do the same. As each standard is discussed, the respective groups determine in which course that standard is Introduced, “I,” Reinforced “R,” or Mastered, “M.” We defined Introduced, “I,” a skill that will be introduced to the student; Reinforced “R,” as a skill previously learned and the concept is merely reinforced; mastered “M,” as a skill in which the student has full command.
5. The groups will then take their respective state vertical team’s gap analysis reports and compare what they found to what the vertical team delineated.
6. Combine groups to discuss overall findings.

Component II

1. In the same groups, discuss each Cross-Disciplinary standard defining what the standards means for postsecondary entry level course and what it means for the secondary

environment. Determine if the secondary and postsecondary are aligned; if not brainstorm solutions to align.

2. Simultaneously, the groups will complete the Cross Disciplinary Course Sequence Log. The secondary fills in the campus content courses for their sequence, the faculty do the same. As each standard is discussed, the respective groups determine in which course that standard is Introduced, "I," Reinforced "R," or Mastered, "M." We defined Introduced, "I," a skill that will be introduced to the student; Reinforced "R," as a skill previously learned and the concept is merely reinforced; mastered "M," as a skill in which the student has full command.
3. The groups will decide if within the four years, their courses address all standards or if they need to augment.
4. Combine groups to discuss overall findings.

Component III

1. For this component, each individual is to take his/her curriculum or syllabus and the course sequence grid and determine if their respective curriculum contains designated CCRS for their course. If standards are not included, discuss in what course the standard would be most appropriate.

Component IV

1. After reading this component, pages **XX to XX**, determine which career pathway you would want to align.
2. Solicit postsecondary career faculty, postsecondary content faculty, and high school content teachers and follow **Components I-III** for activity VI utilizing the postsecondary entry level course to discuss its alignment to the respective CCRS.
3. Draw conclusions by reflecting on the findings of the number of CCRS that are mandatory for student to possess for success in that entry level career course.

Component V

1. After reading Component V, **pages XX to XX**, take the TEKS for algebra II, geometry, biology, and chemistry and remove any heading and cut into strips.
2. Establish four groups of secondary teachers, algebra, geometry, biology, and chemistry
3. Have secondary teachers take the TEKS and make a pile of supporting standard and readiness standards
4. Have secondary teachers reflect upon their findings; define where they are spending the majority of their teaching time.

Attachment: Activity VII

Activity VII: Designing Lessons that Build to CCRS Rigor

Purpose: To provide participants an opportunity to apply what they have learned in their daily lessons.

Resources Needed:
High School content lessons
Lesson Discussion Template

Located :

This report, pages **XX**. An electronic copy of the charts may be obtained by contacting SFASU, hillb@sfasu.edu

Activity Description:

1. After reading Activity VII, pages **XX to XX**, have teachers decide upon three concepts per nine weeks from which lessons will be discussed.
2. Determine collaborative platform
3. Pair high school content teachers with postsecondary content and teacher education faculty.
4. Have teachers upload one lesson per concept per nine weeks including the TEKS addressed, the CCRS addressed, the student expectation, the assessment of the concept, and the teacher's role in the lesson.
5. The content group is to discuss their lessons with a lens on its alignment to CCRS expectations. The postsecondary faculty and the secondary teachers are to give input of ways to enhance that alignment.
6. As the group is discussing the lesson the postsecondary faculty is to complete the below table for each lesson.

Lesson Discussion Template

Lesson Discussion Template	
Lesson Purpose	
What College and Career Readiness Content Standard does it address?	
What TEKS does it address?	
What College and Career Cross-Disciplinary Standard does it address?	
What is the teacher doing in the lesson?	
What is the student doing in the lesson?	
What attributes of the lesson meet CCRS demand?	
How could a cross-curricular concept be taught in this lesson?	
What could be added to advance the lesson to CCRS demand?	
How will this concept be assessed?	