The Role of the Practicing Middle and High School Principals in Implementing the College and Career Readiness Standards

A Texas Higher Education Coordinating Board Project in Conjunction with:

Stephen F. Austin State University
Department of Secondary Education
and Educational Leadership
College of Sciences and Mathematics

Rural High Schools
Hudson High School
Lufkin High School
Nacogdoches High School
Woden High School

Angelina College
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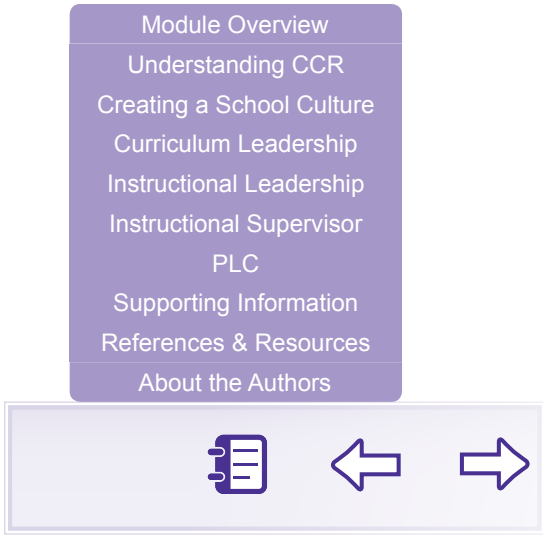

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Table of Contents

Module Overview

Module Overview

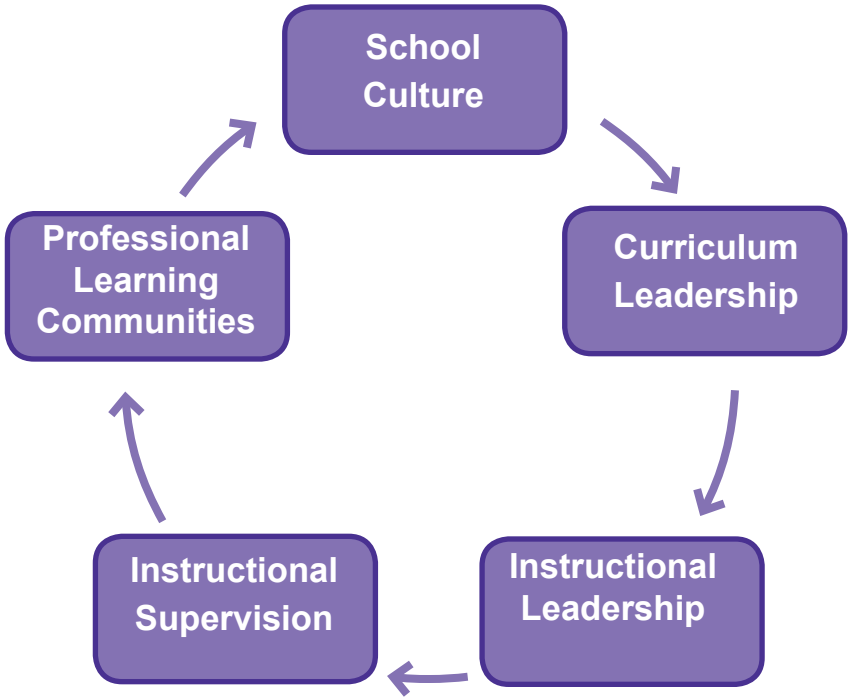
Watch the video Principalship.

After watching the video, I know why preparing students to be college and career-ready is important for myself, my school, and my students.

Components of Comprehensive Module

Never before has the principal's influence on instruction and learning been so pivotal to the success of college and career-ready students. To assist the principal with establishing a culture for college and career readiness, the Systemic Preparation Educator Sites (STEPS) participants have developed a comprehensive module that addresses five primary components of school leadership, as well as an overview of the CCRS: **School Culture, Curriculum Leadership, Instructional Leadership, Instructional Supervision,** and **Professional Learning Communities.**

As principals utilize their knowledge and skills of CCRS, establishing collaborative relationships between students and teachers and maintaining the belief that a successful college experience is possible, principals in Texas will continue to lead their schools with intellect and purpose.



The Role of the Principal in Implementing the College and Career Readiness Standards

Figure 1

How To Use the Module

This module provides principals with an easy and interesting way to learn more about their role as a competent and prepared CCRS leader. The modules are easily navigated as they move through informational content and relevant activities. Because the module is self-paced, you will have ample time to develop your skills in the five areas addressed, as well as determine your school's individual needs. You will also be able to determine the best way to assess the information provided through possible book studies, online discussion pieces with faculty members, and online discussions with other principals at the district level, as well as plan professional development activities that will directly impact instruction and student learning.

School leadership has never been more important than it is at the present, with principals facing a myriad of changes affecting teacher effectiveness and student success. This module will help you develop and sustain your leadership abilities in addressing the College and Career Readiness Standards that will ensure your students are successful beyond the doors of your school.

The Principal's Role in Understanding the College and Career Readiness Standards and College Readiness

The Need for Change

In 2009, Texas ranked 43rd out of 50 states in students graduating from high school. This statistic reflected a drop in the 2008 graduation rate of 62.2 percent. Demographic changes in student populations have resulted in a widening of the educational gaps that exist between differing student populations. These gaps could negatively impact the economy.

Lloyd Potter, Ph.D., Office of the State Demographer, concludes from his demographic data that: "(1) Texas' population will continue to grow, driven by both natural increase and net migration (internal and international) (2) The Hispanic origin population contributes significantly to overall growth of Texas' total population, (3) The population of school aged youth will continue to increase in major urbanized areas and along the south Texas border, with declining population in most rural areas, (4) Current high school graduation rates, if they continue, imply that our labor force may become less educated over time." (Potter, 2010, p. 35). View the State of Texas Changing Demographics PDF.

Projected % of Labor Force by Educational Attainment
2000 and 2040
Source: The Office of the State Demographer

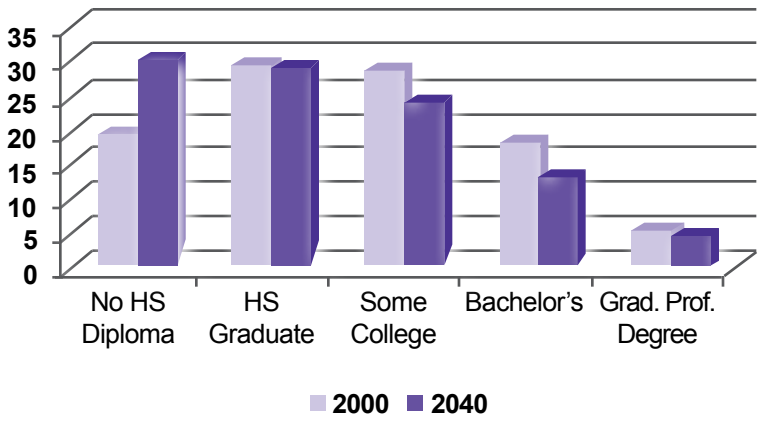


Figure 2

Figure 2 places an urgency on an impetus to change our systems so that students not only graduate, but graduate college and career-ready not only for themselves, but for the economy of Texas as well.

The Higher Education Coordinating Board (THECB) Closing the Gap Report states, "Only by sharply reversing Texas' declining enrollment and graduation rates, and building excellence in education and research, can the state compete successfully with other states and nations." (THECB n.d.a., p. 5) .

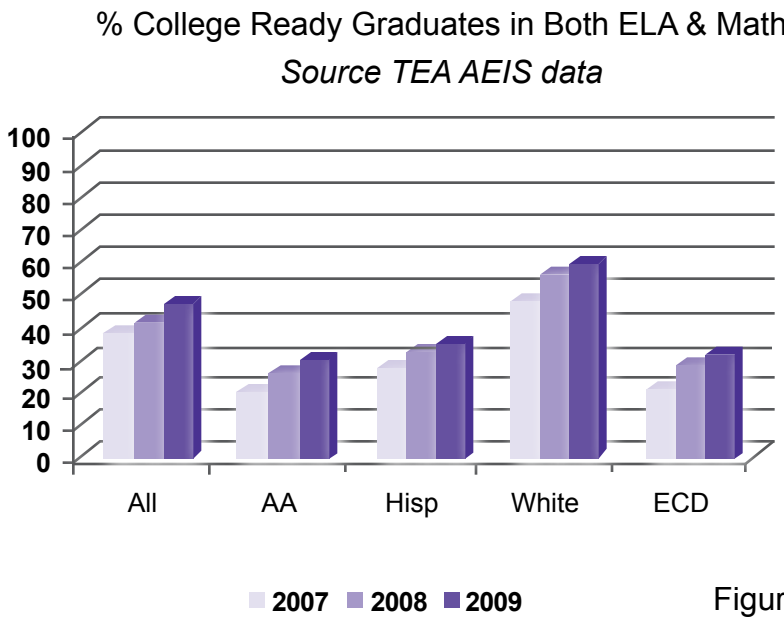


Figure 3

According to Achieve Inc., an independent, bipartisan, non-profit education reform organization, seven out of every 10 jobs in the 21st century depend on advanced skills gained through postsecondary education or training. In addition, there has been a global shift to an information, service, and technology-based economy, which requires a college-educated workforce.

Unfortunately, only one-third of graduating seniors leave high school prepared and ready for the college experience. Figure 3 delineates the challenge of students exiting high school who are not college ready in both math and English language arts skills. One must take particular notice of the disparity in our student populations.

Extracted from American Education Research Association Presentation

Alford, B., Hill, B., Olson-Beal, H., & Rudolph, A. (2011). *Toward alleviating the reproduction of social inequities: A school university math and science P-16 collaborative reports common benefits, challenges, and lessons learned*.

As stated in a Pathways to College Network (2004) report, "In a nation where equal opportunity for all is a bedrock democratic value, getting a college degree still depends far too much on one's economic circumstances or ethnic heritage" (p. 5). For example, only 28% of low income students are enrolled in a college-preparatory program in high school compared to 48% of middle income students and 65% of high income students (Bill & Melinda Gates Foundation, 2003). This disparity occurs in a national context wherein 80% of the fastest growing jobs require postsecondary education (Hecker, 2005), and the difference in preparing for careers that pay at least a livable wage for a family of four and in preparing for college admission has leveled (ACT, 2008; Bloom, 2011; The Center on Education and the Workforce, 2010). A report by ACT (2008) titled The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School states, "Today, college readiness also means career readiness" (p. 1).

With historical data comparable to the above, in 2006, the 79th Texas Legislature enacted House Bill 1, which required a comprehensive aligned system that enables students to progress from one level of education to another, pre-kindergarten through college. The means for implementing this comprehensive system is the P-16 College-Readiness and Success Strategic Action Plan coordinated by The Higher Education Coordinating Board, Texas Education Agency, as well as the Texas Workforce Commission and the Department of Assistive and Rehabilitative Services.
The initial step and foundation for creating a P-16 system is the development of college readiness standards.

The Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) created Vertical Teams (VTs) to develop the College and Career Readiness Standards in four core subject areas (math, reading, science, and social studies). In January 2008, the standards were developed and sent to the Commissioner of Education for approval.

Once fully implemented, the CCRS will establish an alignment between the public and higher education curriculum, thereby allowing students greater success and a more seamless transition between high school and college or the workforce.

The principal's role in the CCRS implementation is critical for the success of the students in Texas through their actions and knowledge. This begins with an understanding of the CCRS.

The CCRS provides the bridge between the public and higher education curriculum

The Focus of the College and Career Readiness Standards

The intent of the CCRS is not to dismiss the knowledge and skills needed for high school graduation and success, but to enhance those skills in order to prompt and encourage high school students to delve deeper into the content material, understand the importance of problem-solving techniques, and how said techniques would be used to transcend into other subject areas (Cross-Disciplinary Standards).

The CCRS specify a broad range of knowledge and skills necessary for students to succeed in entry-level courses for a variety of majors, as well as careers. While they generally align with high school Texas Essential Knowledge and Skills (TEKS) college demands that students not just learn content knowledge, but use it to analyze issues.

The CCRS presents a set of knowledge and skills that college entry-level students should have mastered. They delineate content and cross-disciplinary skills that students should know and be able to do by the end of the 12th grade. They assume that entry-level students have mastered the knowledge and skills delineated in the TEKS. If teachers will be invaluable in assisting students in gathering, processing, and utilizing information, then principals will be at the heart of a school's efforts to create successful students.

Many of the strategies required for the implementation of the CCRS involve teachers' instructional methodologies and students' continuous involvement in the learning process. However, the campus principal as the instructional leader plays an important role in ensuring that both teachers and students are aware and involved. Hence, the purpose of these instructional and informational modules is to begin the process of understanding and provide strategies and resources for practicing principals. Learn more about Texas College and Career Readiness Standards.

CCRS Book Content

The CCRS document includes four core content areas - math, science, social studies, and language arts - which specify the necessary content skills needed by students to be successful in entry-level classrooms. The CCRS differ from high school standards that emphasize mastery of basic skills in that "…they emphasize content knowledge as a means to an end—the content stimulates students to engage in deeper levels of thinking (EPIC, p. 3)."

Not only must entry-level students have command of skills noted in the CCRS Content Standards, they must also competently apply the Cross-Disciplinary Standards if they are to be successful in college entry-level classes and the 21st century job market. They are organized into two major areas: Key Cognitive Skills and Foundational Skills. The Cross-Disciplinary Standards are skills that enable students to think deeply in all of the content areas, as well as describe the career skills needed for the 21st century.

The **Key Cognitive Skills** include intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity.

Foundational Skills represent the proficiencies students need to be able to apply across the curriculum, including reading, writing, conducting research, understanding and using data, and using technology.

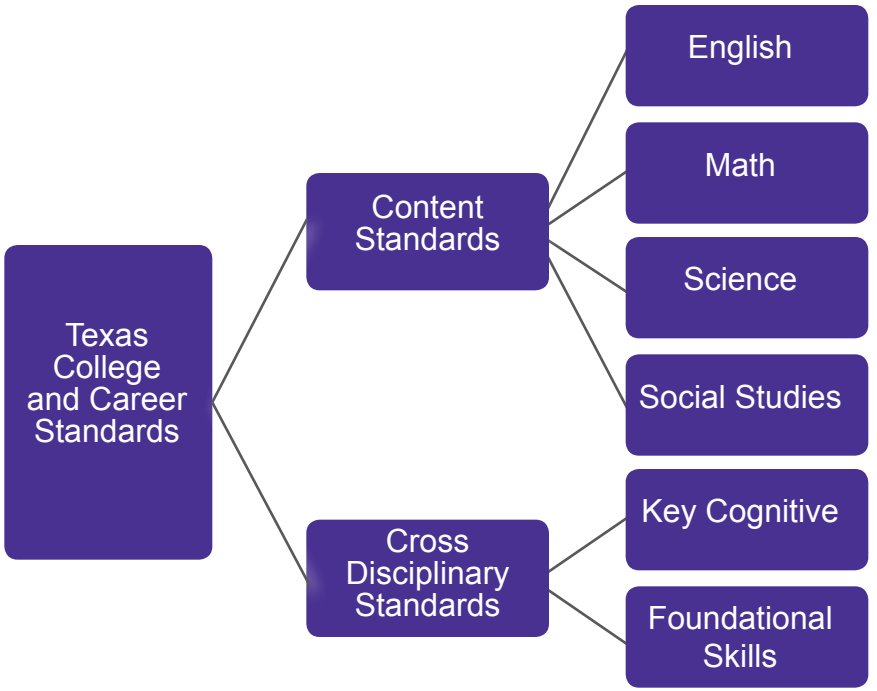


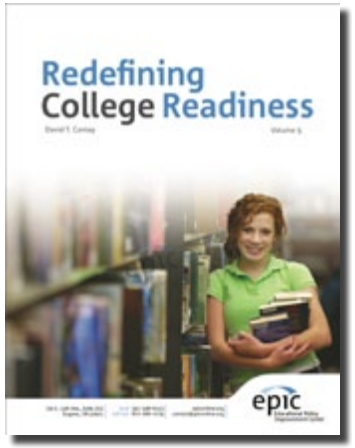
Figure 4

Understanding College Readiness

Dr. David T. Conley's extensive research informs an accurate view of college readiness and what students must possess to be successful in the entry-level classroom. He defines college readiness as "…the level of preparation a student needs in order to enroll and succeed—without remediation—Succeed is defined as completing entry-level courses… that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area" (Conley, 2007, p.5).

In his report, Redefining College Readiness, Conley details five sections: (1) How College is Different Than High School, (2) Components of a Comprehensive Definition of College Readiness, (3) Ways to Measure the Dimensions of the Components, (4) What Schools and Students Can Do to Foster College Readiness, and (5) What Students Can Do to Develop Their College Readiness. His report details the differences between high school and college environments and what high schools, as systems as well as students, can do to promote college and career readiness.

Conley explains the differences between high school and college and offers multiple suggestions of how to better align secondary and postsecondary from a systems perspective, as well as what students can do to be better prepared for college entry-level success. Throughout sections within this module, activities are suggested that will help the principal and staff as they delve into his research that can be incorporated into your school to enhance preparation of college and career readiness for students.



At the forefront of understanding the differences between high school and entry-level college success are the mandatory skills that students must posses if they are to be successful. As a principal, understanding these skills are important to you because you can promote building these skills within your current system. Figure 4 represents a compilation of Conley's research and exemplifies the need for the skills and how they are interrelated. His research concludes that students must not only

be eligible for college (grades, SAT, application, etc.) but must also possess the entry-level skills that make them college and career-ready. Below, each component is briefly discussed. As a principal, this becomes important to you because you impact the classroom and teachers where and through whom these skills must be directly taught.

Understanding the meaning for these skills is important because much of what you believe and do as a school leader impacts decision-making that impact classroom instruction and teacher effectiveness.

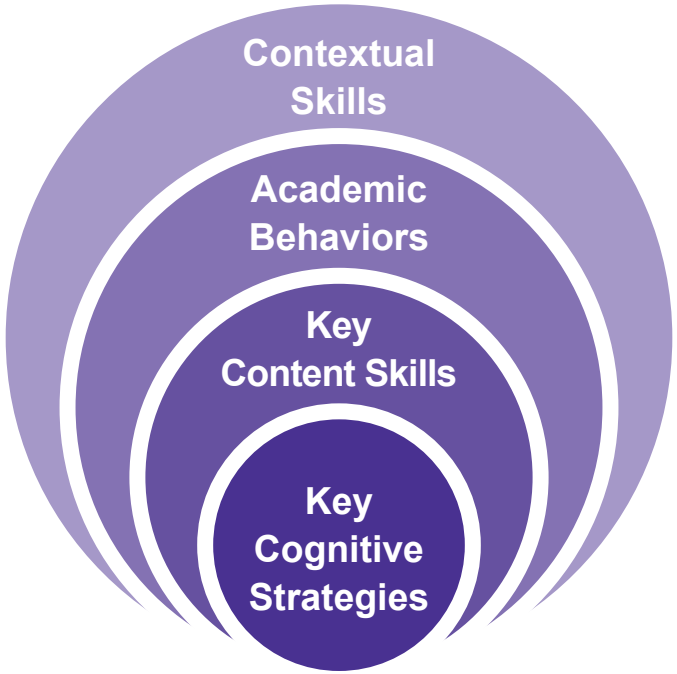


Figure 5

Key cognitive strategies are strategies that enable students to learn content from a range of disciplines. These include intellectual openness, inquisitiveness, analysis, reasoning, argumentation, proof, interpretation, precision, accuracy, and problem solving (Conley, 2007). Conley suggests that these are behaviors that require development over time until they become a way of thinking. These behaviors permit students to deal with the vagueness of new materials, defend a line of argument, analyze competing points of view, and apply multiple strategies to solve problems. In addition, the academic skills of reading, writing, and research permit students to communicate through expository, descriptive, and persuasive styles. These skills enable students to explore and conduct research on a range of questions.

Key content skills is knowledge that represents the strong foundation in each of the academic disciplines. Conley contends that understanding and mastering key content requires utilization of the key cognitive strategies (Conley, 2007). For math, a thorough understanding of algebra is critical so students can take that understanding to a deeper level. For success in English language arts, students need to be able to read strategically

from a wide range of non-fiction and technical materials. For success in social studies, students must be able to apply the scientific method as they evaluate competing claims and understand themes. In science, students must be able to think in terms of models and systems as they study complex material.

Academic behaviors are behaviors that are necessary for academic success and include self-monitoring, time management, study skills, and perseverance (Conley, 2007). They enable students to think about what worked well in their products and what they must adjust. Students must also have study skills for the enormous amount of time required for work outside the classroom setting.

Contextual skills represents a student's understanding of the college admissions process, including curricular, testing, and application requirements; college options and choices, including the tiered nature of postsecondary education; tuition costs and the financial aid system; placement requirements, and testing.(Conley, 2007).

The Primary Question:
Does my district have a deliberate method to address each of these or just expect them to happen?

The Principal's Role in Creating a School Culture that Promotes College and Career-Ready Students

Purpose of Section

The purpose of this section is to increase your understanding of the principal's role in creating a school culture that understands the importance of and supports College and Career Readiness (CCR) for all students.

Before you begin this section, reflect upon the below statements in Table 1, which define your perception and understanding. You set the CCR school culture for your entire campus.

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. I consider my ability to change the culture of my campus for preparing students for college and career readiness is…	○	○	○
2. I consider my level of understanding of the connection of my school culture to student postsecondary success is…	○	○	○
3. I consider my ability as the campus leader to impact the school culture for college and career readiness is…	○	○	○
4. I consider my ability to implement a shared vision which guides school success in preparing students for college and careers is …	○	○	○
5. I consider the sophistication of my professional development plan regarding building a culture for CCRS …	○	○	○
6. I consider the level of my campus to understand and embrace a culture for CCR is…	○	○	○

Reset Table 1

Download the activity to work and save on your computer.

Creating a Culture for CCRS

School culture is not a tangible item that can be manipulated to meet a need. Rather, it is a shared belief system that guides the campus when making decisions that impact the academic, social, and emotional needs of the students. It is also not something that a school can choose to have or not have. All schools have a culture, either healthy or toxic, that guides the direction of the campus. These beliefs may not be shared by every member of the school community, but the beliefs of the majority will affect the campus as a whole.

The principal competencies regarding school culture relate to promoting college and career-ready students. Learn more about principal competencies.

Some cultures regarding CCR are long-standing and take time to change, while others require more rapid change due to low accountability ratings or dissatisfaction with the status quo. Some principals have a false sense of healthy school culture and choose to believe that the faculty and staff are supportive of the leadership and a vision for success. The only way to know for sure about your CCR culture is to use data to make determinations about the status of the school beliefs. If scores are low, especially among certain populations, then more than likely, the CCR culture is not healthy. Data such as AEIS reports, AYP reports, benchmarks, and teacher and parent surveys and/or interviews are all effective data for principals to conduct a needs assessment of the campus and make necessary changes.
Learn more about CCR Reflection.

The Primary Question:
Ethically, am I responsible for student success after they leave my campus?

Quantitative Data

Principals striving to provide the highest quality educational opportunities for all students understand the need to ensure educational equity in their schools. This is especially true in preparing students for college and career readiness. To review your campus quantitative data regarding your campus' CCR culture, print out the charts and fill in the student achievement data. Once completed, reflect upon your culture regarding CCR based upon student achievement. Think about strengths that you note in this area, as well as areas of concern, particularly reflecting upon student performance from an equity viewpoint. Discuss any underrepresented student population. Determine what support systems are in place to assist students to succeed.

Download Quantitative Data Charts.

> "One of the most important issues that the principal needs to know about the CCRS is that their influence directs the skills that students need to possess to be prepared for their future after high school."

Qualitative Data

As quantitative data is critical to understanding how well your high school students are prepared for college and careers and reflect information about your school culture, so is the understanding of qualitative data. Conley studied 38 schools that were outperforming similar schools in preparing college and career-ready students. He shares his research and specific campus examples in his book, College and Career-Ready. The online document profiles each school and contains comprehensive and tangible examples of successful student preparation.

View the PDF titled Profiles of 38 Schools that Know How.

Through analyzing the campuses' practices and programs, he synthesized Seven Key Principles, Table 1, inherent in a campus culture that promote college and career readiness. His principles are valuable in understanding changing the focus of a system to college and career readiness.

Seven Key Principles of College and Career Readiness

1. Create and maintain a college-going culture in the school.
2. Create a core academic program that is aligned with and leads to college readiness by the end of 12th Grade.
3. Teach key self-management skills and expect students to use them.
4. Make college real by preparing students for the complexity of applying to college and making the transition successfully.
5. Hold high expectations for all students, then providing differing degrees of scaffolding based on student need.
6. Create assignments and grading policies in high school that more closely approximate college expectations.
7. Make the senior year meaningful and challenging.

(Conley, 2009, p.8)

Table 1

Now that you have evaluated your culture based upon student achievement, reflect upon your campus culture based upon qualitative data.

Conley's Principle 1: Create and maintain a college-going culture in the school. After you have reviewed the cultural indicators of schools that successfully prepare students for college and careers in Principle 1, reflect upon your campus culture, defining the strengths and the areas of concern. Learn more about Conley's Principle 1.

Conley's Principle 4: A CCR culture prepares its students to navigate college by cultivating contextual skills that students must possess to be successful in the entry-level postsecondary environment. After you read about trends in other campuses that demonstrate this area in Principle 4, reflect upon the strengths that you note in this area for your campus and the areas of concern. Learn more about Conley's Principle 4.

Conley's Principle 7: Campuses with a culture for CCR align with other partners. After reading about trends of other campuses that partner with others to prepare their students for college and career readiness in Principle 7, reflect upon the strengths that you note in this area for your campus and the areas of concern. Learn more about Conley's Principle 7.

Putting it all Together

The following are steps that principals can take to begin the process for improving the campus culture:

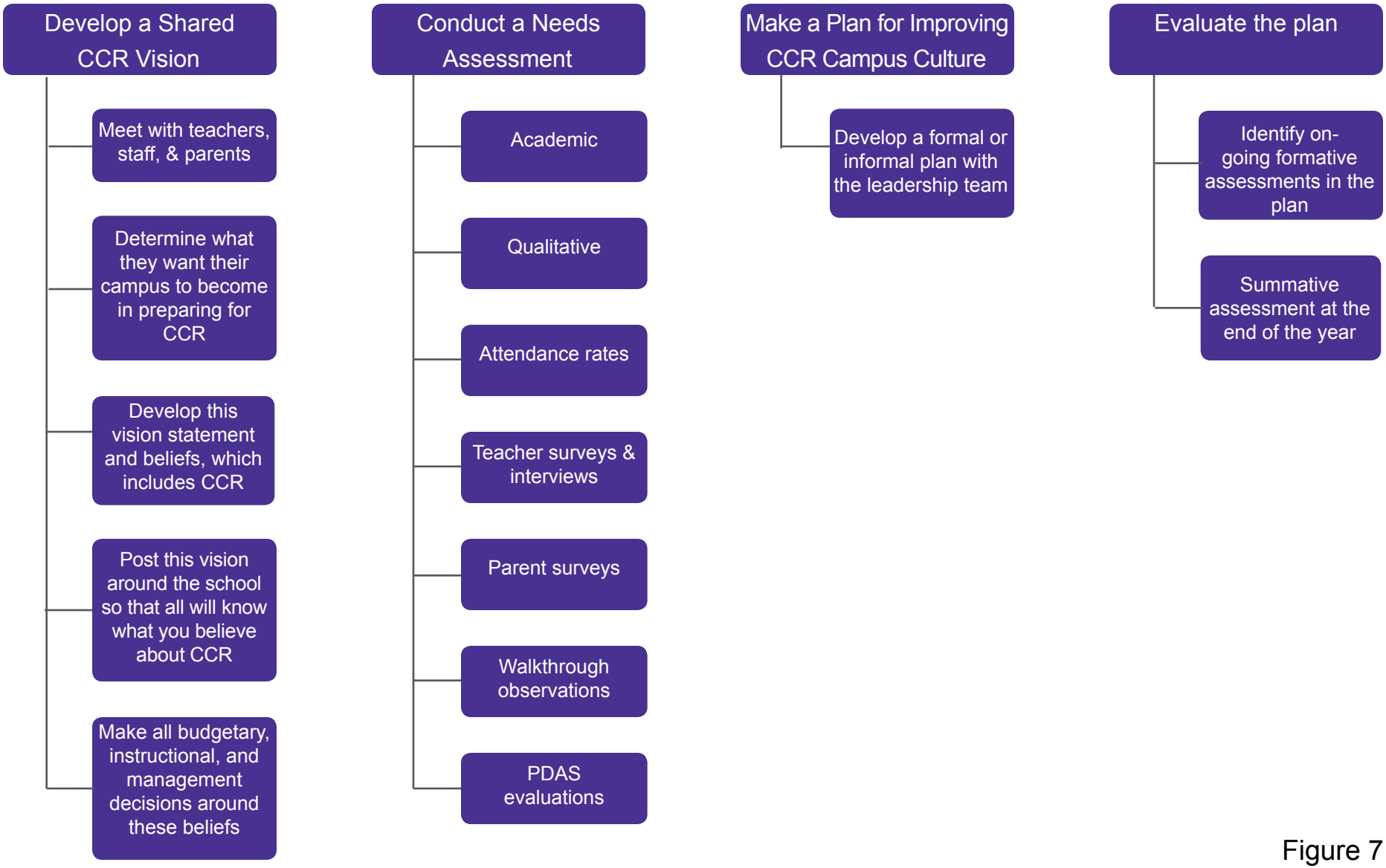


Figure 7

Suggested Activities for Creating a CCR School Culture

In order to increase your understanding of CCRS in creating a culture of success, the following activities are suggested:

Did You Know?	
Activity:	Watch video as staff. Discuss findings and what it means for your students.
Purpose:	Provide impetus for change as you consider the students on your campus.
View the video Did You Know?	

Advisory Council	
Activity:	Create an advisory committee (this is not the SBDM committee) whose focus is on improving CCR school culture/climate. Include teachers from each content/grade level area, parents, and postsecondary partners.
Purpose:	Provide expertise and resources to establish a college and career readiness culture.

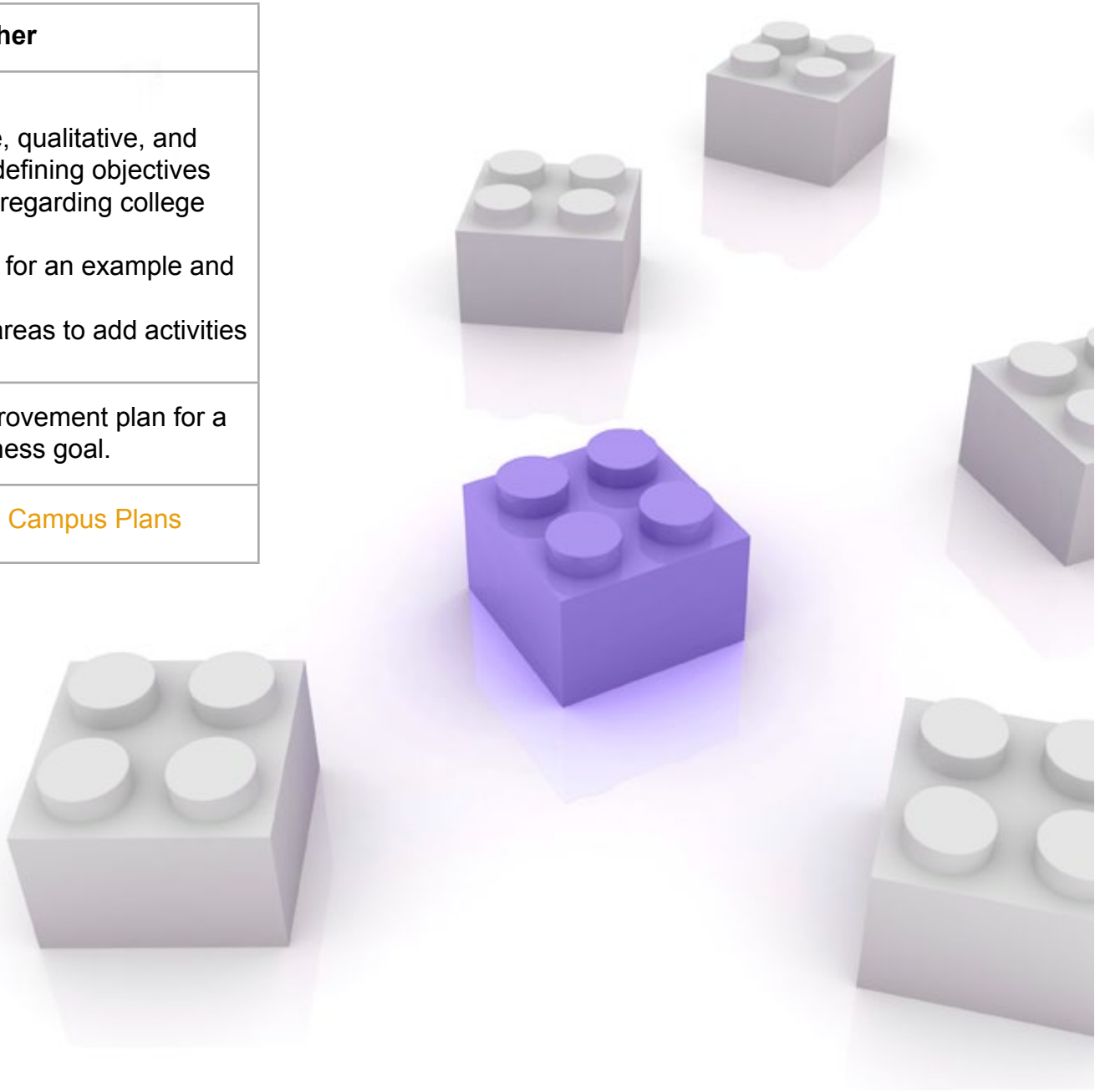
Equity	
Activity:	Review your campus AEIS data in terms of students participating in Pre-AP and AP coursework. Discuss the following questions with teachers: • What is the overall % of students taking Pre-AP and AP coursework? • What % of student in Pre-AP and AP courses are White, African American, Hispanic, other? • When examining these percentages, how do they correlate with the % of students in each population? • Examine the passing rates on AP exams. What is the passing % overall? How does that correlate with the number of students taking coursework overall? • What is the passing rate of White, African American, Hispanic, other? How does that correlate with the number of students in each population taking coursework? • Are these statistics equitable? Why or why not.
Purpose:	To uncover, understand, and change inequities that are internal to student achievement.

Surveying Needs Assessment	
Activity:	Connect to the below link and have your teachers complete the needs assessment survey, The School Leader's Tool for Assessing and Improving School Culture, for your campus. Explicit instructions are provided at the onset of the document.
Purpose:	To determine the current status of your school culture.
View Needs Assessment School Culture PDF	

Planning Tool Needs Assessment	
Activity:	Review the below linked planning document as you and your team review the skills that students need to be successful in entry-level courses and careers based upon Conley's description in Redefining College Readiness pages 13-17. Discuss what strategies or activities you currently have in place. After completing the entire planning tool, reflect upon gaps. Determine activities to address the gap areas, the person responsible, resources needed, and an evaluation time line. Prioritize new activities.
Purpose:	To determine the current status of activities that promote college and career readiness.
Download the College and Career Readiness Planning Tool	

Putting It All Together

Putting It All Together	
Activity:	Meet with your staff: • Take your quantitative, qualitative, and survey data to begin defining objectives for your campus plan regarding college and career readiness. • Utilize the below links for an example and for a blank template • Take your prioritized areas to add activities to your plan.
Purpose:	To implement school improvement plan for a college and career readiness goal.
Learn more about and download Campus Plans	



Final Thoughts About School Culture and CCRS

An important element of developing a positive school climate that is centered on student success after graduation is your responsibility. You set the expectations for students, staff, and parents. How will you lead the effort to create a campus culture that believes in preparing college and career-ready students?

Campus Planning is a state-mandated process that is designed to guide the campus to improvement in areas of need, as indicated by the state and campus data. What is your role in developing, implementing, and evaluating your campus plan?

More importantly, how can you facilitate the understanding with your faculty/staff the importance of the campus plan that reflects CCRS and post-high school academic success?

The Principal's Role as Curriculum Leader in Promoting College and Career-Ready Students

Purpose of Section

The purpose of this section is to increase your understanding of the principal's role in developing and implementing a curriculum that is aligned with the Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards (CCRS) in order to prepare students for a successful college experience.

This section includes a definition and content addressing the principal as the curriculum leader. In addition, a printable example of the CCRS infusion with the TEKS, suggested activities, and a self-reflection competency-level chart is included. The principal competencies regarding curriculum leadership do relate to promoting college and career-ready students. Learn more about principal competencies.

Before you begin this section, reflect upon the statements below in Table 2, which define your perception and understanding; you set the direction for ensuring that the curriculum meets college and career readiness (CCR) depth.

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. I consider my ability as a curriculum leader regarding college and career readiness as…	●	●	●
2. I consider my ability to be involved in the development of curriculum that includes college and career alignment as…	●	●	●
3. I consider my ability to be involved in the implementation of curriculum that includes college and career alignment as…	●	●	●
4. I consider my ability to be involved in the evaluation of curriculum that includes college and career alignment as…	●	●	●
5. I consider the ability of my teachers to implement a curriculum that includes college and career alignment as…	●	●	●
6. I consider my level of understanding that a curriculum aligned with the CCRS will prepare student for the EOC as...	●	●	●

Download the activity to work and save on your computer.

Reset Table 2

Curriculum Leadership

Over the past few years, the role of the principal has shifted from manager to instructional leader. The role of the principal as the instructional leader is to ensure that effective instruction that leads to student success is taking place in all classrooms (see the Instructional Leadership module for more information). One primary responsibility of the instructional leader is to conduct teacher walkthroughs and formal evaluations to assess the effective classroom instruction. However, in recent years, many principals are finding that effective classroom instruction must be based on an aligned and effective curriculum. How can the principal evaluate if the instruction is effective unless he/she knows what must be taught and at what level of expectation the students must be taught? Thus the principal's role has changed to curriculum and instructional leader.

Curriculum leadership requires that the principal understand the connection between effective instruction and curriculum to lead a collaborative path that empowers teachers to effectively use and manage the curricular requirements for their subjects (Wiles & Bondi, 2011). How does the principal lead the curriculum on campus, especially if the district has an expected aligned curriculum for each campus? This has created a mentality of separation of curriculum and instruction. How can the two be separate? Many principals believe their responsibility is to know the curriculum and ensure that it is being used effectively on the campus. That makes sense. However, what happens when the teachers believe that the curriculum is not in line with the needs of the campus? What is the principal's responsibility to the teachers and students? Ultimately, is the curriculum director held responsible for your campus accountability? These are important questions to consider.

Qualitative Data

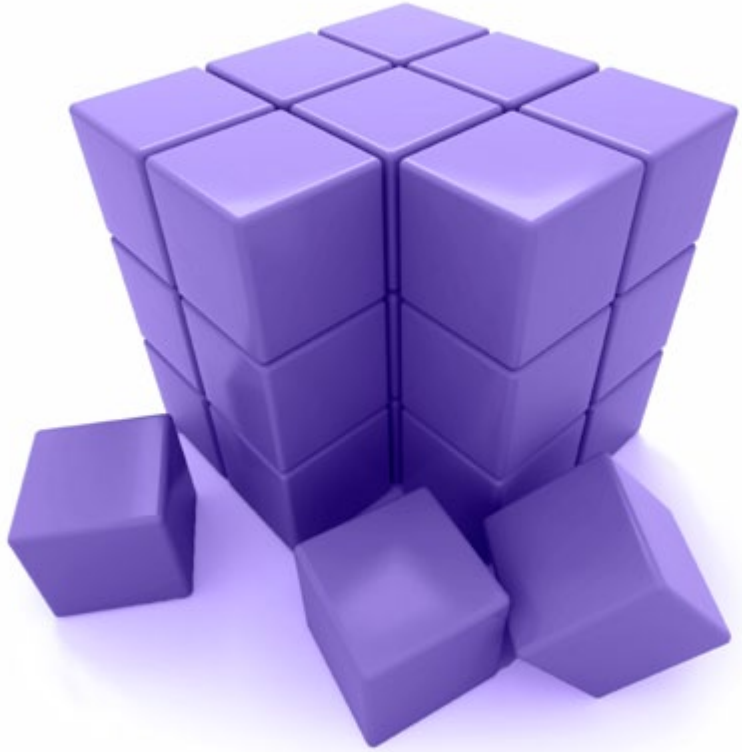
Conley's Principle 2: Create a core academic program that is aligned with and leads to college readiness by the end of 12th Grade. Review Conley's Principle 2, which defines attributes of campus curriculum as it relates to a CCR campus. Think about you as the CCR curriculum leader. Reflect upon the strengths that you note in your curriculum and the areas of concern. Learn more about Conley's Principle 2.

Principals must be involved with the development, implementation, and evaluation of the curriculum in order to fulfill his/her ethical responsibility for all. Even if the district has an aligned curriculum, the principal must be able to adjust the scope and sequence and/or evaluate the effectiveness of the curriculum to meet the needs of his/her campus. In addition, how will principals in Texas answer the new standards that are to be aligned to the new EOCs?

The Primary Question: Ethically, am I responsible for having a workable understanding of the depth of the campus curricula?

TEKS and CCRS Integration

Even if the principal believes this premise, the question is how? The following is an example of the integration of the CCRS into the TEKS, which are the framework objectives for the curriculum. Learn more about CCR Reflection.



111.34. Geometry (One Credit)

b. Knowledge and Skills
(5) Geometric patterns. The student uses a variety of representations to describe geometric relationships and solve problems. The student is expected to:

(A) use numeric and geometric patterns to develop algebraic expressions representing geometric properties; CCR Standard

(B) use numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles; CCR Standard

(C) use properties of transformations and their compositions to make connections between mathematics and the real world, such as tessellations; and CCR Standard

Understanding the Alignment Between TEKS and CCRS

A vertical team (VT) of 10 members, six representing secondary public education and four representing higher education, evaluated the degree of alignment between the state's College and Career Readiness Standards (CCRS), adopted January 24, 2008, in the four core areas.

- The mathematics vertical team members found that the College Readiness Standards in mathematics are well-aligned with the Texas Essential Knowledge and Skills for Secondary Mathematics. With minor exceptions, team members generally indicated strong alignment between the CRS and TEKS. View the Math Gap Analysis PDF.

- The englishlanguage arts and reading vertical team members found that the College Readiness Standards in english language arts and reading are well-aligned with the Texas Essential Knowledge and Skills. With minor exceptions, team members generally indicated strong alignment between the CRS and TEKS. View the ELA Gap Analysis PDF.

- The science vertical team members found that the CRS in science are adequately aligned with the TEKS for secondary science. With some major exceptions, team members generally indicated adequate alignment between the CRS and TEKS. View the Science Gap Analysis PDF.

- The social studies vertical team members found that the College and Career Readiness Standards in social studies are aligned to varying degrees with the Texas Essential Knowledge and Skills for Secondary Social Studies. Generally, team members indicated some degree of alignment [strong or adequate] between most of the standards contained in the CCRS and the social studies TEKS. View the Social Studies Gap Analysis PDF.

Suggested Activities for the Principal as the CCR Curriculum Leader

To increase your understanding of becoming a Curriculum Leader in College and Career Readiness, pursue the following activities:

Understanding Gap Analysis	
Activity:	Have each of the four core content groups of teachers review the gap analysis report for their respective content. Have them reflect upon areas of commonality between TEKS and CCRS and areas of questionable alignment.
Purpose:	To provide teachers with an opportunity to understand how the TEKS and CCRS are aligned.
View the Math Gap Analysis PDF View the ELA Gap Analysis PDF View the Science Gap Analysis PDF View the Social Studies Gap Analysis PDF	

Are We Aligned in Content?	
Activity:	Divide teachers into content groups. Have strips of paper with the TEKS objectives for the six weeks on each strip. Have strips of paper with the CCRS in each content area. Content groups will work together to match the TEKS with the CCRS. Then, the CCRS will be added into the current curriculum under the matching TEKS. The principal should be cognizant of areas needed for professional development activities.
Purpose:	To allow teachers an opportunity to understand how TEKS and CCRS align with their course expectations.
Download the College and Career Readiness Standards PDF	

Are We Aligned in Cross-Disciplinary?	
Activity:	Have your teachers in the four core content areas take their curriculum and the CCRS Cross-Disciplinary Standards and align them. Look for areas of non alignment in which teachers should embed such in their respective curriculum. The principal should be cognizant of areas needed for professional development activities.
Purpose:	To allow teachers to identify the alignment between their curriculum and the Cross-Disciplinary Standards.
Download the College and Career Readiness Standards PDF	

Student Perception	
Activity:	Have students complete a survey regarding their perception of readiness for college and careers by completing the following survey. Share survey results with your teachers and discuss areas of strength, areas of concern, and the next steps to take to improve an area of concern. The principal should be cognizant of areas needed for professional development activities.
Purpose:	To provide students with an opportunity to determine their level of college readiness.
Download a sample Student Survey	

Final Thinking About Curriculum Leadership and CCRS

Aligning curriculum to effective instructional practices in the classroom is vital to ensuring student academic success. What is your role in aligning the curriculum with CCRS and how does that translate into the evaluation of teachers in the classroom?

The implementation of CCRS on a high school campus requires planning for instructional needs, implementing meaningful curriculum experiences, and providing for authentic assessments. However, these strategies will not be as effective if they are only centered on high school needs. A principal will need to understand where his/her students came from in order to prepare them for success after graduation. With this in mind, a high school principal will need to work closely with middle and intermediate school principals to promote the concept of attending college, address higher order thinking skills used in classroom instruction, as well as begin the necessary training in CCRS. How will you begin this process and create a sense of collegiality with peers?

The Principal's Role as the Instructional Leader in Promoting College and Career-Ready Students

Purpose of Section

Everyday, principals face a myriad of responsibilities that revolve around every aspect of school life. Safety issues, managerial tasks, and simple day-to-day expectations require a large amount of a school leader's time. This picture of the life of an administrator seldom includes the role the principal plays in the area of instructional leadership. With the many changes taking place in regards to school accountability, the principal who serves as the instructional leader for a campus must center his or her efforts on mastery learning, continuous student success, knowledge of curriculum standards, and effective teaching practices. The principal now has new responsibilities regarding the College and Career Readiness Standards (CCRS). The principal competencies regarding instructional leadership do relate to promoting college and career-ready students. Learn more about principal competencies.

Before you begin this section, reflect upon the statements below in Table 4, which define your perception and understanding; you set the direction for ensuring instructional leadership that promotes college and career readiness (CCR).

The Primary Question: Ethically, am I responsible for ensuring instruction that prepares students for college and career readiness?

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. I consider my understanding as an instructional leader in the area of college and career readiness as…	○	○	○
2. I consider my abilities to be an effective instructional leader in college and career initiatives as…	○	○	○
3. I consider my abilities to use college and career readiness data to support my decision-making process as…	○	○	○
4. I consider my abilities to monitor instruction that adequately prepares students for college and career readiness as…	○	○	○
5. I consider my abilities as an instructional leader to design an effective professional development plan that addresses college and career readiness issues as…	○	○	○

Download the activity to work and save on your computer.

Reset Table 4

Components of CCRS Instructional Leadership

Figure 7 delineates the scope of expectations regarding the principal as an instructional leader for CCR in five main components.

For principals to commit to becoming effective instructional leaders regarding CCRS, they must learn to trust and rely on others (distributive leadership), prioritize school commitments, and become organized, purposive, and deliberate planners (DiPaola & Hoy, 2008), because in this age of accountability and required mandates, learning and student success must come first. The person ultimately responsible for the instructional focus and learning expectations on a campus is still and will always be the principal.

In many cases, a principal's influence on instruction and learning has been indirect. For schools and students to be successful in providing instruction that meets the CCRS, a principal's time must be focused on becoming directly involved with what is happening in classrooms, the impact of meaningful instruction, and a change in the perception that teachers hold of a school leader.

If teachers are to be included in the transformation from a managerial perception of the principalship to one of instructional leader, how does that look for both the principal and a staff?

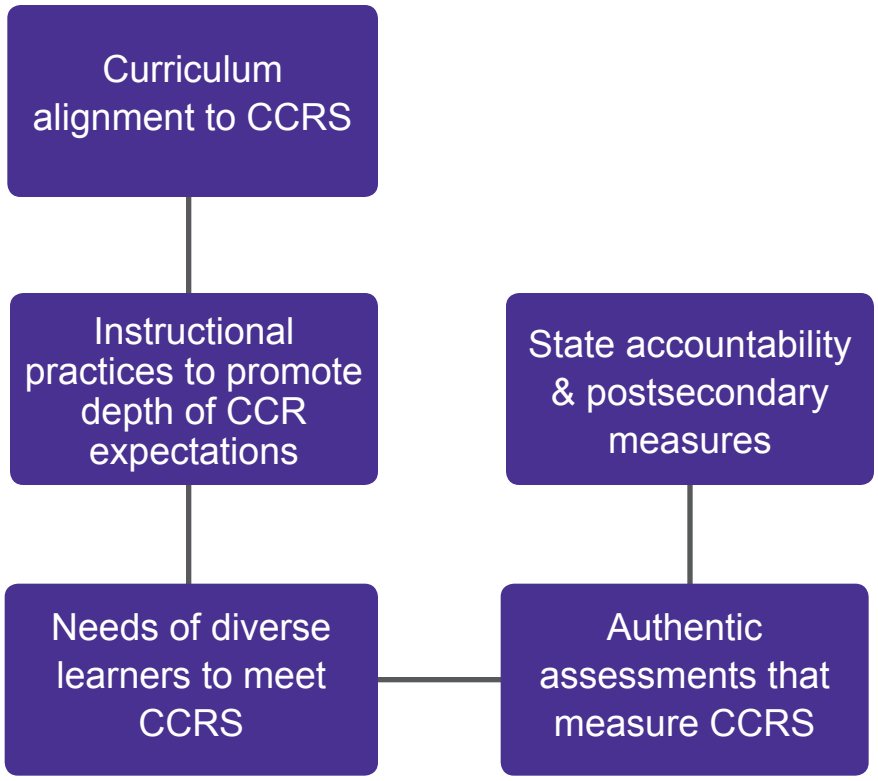


Figure 7

Qualitative Data

Conley's Principle 3: Teach key self-management skills and expect students to use them. Campuses that prepare students for college and career readiness promote Academic Behaviors development in students. Review some of the attributes that Conley describes for Principle 3 and reflect upon them. Determine areas of strengths that you note in your campus and the areas of concern. Learn more about Conley's Principle 3.

Conley's Principle 5: Campuses that prepare students for college and career readiness not only provide rigorous content, but they also adjust their grading practices. Read Principle 5, then reflect. Determine areas of strengths that you note in your campus and the areas of concern. Learn more about Conley's Principle 5.

Conley's Principle 6: Campuses that prepare students for college and career readiness provide a challenging senior year. Read Principle 6, then reflect. Determine areas of strengths that you note in your campus and the areas of concern. Learn more about Conley's Principle 6.

> "Our responsibility to our students does not end after they exit our high school; we must accept the responsibility that we have adequately equipped them to succeed at a postsecondary site."

Leaders and Teacher Perception

Principals who serve as instructional leaders plan, develop, encourage, and evaluate the below key aspects on a continual basis for the sole purpose of improving student learning through effective and meaningful instruction so that students are college and career-ready.

Teachers' perception of the principal's behaviors sets the school tone of what is expected of them instructionally.

Review Table 6 and reflect upon your practice regarding instructional leadership regarding college and career readiness of your students. Do your teachers perceive that college and career readiness is your goal for students? Do you support teachers as they raise the standard in their classroom?

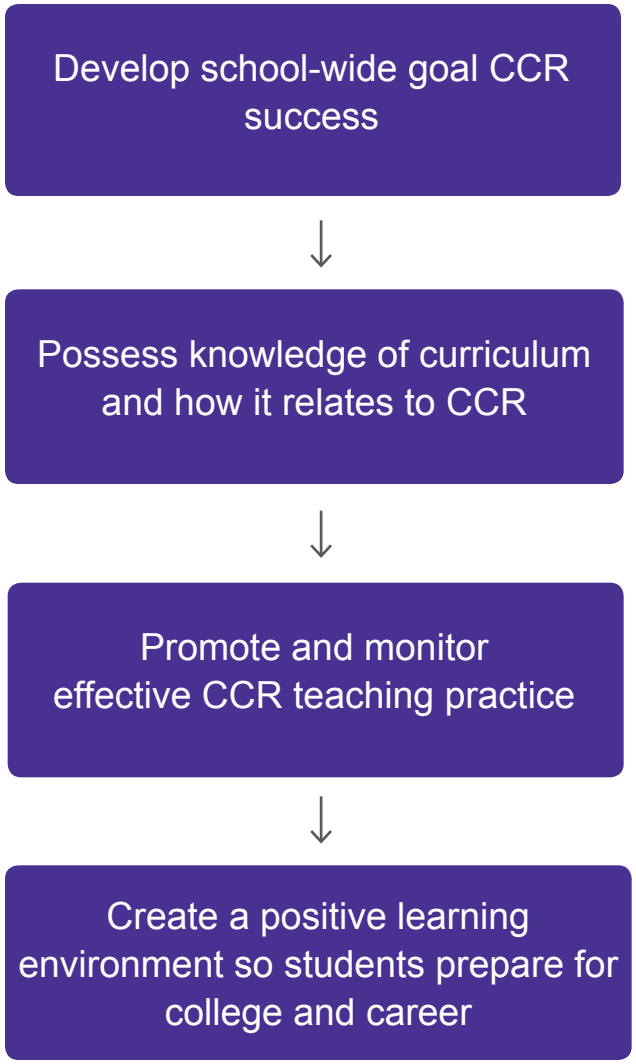


Figure 9

Expectations of Principal as an Instructional Leader	Perception of Teachers
Develop a school-wide goal for CCR success	Will the principal communicate and collaborate with the staff to create a strategic plan for the school and students that defines success in college and career preparation?
Possess knowledge of curriculum (CCRS) standards	Will the principal be an active participant in lesson planning requiring a link to the CCRS? Does the principal have a workable understanding of the CCRS and how they are to be aligned with the campus curricula? Does the principal have a workable understanding of postsecondary student achievement and include it as we discuss our accountability system?
Promote and monitor effective teaching practices that promote sufficient rigor for preparing college and career-ready students	Will the principal recognize effective teacher practices for CCR? Will the principal address ineffective teaching practices for CCR? Will the principal provide continuous support to develop a CCR instructional program through professional development opportunities, resources, and time? Will the principal use postsecondary data to measure and guide teacher effectiveness? Does the principal have an understanding of authentic assessment that measures CCR?
Create a positive learning environment for students, faculty, staff, and community so that students can pursue postsecondary enrollment	Will the principal encourage district and campus collegiality vertically, horizontally, and with postsecondary partners? Will the principal encourage and welcome community involvement, particularly postsecondary? Does the principal possess the skills to create and sustain a positive and encouraging school climate that promotes a college culture? Will the principal recognize the efforts of the teachers as they embrace new skills and learning regarding CCR? Will the principal prevent disruptions to the instructional process?

Table 6

Suggested Activities for Becoming a CCR Instructional Leader

To increase your understanding of becoming an Instructional Leader in College and Career Readiness, pursue the following activities:

Redefining College Readiness	
Activity:	Have your teachers discuss three sections of Redefining College Readiness by David Conley: Current Means to Determine College Readiness, Components in a Comprehensive Definition of College Readiness, and A Definition of College Readiness. They are to reflect upon the academic as well as the cross-disciplinary skills that students need to be successful in the entry-level classrooms. Chart those skills and then discuss the current state of the campus' instructional methods. The principal should be cognizant of areas needed for professional development activities.
Purpose:	To compare the difference between current instructional practices and those introduced in the Cross-Disciplinary Standards.
Download Redefining College Readiness PDF	

Instruction Supports 4 Dimensions	
Activity:	Have your teachers identify how the instructional program as a whole in their respective department helps students develop key cognitive strategies, key content skills, academic behaviors, and contextual skills. The principal should look for areas for potential professional development.
Purpose:	To compare how the current educational program on their campus promotes college readiness skills for its students.

What Schools Can Do	
Activity:	Have your teachers discuss What Schools and Students Can Do To Foster College Readiness from Redefining College Readiness by David Conley. Discuss the campus' areas of strength and areas of concern. The principal should look for areas for potential professional development.
Purpose:	To review the strategies and actions currently in place that address students' needs regarding college readiness skills.
Download Redefining College Readiness PDF	

Is Instruction Preparing Students?	
Activity:	As the instructional leader, think about your instructional program as a whole to identify how it develops the skills students need to be successful in postsecondary entry-level classes, key cognitive strategies, key content skills, academic behaviors, and contextual skills. Reflect on the provided statement probes, which are not exhaustive lists of behaviors for each area, but provide a beginning process to determine if your instructional program promotes college readiness skills. Identify general areas of strengths and areas of concern that can be utilized as topics for further professional development activities.
Purpose:	To assist a campus principal in creating campus improvement plans focused on college readiness skills.
Learn more about Key Cognitive Strategies Learn more about Key Content Skills Learn more about Academic Behaviors Learn more about Contextual Skills	

Final Thoughts About Instructional Leadership and CCRS

As the change agent for your campus, you must utilize school data to make necessary instructional changes that benefit student success. How will you use quantitative and qualitative data to impact decisions regarding the implementation of the College and Career Readiness Standards?

The Principal's Role as the Instructional Supervisor in Promoting College and Career-Ready Students

Purpose of Section

The key to any successful school is the effectiveness of the instruction and learning that takes place in each and every classroom. Teachers prepare and execute instructional strategies every day that include knowledge of subject content, learning needs of the students, and authentic assessments. The role of the principal regarding instruction that meets CCR is to serve as an evaluator of the instructional processes that take place in the classroom and the effectiveness of the teacher's abilities.

Of great importance is a principal's awareness of effective teaching practices that ensure mastery learning, as well as a student's success after graduation. This section reflects the supervisory responsibilities of the principal, the awareness of College and Career Readiness Standards (CCRS), and suggestions for assisting principals in the incorporation of CCRS into the mainstream of instructional practices.

Before you begin this section, reflect upon your current practices by asking yourself the questions found in Table 6. Your expectations about college and career readiness (CCR) and how you see your role sets the tone for teacher expectations.

The Primary Question:
Ethically, am I responsible for monitoring and sustaining instruction that prepares students for college and career readiness?

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. I consider my abilities to examine classroom instructional processes to measure high-level content (CCR) and Cross-Disciplinary Skills as…	○	○	○
2. I consider my abilities to examine classroom assessments to ensure that they too are measuring CCR expectancy as…	○	○	○
3. I consider my teachers' abilities to set high expectations for students and require them to assume responsibility for their learning as…	○	○	○
4. I consider my abilities to provide ongoing professional development to equip my teachers to teach the depth of the TEKS as…	○	○	○
5. I consider my abilities to use a variety of data sources to evaluate teacher effectiveness regarding CCR expectations as…	○	○	○

Download the activity to work and save on your computer.

Reset Table 6

Supervision

In the past, the concept of supervision represented inspection rather than assistance toward helping teachers improve their instructional practices (Glickman, Gordon, & Gordon, 2010). The principal who serves as the supervisor of instruction must be willing to develop and maintain successful collegial relationships with his/her teachers to lessen the fear of inspection and increase the performance abilities of the teaching staff. In the area of supervision, principals are responsible for more than just "thinking what good teaching looks like;" they have to know what good teaching is regarding the CCRS and develop instructional specialists for every classroom and every child.

> "Every grade level has a responsibility to build the student's knowledge to prepare them for the CCRS in high school."

Supervision of Instruction

At the heart of instruction are the actions and the practices of classroom teachers and their efforts to prepare their students for success in school and college and career readiness. While instructional methods will differ from teacher to teacher, the goal must remain the same: success for all students. Marzano, Waters, and McNulty (2005) contend that the principal stands as the one who should be "directly involved in the design and implementation of curriculum, instruction, and assessment activities at the classroom level" (p. 53). Zepeda (2003) recognizes that the aim of instructional supervision involves the personal growth of teachers and administrators in the area of teaching effectiveness, the need for "fault-free" problem-solving and decision making, and the need to develop teacher/supervisory relationships that foster the growth of teachers.

Regardless of the subject or grade level, the principal must take an active role in the CCR teaching process. This involves the principal making the evaluation of teacher effectiveness regarding CCRS rigor a priority. The principal competencies as they relate to instructional supervision relate to promoting college and career-ready students.

The principal competencies regarding instructional supervision do relate to promoting college and career-ready students. Learn more about principal competencies.

Connecting Supervision to College and Career Readiness Standards

If teachers are to become aware of the 21st century needs and challenges facing their students, then principals must be the instructional leader to ensure this happens. Principals can begin this endeavor by connecting the CCRS to their current practice. Table 8 lists several supervisory behaviors of principals that connect to CCRS.

Actions of a Supervisor of Instruction	Connection to CCRS
Frequent classroom visits documenting what you observe	• Look for instruction that promotes key content and key cognitive strategies • Look for students demonstrating self-directed behaviors
Use of various instruments to record teacher performance, i.e. walkthrough document	• Use of standardized forms that create consistent evaluation methods focusing on those student behaviors that build skills for college and career readiness. • Look at benchmark and state testing results by % mastery for each student population and look at those results by objective and by student expectation for each teacher.
Arrange time for teachers to meet collaboratively across the disciplines	• Use college readiness standards in the core areas to create curricular plans; writing across the curriculum, use of higher order questioning skills, use of vertical alignment • Use Cross-Disciplinary Standards to establish similar classroom expectations
Provide constant and meaningful professional development activities	• Study the College and Career Readiness Standards • Discuss the skills students must possess to be successful in entry-level postsecondary classes.
Encourage and motivate teachers to improve their instructional practices	• Recognize a teacher's efforts to require students to be self-directed and to take responsibility for their learning. • Encourage teachers who raise expectations with their students; initially, student grades may fall.

Table 8

The Importance of Walkthroughs

“What gets measured gets done.” A classroom walkthrough is a brief, structured classroom observation that is followed by a conversation between the principal and the teacher about what was observed. Consistent walkthroughs enable you to know your teachers’ strengths and weakness in providing high-level instruction for CCR, thusly allowing you to schedule staff development around areas of concern.

The dialogue that results from walkthrough observations is the biggest benefit as you engage in professional dialogue regarding instruction that meets CCR levels.

The PDAS walkthrough form will measure instruction at a level of college and career readiness.

Pitler and Goodwin (2008) support the fact that “the key to making accurate decisions based on short observations is knowing what to look for” (para. 3). This is the charge given to principals as they visit classrooms - knowing what effective and mastery instruction looks like. While a walkthrough only lasts a few minutes, a principal can determine the level of instruction taking place, the relationship that exists between a teacher and the students, and any instructional needs that exist. A principal’s knowledge of CCRS will impact each of these areas. This is just another way the principals impact direct instruction that takes place in the classroom.

The principal’s knowledge of CCRS also impacts the level of instruction that is necessary when assisting students’ master skills they will need to meet graduation requirements, be successful during their first year of college, and skills they will need in the 21st century workforce.

Continuous and routine walkthroughs coupled with teacher and principal collaborative discussions ensure teacher effectiveness, as well as their growing awareness of the importance of CCRS.

Download the Walkthrough Form.

Suggested Activities

Aggregating Walkthrough Data	
Activity:	From the sample walkthrough form, aggregate your data collected over the semester by content area in areas involving "Successful in Learning," "Self Directed," and "Using Critical Thinking and Problem Solving." Define your areas of strengths and areas of concern. Share the results with stakeholders and the campus improvement committee to determine areas of professional development needed.
Purpose:	To gather data through multiple walkthroughs that indicate a teacher's use of college and career readiness rigor.

Look at Data Beyond % Passing	
Activity:	Using your current benchmark and/or the TAKS data, disaggregate the data by Student Expectation and readiness skills. Table 9 provides such an example, suggesting that over three years in 10th grade, the two readiness Student Expectations (from Algebra I), could reflect gaps in students' skills that could impede success in postsecondary entry-level math classes. Meet with your math team to discuss your findings and plan targeted staff development accordingly, set expectations, and monitor targeted expectations through walkthroughs.
Purpose:	To identify the how well students are performing on readiness standards.

	TAKS Math 10th grade	Grade 10	Grade 10	Grade 10
Course	Student Expectations	2009	2010	2011
Alg. I	Readiness: SE A.07B - The student is expected to investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities	58%	53%	59%
Alg. I	Readiness: SE A.08B - The student is expected to solve systems of linear equations using concrete models, graphs, tables, and algebraic methods	52%	50%	54%

Table 9

Final Thoughts About Instructional Supervision and CCRS

Assisting teachers in the comprehensive process of understanding the scope of the CCRS will require you to have a working knowledge of the standards and how they are related to classroom instruction. What must you do to effectively communicate the importance of the standards and how they pertain to instruction?

You must devote a designated amount of time to meet with teachers regarding the implementation of the CCRS. How will you create time during the school day as a vehicle for this professional development?

The Principal's Role in Professional Learning Communities to Promote College and Career-Ready Students

Purpose of Section

The purpose of this section is to increase your understanding of the principal's role in creating professional learning communities that support life-long learning and professional growth for all educators that will support student achievement in public school, college, and careers.

This section includes a definition and content addressing professional learning communities where a group of educators use research, embrace change, and address professional development needs to encourage personal and professional growth.

Before beginning this section, complete the reflection questions below in Table 10 regarding professional learning communities and how it relates to CCR.

The Primary Question:
Do I believe that I can facilitate my staff to become a community of learners regarding college and career readiness?

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. I consider my level of knowledge of Professional Learning Communities (PLC) as...	○	○	○
2. I consider my abilities to create a PLC that would improve campus culture for CCR as…	○	○	○
3. I consider my abilities to implement PLCs that would improve teacher effectiveness for preparing students for CCR as…	○	○	○
4. I consider my abilities to facilitate collaboration to implement a PLC addressing CCR as…	○	○	○
5. I consider my abilities to share leadership with teachers as…	○	○	○
6. I consider my abilities to facilitate teachers learning from one another as…	○	○	○
7. I consider my abilities to facilitate teachers and administrators learning together about CCR as…	○	○	○

Download the activity to work and save on your computer.

Reset Table 10

Professional Learning Communities

As in all areas of education, learning is not linear, rather it is cyclical. If you began with the introduction to this module and moved through the sections in order, you began with the school culture module. It is only fitting then that we conclude with the creating professional learning communities module, since these concepts are embedded in the beliefs of the school.

PLC are defined as, "…professional staff learning together to direct efforts toward improved student learning" (Hord, 1997). As instructional leaders, principals must understand how to lead the staff in creating a vision for success and implementing actions that support continuous school and student improvement.

Figure 10 defines the five common characteristics of PLCs (DuFour & Eaker, 1998).

You may recognize some of these characteristics are the same as those in the culture module. This is no accident. All of these modules are interconnected, as are all the elements of effective leadership. This would indicate that a healthy school culture that is focused on learning for all can be explicitly taught and evaluated. Principals interested in developing PLCs on their campuses should begin by introducing the concept to teachers and using the book, *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools* by Richard DuFour, Robert Eaker, and Rebecca DuFour (2008).

Figure 10

Suggested Activities for Professional Learning Communities

The first thing to remember is that if the majority of faculty and staff do not believe there is a need to implement PLCs, then it is likely to fail if you force the issue. However, if you see the need to change for the benefit of students, then start by educating your administrative staff. Site visits to successful campuses are always a positive way to begin any process. Set goals with your administrative team and then align them to the elements in PLCs. Most of the time, they connect perfectly.

Then, begin the process of educating your teachers and staff. Use the activities provided as a starting point. However, remember that changing a campus culture takes time. It is important to build relationships and trust with the teachers and staff. It could be a mistake to force PLCs on a group, especially if they perceive it as a negative change. The key is to first evaluate the staff's interest and willingness to initiate a PLC on their campus. Provide learning opportunities and include the staff in the decision-making and goal setting for the campus.

> "Building a collaboration between the secondary teachers and postsecondary faculty has bolstered the spirit of our teachers. They feel much more confident in what they're doing in preparing students for postsecondary education."

Establishing A PLC	
Activity:	If you have not researched PLCs, read the article What is a Professional Learning Community, as well as Revisiting Professional Learning Communities at Work by Richard DuFour, Robert Eaker, and Rebecca DuFour. Both will provide the foundational information needed to begin building a PLC with your staff. Be sure to identify key points for future discussions
Purpose:	To provide a framework for beginning a facilitation about CCR in order to generate conversations that could impact the creation of a PLC.

The Principal's Beginning	
Activity:	Review the following Sample Chart as your first step to establishing a PLC. Look at the five goals while thinking about possible strategies. Rate your current state of accomplishment in this area, as well as your expected outcomes. Examples are provided for the first two goals. You complete the last three goals.
Purpose:	To provide a framework for beginning a facilitation about CCR as it relates to current instructional practices.
Download a template for creating your own PLC Goal Chart	

Final Thoughts About Professional Learning Communities and CCRS

Professional Learning Communities promote active and lifelong learning for all. How can you facilitate active and lifelong learning on your campus and what actions can you take to move teachers/staff to understand the importance of continual professional development/learning of CCRS and student success?

Principals leading a PLC understand the importance of collaboration and teacher leadership. What is your role in facilitating collaboration and teacher leadership with regard to CCRS and how does that translate into actions?

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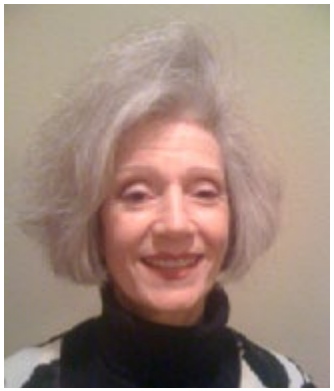
About the Authors

About the Authors

Dr. Sandra Stewart received her Ed.D in Educational Leadership in 2004 and her Master's in Educational Leadership with Principal Certification in 1998. She taught for eight years in public schools in Texas and served as an assistant principal for three years and an elementary principal for six years. Her campus moved from a low performing campus to a recognized campus in three years. Dr. Stewart has taught in the Master's of Educational Leadership and Principal Preparation Certification Program at Stephen F. Austin State University for the past four years and is currently serving as the coordinator of the program.

Dr. Janet Tareilo began her career in higher education at Stephen F. Austin State University five years ago after 24 years in public education as a teacher, program director, and principal. She is an Assistant Professor in the Secondary Education and Educational Leadership Department where she teaches face-to-face, as well as online courses regarding school law, action research, and instructional leadership.



Brenda Hill is the Director of the STEPS grant. She joined Stephen F. Austin State University in 2007 as the Director of Deep East Texas P-16 Council. The majority of educational service occurred in the Lufkin Independent School District where she served in a variety of leadership capacities, concluding her public school service as the Associate Superintendent for Curriculum and Instruction.

The findings related and views expressed in this report are solely those of the authors and do not necessarily represent the views of, and should not be attributed to, the Texas Higher Education Coordinating Board.

Supporting Information

CCR Reflection

The new CCRS and EOCs will change the way that principals review data and determine needs.

A new focus of accountability for ensuring that all students are prepared for a post-high school education has to be part of vision for success.

This vision will guide the campus plan process and established shared beliefs about student ability and expectations.

Return

CCR Reflection

Principals have an ethical responsibility to prepare students for the best possible careers so that they can contribute to society as an active community member that contributes to the financial stability of the state and community.

The state is now creating standards to answer this call; College and Career Readiness Standards (CCRS).

This means that the CCR standards must be infused into the curriculum.

Return

CCRS Math Standard

(C1c) Relate geometric and algebraic representations of lines, segments, simple curves, and conic sections…

Return

CCRS Math Standard

(A2b) Develop and verify angle relationships: vertical, complementary, supplementary, angles on parallel lines, angle-side relations in a triangle, interior/exterior angles on polygons, and angles on circles.

Return

CCRS Math Standard

(B1a) Identify whether a transformation is a reflection, rotation, translation, or dilation.
(B1d) Use transformations and compositions of transformations to investigate and justify geometric properties of a figure…

Return

Campus Plan

Goal 1: To increase college readiness through increased enrollment, participation, and success in all college readiness programs and opportunities offered (AP, Dual Enrollment, SAT, ACT, counseling services, and college/career day).

Objective 1: The campus will increase the number of students participating in and succeeding in AP, Dual Enrollment classes, SAT and ACT exams, and counseling services that support all students in post high school success by 80% - 100% by May 2012.

Summative Evaluation: Increased student enrollment to 80% - 100% of student population in all college readiness programs.

Download Sample Campus Plan
Download Campus Plan Template

Return

Principal Competencies

Principal Competencies	Connection to College and Career Readiness
Domain I: (001a) Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.	The principal sets the expectation that learning will promote college and career preparation.
Domain I: (001b) Ensure that parents and other members of the community are an integral part of the campus culture.	The principal includes parents, community, business, and postsecondary partners in college and career readiness campus planning.
Domain I: (001c) Implement strategies to ensure the development of collegial relationships and effective collaboration.	The principal deliberately establishes partnerships with postsecondary partners.
Domain I: (001d) Respond appropriately to diverse needs in shaping the campus culture.	The principal utilizes student achievement data to determine needs of diverse learners.
Domain I: (001e) Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.	The principal utilizes postsecondary student performance data, best practices to enhance college and career readiness, and research to develop and implement a campus vision.
Domain I: (001g) Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.	The principal includes objectives and strategies that promote college and career readiness
Domain I: (001h) Align financial, human, and material resources to support implementation of a campus vision.	The principal appropriately aligns financial, human, and material resources to accomplish college and career readiness objectives.
Domain I: (001i) Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.	The principal assesses and adjusts college and career readiness objectives.

Continued on next page...

Principal Competencies	Connection to College and Career Readiness
Domain I: (001j) Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.	The principal supports the teachers as grades begin to fall when expectations are required by teachers.
Domain I: (001k) Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.	The principal acknowledges college and career readiness accomplishments collectively and individually.
Domain I: (002a) Communicate effectively with families and other community members in varied educational contexts.	The principal communicates with families concerning his/her expectations for college and career readiness.
Domain I: (002c) Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.	The principal communicates and gathers input from postsecondary, community, business, parents, and students regarding CCR issues.
Domain I: (002e) Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.	The principal communicates and gathers input from postsecondary, community, business, parents, and students regarding CCR issues.
Domain I: (002g) Establish partnerships with parents/ caregivers, businesses, and others in the community to strengthen programs and support campus goals.	The principal communicates and gathers input from postsecondary, community, business, parents, and students regarding CCR issues.
Domain I: (003a) Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.	The principal understands the future impact to students who are not college and career-ready, as well as the negative impact to the economy of Texas.
Domain I: (003c) Apply knowledge of ethical issues affecting education.	The principal understands the future impact on students who are not college and career-ready, as well as the negative impact to the economy of Texas.
Domain III: (008b) Work collaboratively with stakeholders to develop campus budgets.	The principal takes counsel from collaborative groups, including postsecondary partners, before developing the campus budget.

Return

Principal Competencies

Principal Competencies	Connection to College and Career Readiness
Domain II: (004a) Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).	The principal facilitates the campus curricula that meet levels of CCR and promotes preparation of all students.
Domain II: (004b) Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.	The principal utilizes CCR research to develop, implement, and evaluate the campus curricula.
Domain II: (004c) Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.	The principal participates in district alignment of curricula that meet CCR.
Domain II: (004d) Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.	The principal uses postsecondary data to measure the effectiveness of college and career readiness of campus students.
Domain II: (004e) Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.	The principal includes content and cross-disciplinary technology standards in the campus curriculum.
Domain II: (004f) Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.	The principal encourages cross-curricular opportunities for students that meet CCR expectation.
Domain II: (004g) Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.	The principal includes Key Cognitive Strategies (Key Cognitive Skills) throughout the campus curricula.

Return

Supporting Information

Principal Competencies

Principal Competencies	Connection to College and Career Readiness
Domain II: (005a) Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.	The principal includes CCR research as a part of ongoing study of improving campus instructional strategies.
Domain II: (005b) Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.	The principal implements programs that prepare students to be college and career-ready.
Domain II: (005c) Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.	The principal anticipates concerns as the campus raises its expectations for students to be college and career-ready and supports those involved through the change process.
Domain II: (005d) Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	The principal implements programs that support individual student needs to gain the necessary skills to become college and career-ready.
Domain II: (005e) Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.	The principal includes CCR objectives and student achievement in formative and summative assessments.
Domain II: (005f) Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.	The principal includes content and cross-disciplinary technology standards in the campus curriculum.
Domain II: (005a) Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.	The principal includes CCR research as a part of ongoing study of improving campus instructional strategies.

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Principal Competencies	Connection to College and Career Readiness
Domain II: (005b) Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.	The principal implements programs that prepare students to be college and career-ready.
Domain II: (005c) Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.	The principal anticipates concerns as the campus raises its expectations for students to be college and career-ready and supports those involved through the change process.
Domain II: (005d) Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.	The principal implements programs that support individual student needs to gain the necessary skills to become college and career-ready.
Domain II: (005e) Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.	The principal includes CCR objectives and student achievement in formative and summative assessments.
Domain II: (005f) Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.	The principal includes content and cross-disciplinary technology standards in the campus curriculum.
Domain II: (005h) Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.	The principal implements programs that prepare students to be college and career-ready.
Domain II: (005i) Analyze instructional needs and allocate resources effectively and equitably.	The principal analyzes resources such as time, personnel, materials, technology, etc. to promote college and career readiness.

Continued on next page...

Principal Competencies	Connection to College and Career Readiness
Domain II: (005j) Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.	The principal analyzes the various factors with the intent of providing students with systems to promote students who are college and career-ready.
Domain II: (005k) Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.	The principal reviews data for each student population of students and their corresponding achievements for becoming college and career-ready.

Return

Principal Competencies

Principal Competencies	Connection to College and Career Readiness
Domain II: (006e) Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.	The principal considers CCR when reviewing best practices in formative and summative staff evaluations.
Domain II: (007b) Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.	The principal collects and analyzes student achievement postsecondary data with other accountability data.
Domain II: (007e) Encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.	The principal facilitates positive change on a campus regarding CCR.
Domain II: (007f) Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.	The principal effectively monitors progress toward building a campus that embraces CCR.
Domain III: (008e) Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.	The principal maximizes personnel assignments to build a campus that promotes college and career-ready students.

Return

Conley's Principle 1

Conley's Principle	Campus Reflection
1. Create and maintain a college-going culture in the school (Conley, 2010, p. 14) • Make college and career readiness a key school-wide 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.	

Return

Conley's Principle 2

Conley's Principle	Campus Reflection

2. Create a core academic program that is aligned with and leads to college readiness by the end of 12th Grade (Conley, 2010, p. 15)
• Focus the core academic program on college readiness
• Review and revise syllabi to ensure course alignment with CCRS, and
• Identify how the instructional program as a whole:
  • develops key cognitive strategies
  • focuses on key content
  • develops academic behaviors
  • presents key college knowledge.	

Return

Conley's Principle 3

Conley's Principle	Campus Reflection
3. Teach key self-management skills and expect students to use them (Conley, 2010, p. 16) • 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.	

Return

Conley's Principle 4

Conley's Principle	Campus Reflection
4. Make college real by preparing students for the complexity of applying to college and making the transition successfully (Conley, 2010, p. 17) • Familiarize students with college and the application process each successive year • Instruct all students and parents on the major time lines 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.	

Return

Conley's Principle 5

Conley's Principle	Campus Reflection
5. Create assignments and grading policies in high school that more closely approximate college expectations (Conley, 2010, p. 18) • 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.	

Return

Conley's Principle 6

Conley's Principle	Campus Reflection

6. Make the senior year meaningful and challenging (Conley, 2010, p. 19)
• 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:
  • 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.	

Return

Conley's Principle 7

Conley's Principle	Campus Reflection
7. Build partnerships with and connections to postsecondary programs and institutions (Conley, 2010, p. 20) • 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.	

Return

Key Cognitive Strategies

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. Promotes problem formulation skills by requiring students to use multiple strategies to solve novel problems.	○	○	○
2. Promotes reasoning skills by having students construct well-reasoned arguments that support their position.	○	○	○
3. Promotes precision and accuracy by having students persevere until a task is completed.	○	○	○
4. Promotes research skills by having students formulate research questions.	○	○	○
5. Promotes technology skills by having students use technology to communicate findings in a coherent manner.	○	○	○
6. Promotes inquiry by having students conduct investigations and observations.	○	○	○

Download the activity to work and save on your computer.

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Return

Key Content Skills

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. Promotes students' ability to read strategically by reading a wide variety of non-fictional texts.	●	●	●
2. Promotes students' abilities to move beyond formulaic understanding to conceptual understanding.	●	●	●
3. Promotes students' abilities to use evidence to draw conclusions.	●	●	●
4. Promotes students' abilities to evaluate evidence of 'big ideas.'	●	●	●
5. Promotes the use core subject content to analyze information	●	●	●

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Return

Academic Behaviors

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. Promotes self-monitoring by having students use systematic methods of collecting and organizing materials.	○	○	○
2. Promotes working collaboratively by having students work in small groups to investigate problems.	○	○	○
3. Promotes working independently by having students complete a project with minimal supervision.	○	○	○
4. Promote organizational skills by having students use technology to analyze information.	○	○	○
5. Promote study habits by having students utilize note taking skills for assembling information and for future study.	○	○	○
6. Promote writing strategies by having students write clearly and coherently.	○	○	○

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Return

Contextual Skills

Check the rating that best describes your understanding at this time. Novice (Awareness, basic understanding), Emerging (Understand and can apply), and Expert (Can apply and teach others).	Novice	Emerging	Expert
1. Provides students with information about college admission requirements.	○	○	○
2. Provides parents with information about college admission requirements.	○	○	○
3. Provides financial aid information.	○	○	○
4. Provides information about college expectations.	○	○	○
5. Provides parents with opportunities to discuss college preparation.	○	○	○

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Return

PLC Goals (Sample Chart)

Goal	Strategy	Current Level				Expected Outcome
		Not at all	Understanding	Emerging	Intentional	
Create a Shared Vision for college and career readiness	Examine current vision and work with staff to create a shared vision	1	2	3	4	Vision Statement that embraces building a campus vision for college and career readiness
Create a Collaborative Culture	1. Create vertically aligned committees **Allow teachers to choose CCR topic of committee 2. Schedule times for grade level/content teachers to plan each six weeks	1	2	3	4	1. Collaborative staff that solves problems together 2. More effective classroom teaching that meets rigor of CCRS
Improved Student Learning		1	2	3	4	
Shared Leadership		1	2	3	4	
Shared Practice		1	2	3	4	

Download a template for creating your own PLC Goal Chart

Return