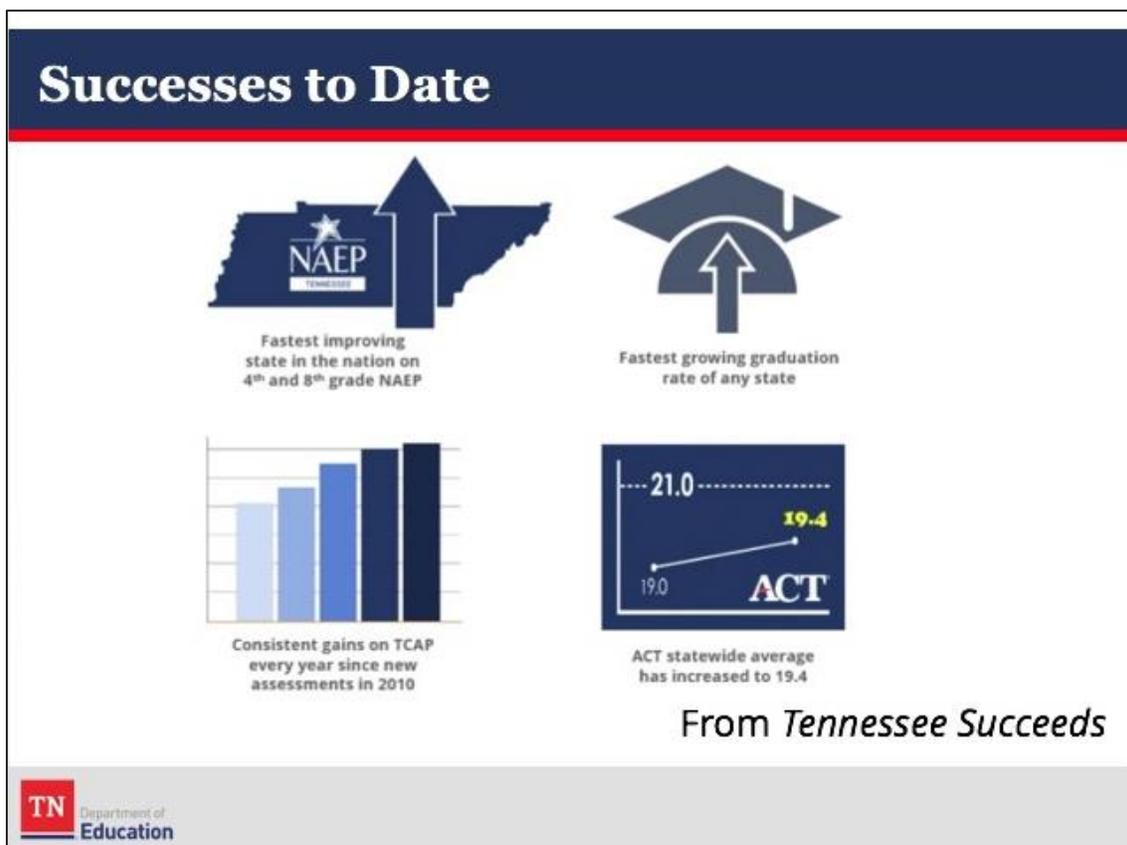


Module 1:
What is Student Readiness?
[TAB PAGE]

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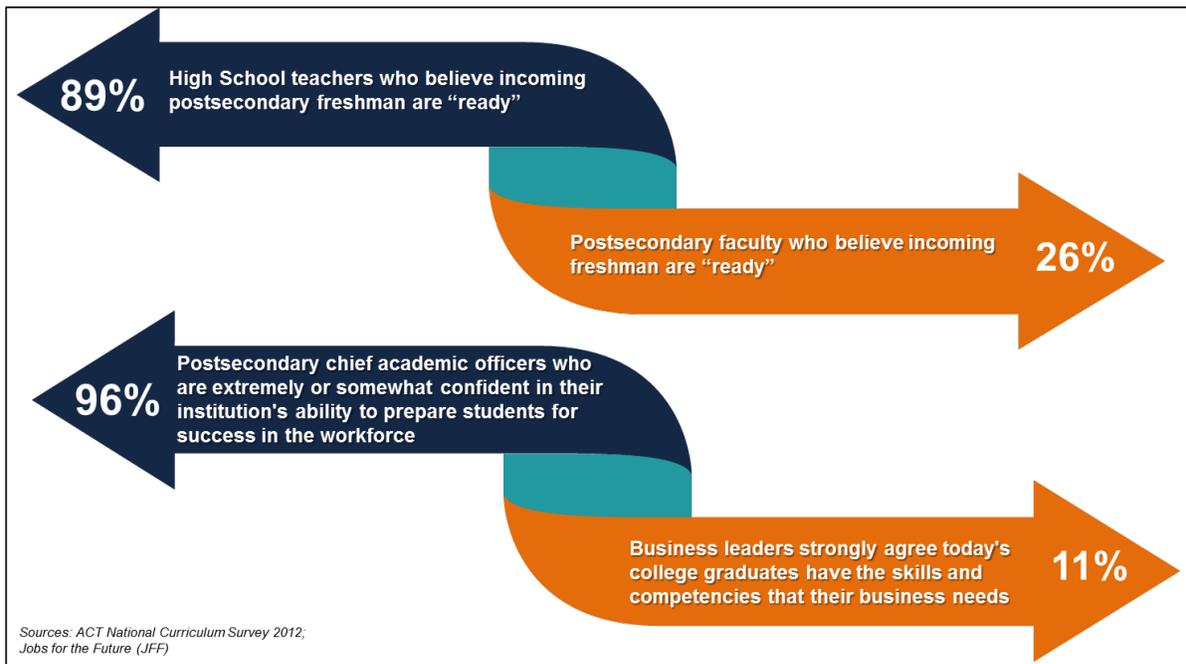
Objectives

- Understand the department's definition of postsecondary and career pathway
- Differentiate between "preparedness" and "readiness" and define characteristics of students who are "ready" for postsecondary and career
- Identify classroom and school-based strategies that prepare students to be ready for postsecondary and career



State Postsecondary Challenges

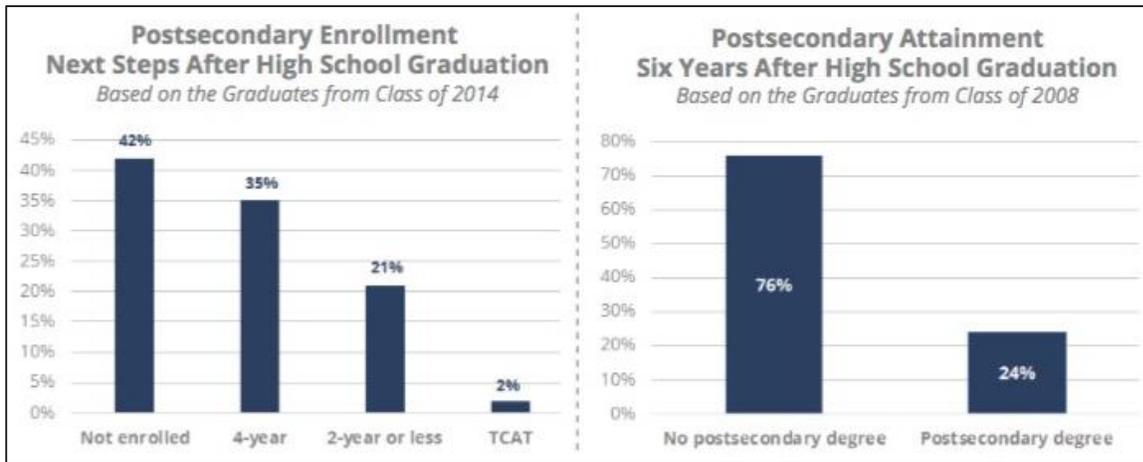
- In fall 2013, 42 percent of high school graduates did not enroll in postsecondary (*Tennessee Succeeds*).
- Almost 60 percent of first-time freshmen in TN community colleges took at least one remedial or developmental course (*Tennessee Succeeds*).
- Tennessee's six-year graduation rate is 28 percent for community colleges and 58 percent for universities (*Tennessee Succeeds*).



Reflection:

- Which statistic is most startling or compelling to you? Why?

The Impact on Students



Reflection:

- From the graphs above, which statistic is most startling to you? Why?



Labor Market Fortunes

- “Economic prospects for teens and young adults in the nation’s 100 largest metropolitan areas plummeted between 2000 and 2011. On a number of measures—employment rates, labor force underutilization, unemployment, and year-round joblessness—teens and young adults fared poorly, and sometimes disastrously.”
- “Those who leave high school without a diploma [...] enter the labor market [and] face fairly bleak employment prospects without future education and training.”

- Retrieved from [“The Plummeting Labor Market Fortunes of Teens and Young Adults”](#) (Sum, Khatiwada, Trubskyy, and Ross, 2014).

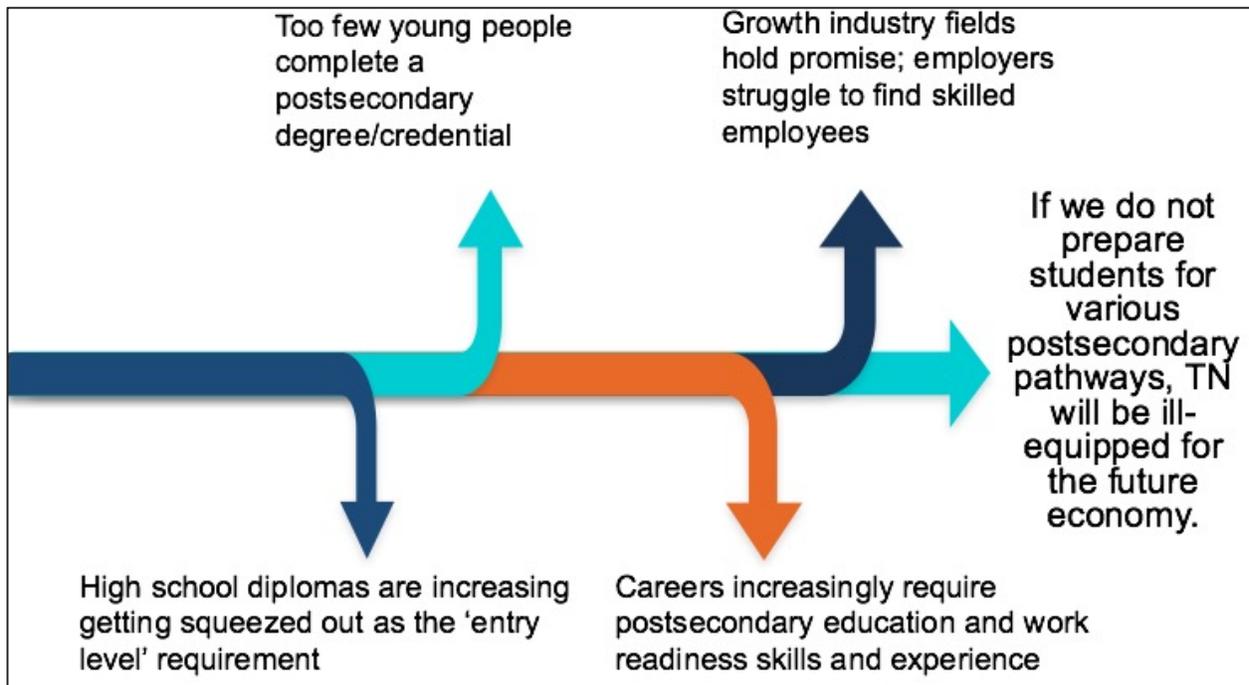
- “A gloomy report on the future job market in Tennessee, released this past week by the state, suggests that up 1.4 million people, or half of all current workers, are susceptible to losing their jobs to automation. Called the ‘Tennessee Workforce Disruption Index,’ the report details findings of a study by the Center for Economic Research in Tennessee...”
- “According to the report, automation doesn't eliminate the need for labor; it changes the way the workplace is configured, and makes new demands on educational facilities on how the workforce should be trained.”
- “History demonstrates that a shift toward heightened technological demands of the business community does not likely coincide with declining demand for labor,” reads the report, “Automation of workplace tasks will displace workers, but not replace workers.”
- “Rural counties are more vulnerable to the disruptive effects of automation,” the report notes. “The solution for them is education,” Department of Economic & Community Development Commissioner Randy Boyd said, “especially the technical schools. [...] All of it is free now, so there is no excuse not to take advantage of it.”

- Retrieved from [“Tenn. study: Half of all jobs could be replaced by automation”](#) (Williams, Chambers, Knoxville News Sentinel, March 20, 2016).

Reflection:

- We’ve read a series of research about educational attainment and the labor market. What are the implications of this research? What does this mean for our schools and our students?

Critical Connections



Defining Postsecondary Pathways

Independently read “It’s Time to Rethink College” by Brad Gentry. As you read, underline key ideas and make note of any questions or discussion points. After you finish reading, answer the two questions below the article.

It's Time To Rethink College

Dear Sir,

From a young age I remember being told that I was going to college. None of my immediate family had been to college, but for me, college was not optional, and my parents made sure that I understood that.

As a parent myself, I can understand why my parents pushed the idea of college. They wanted better for me. They wanted me to have every opportunity for success, and they felt college was the best path to get there.

But was it?

The idea that a bachelor's degree immediately equals success is not new. I heard it as a student in the '90s and 2000s, and now as a teacher I still hear it, but is it true?

Daily it seems the news is filled with college graduates who cannot find jobs, working for lower than expected wages unable to pay off their student loans.

Many say the solution is simply to forgive the loan debt, or make college free for everyone, but somehow I feel this misses the point. In today's economy, more education does lead to a better life, but is a four-year college the only path for getting there?

I believe we should rethink college altogether. College no longer has to mean “four-year institution.” Tennessee, through the Tennessee Promise

and “Drive to 55” initiatives, has provided an opportunity for students to attend a two-year community college or technical school for free, and in many cases, the skills learned at these institutions lend themselves to success more than some degrees earned at four year colleges. Why? Skills!

Students can attend a community college or a Tennessee College of Applied Technology (TCAT) and learn skills for high-demand careers that require specialized training, and best of all, they can leave with no debt and jobs awaiting them.

Contrast that with the fact that college students have amassed \$1.2 trillion in student loan debt, and, according to Market Watch, that the average college graduate in 2015 is \$35,000 in debt, and it is easy to see why it is time to rethink what “college” means.

I am thankful that my parents valued education and pushed me in that area, and as a parent I plan to do the same thing for my children; however, when my children hear me speak about higher education, they will know that four years of college is not their only option.

Brad Gentry
Instructor
Greene Technology Center
2015-16 Tennessee Educator Fellow

- Published January 20, 2016 in *The Greenville Sun*

Reflection:

- According to Gentry, why is it important to redefine college? How does he define college?
- Choose a statement or idea from the text that you found interesting or wish to share with your partner or group. Why did that idea resonate with you?

Why We're Here

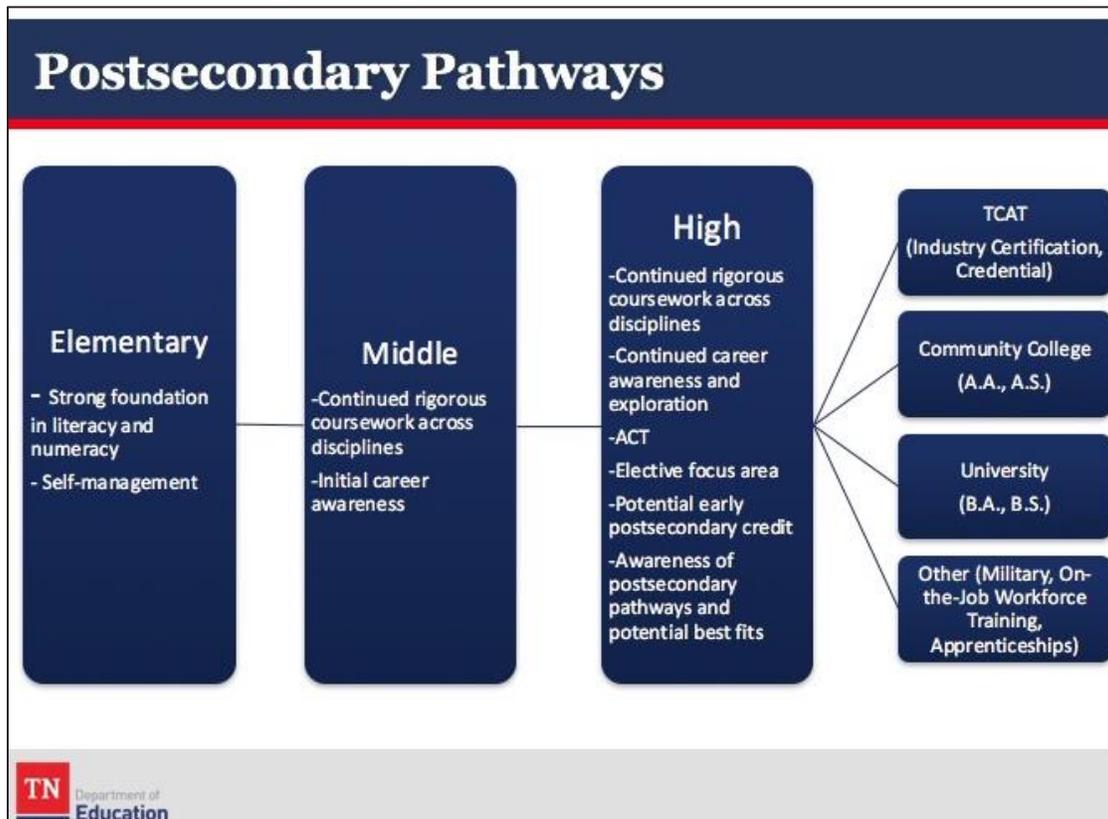
"Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life."

- Vision Statement from *Tennessee Succeeds*

Review the three goals and priority areas of our state education strategic plan, *Tennessee Succeeds*, at the beginning of this manual.

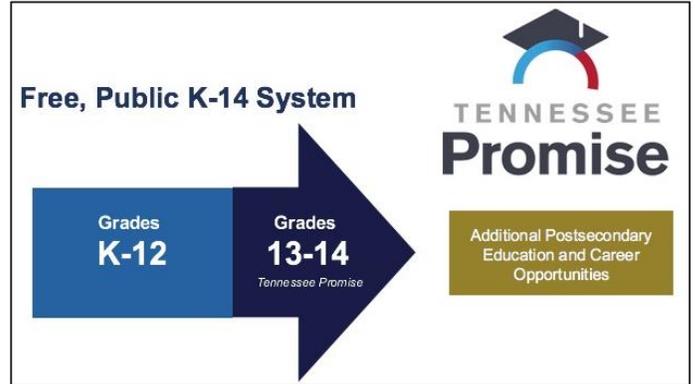
Critical Connections

- All students should have both academic and non-cognitive skills that make them ready for life after high school, regardless of the path they will choose.
- The postsecondary paths that our students choose will not all look the same (four-year, two-year, one-year, military, apprenticeships, etc.).
- It is our job to ensure that students are prepared to be successful in their chosen path.



Tennessee Promise

- More than 80 percent of Tennessee Promise students who went to college in the fall of 2015 returned for their second semester.
- Almost 95 percent of Tennessee Promise students who enrolled at technical colleges returned in the spring.



Key Idea #1



The value of postsecondary education has never been higher, and there are multiple postsecondary **pathways** for students to embark upon. Being ready for postsecondary and the workforce is important for ALL students.

Defining Student Readiness

Case Study 1

Hunter graduated high school in 2015 and immediately enrolled in a state university. He maintained a 3.2 GPA in high school but never took any Advanced Placement (AP) or dual enrollment courses and didn't know of any other early postsecondary opportunities (EPSO). His teachers always described him as respectful and quick to pick up on concepts: he could usually do well on tests without really having to study.

When he took the ACT, he met one out of four college readiness benchmarks (science) and had an ACT composite score of 18. Upon enrolling in college, he took a series of placement tests and did not perform well on them, so he was required to take remedial coursework in English and Math. Based on his K-12 academic success, he was shocked by this. He struggled with study skills and time management: he didn't know how to study effectively and efficiently, and he didn't know how to balance his course load and his work-study job. He eventually passed his remedial courses, but didn't know what major to pick. He had no real exposure in high school to potential career opportunities.

After two semesters, he decided to drop out due to his growing frustration with his academic performance, confusion about what to study, a disillusion with the value of his postsecondary experience, fear about his increasing student loan debt, and an emergent desire to support himself financially. He always had an interest in working with animals, but the only veterinary jobs he was qualified for paid minimum wage.

Discussion:

- Was Hunter ready for postsecondary? Why or why not?

- How could his K-12 schools have better equipped Hunter for a career pathway and successful postsecondary experience?

ACT¹ – Its Purpose

- The ACT is a nationally recognized benchmark assessment for college and career readiness that provides a snapshot of a student's K-12 academic career.
- ACT assesses students' cumulative knowledge from grades K-12 while end-of-year tests, like our state assessments, assess content in specific grades and subjects more deeply.
- By taking the ACT, students gain valuable information on their readiness for postsecondary and the workforce.

ACT Results

- A student's ACT results can be used for the following:
 - Admission to postsecondary education
 - Opportunities for scholarships (e.g., HOPE scholarship, ASPIRE award, etc.)
 - Placement into college courses (e.g., an ACT score can determine whether a student enrolls in remedial courses)
 - Prediction of postsecondary success
 - Progress toward career readiness, including prediction of score on National Career Readiness Certificate and ability to understand complex texts

¹ Per state law §49-6-6001, effective July 1, 2007, districts are required to assess student readiness to enter and succeed in postsecondary of all students in grade 11. Students may choose either the SAT or ACT. Because all districts currently contract with ACT, the following are ACT-focused resources and supports only. For more information about ACT/SAT, please visit the department's website at <http://tn.gov/education/topic/act-sat>.

ACT Benchmarks

ACT college readiness benchmarks are scores on the ACT that represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in first-year college courses.

College Course	ACT Subject-Area Test	ACT Benchmark Score
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

- While meeting a benchmark does not guarantee postsecondary degree attainment, there is a strong correlation between meeting ACT benchmarks and postsecondary success.
- ACT’s research has indicated that meeting or exceeding the ACT benchmarks **decreased** the likelihood that a student would require remedial coursework in postsecondary and **increased** a student’s likelihood of
 - enrolling in college the fall immediately following graduation
 - persisting to the second year, and
 - achieving a 2.0 or higher in postsecondary

Impact of Remedial Coursework on Students

When students are required to take remedial coursework in college, the likelihood that they will complete their postsecondary education:

- Drops from 13.9 percent to 9.5 percent for an associate's degree in 3 years.
- Drops from 22.6 percent to 13.1 percent for a 1-year certificate program in 1.5 years.
- Drops from 55.7 percent to 35.1 percent for a bachelor's degree in 6 years.

- Complete College America, 2011

According to the Tennessee Board of Regents (TBR), a student who was enrolled in remedial development support classes before they could enter into college-level courses at a Tennessee community college had a 12 percent chance of completing a credit-bearing math course and a 31 percent chance of completing a credit-bearing English course.

"What we often find is that the longer it takes to get to credit-bearing courses, the more likely life will get in the way and interrupt their progress toward a degree," said [vice chancellor of Academic Affairs Dr. Tristan] Denley. "Not to mention, many of these students arrive excited about going to college only to be told they aren't really college material. It can be a bit defeating and easily become a self-fulfilling prophecy."

- Tennessee Board of Regents, 2016

Reflection:

- What is the impact of these statistics on our students and on our practice?

Critical Connections

- If we do not equip students to be academically ready for various postsecondary pathways, then they're more likely to need costly remedial coursework that reduces the probability of graduation.

Preparedness vs. Readiness

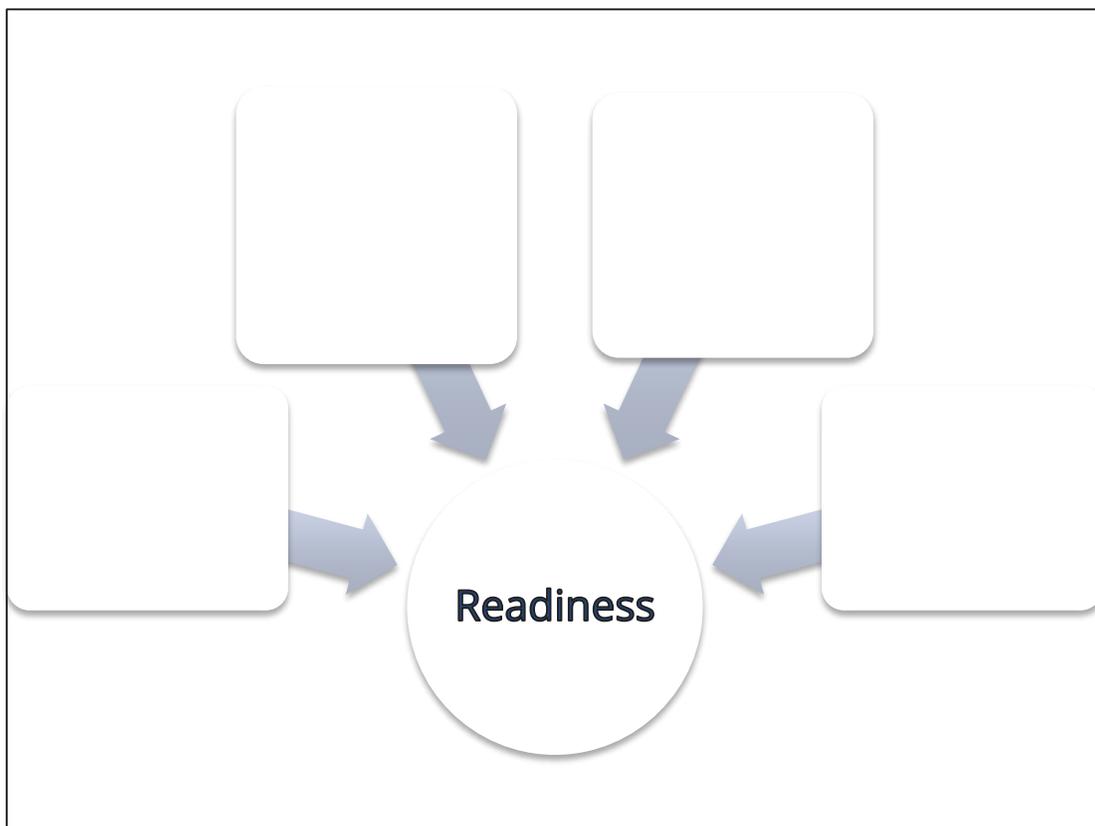
The National Assessment Governing Board defines preparedness as a subset of readiness: "Preparedness focuses on academic qualifications. Readiness includes behavioral aspects of student performance—time management, persistence, and interpersonal skills."

- Technical Panel on 12th Grade Preparedness Research Final Report, 2009.

- A student can be "prepared" for postsecondary but not "ready."
- Success is more than just academics.

Personalized Vision

Use the graphic below to brainstorm what college readiness means to you. What knowledge, skills, and mindsets go into a student being ready for postsecondary pathways?



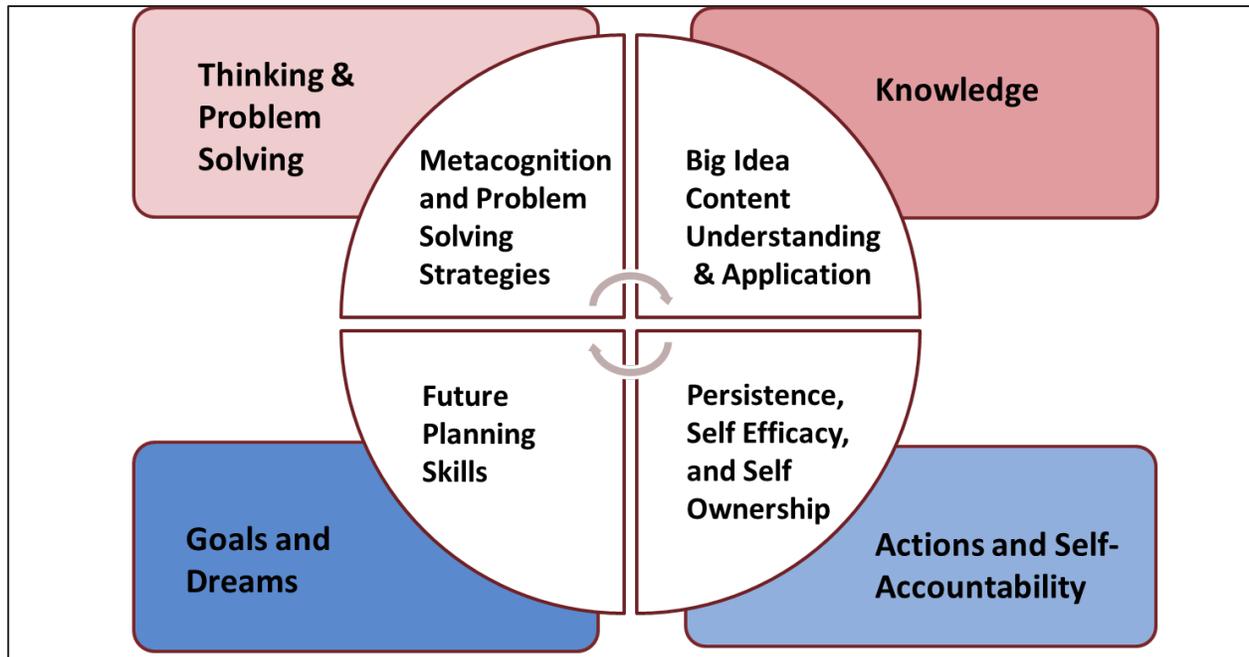
Defining Readiness

- Definition 1
 - “The traditional view of college readiness, which has for many students meant a focus on improved academic performance, may fail to fully capture the developmental processes required for youth to enter, succeed in, and graduate from postsecondary education and training. Increasingly, researchers and policy analysis recognize that the necessary qualities for persistence in and completion of postsecondary education involve more than just academic components” (Hooker and Brand, 2009).
- Definition 2
 - College readiness “can be defined operationally as the level of preparation a student needs to enroll and succeed—without remediation—[...] at a postsecondary institution.” Of “equal importance” as key academic content knowledge “are the attitudes and behavioral attributes that successful college students tend to possess. Among these are study skills, time management, awareness of one’s performance, persistence, and the ability to utilize study groups” (Conley, 2011).

Reflection:

- What elements do Hooker, Brand, and Conley add to a traditional definition of college preparedness to create their definitions of “readiness”? How does this align to your “personalized vision” on the previous page?

The “Ready” Student

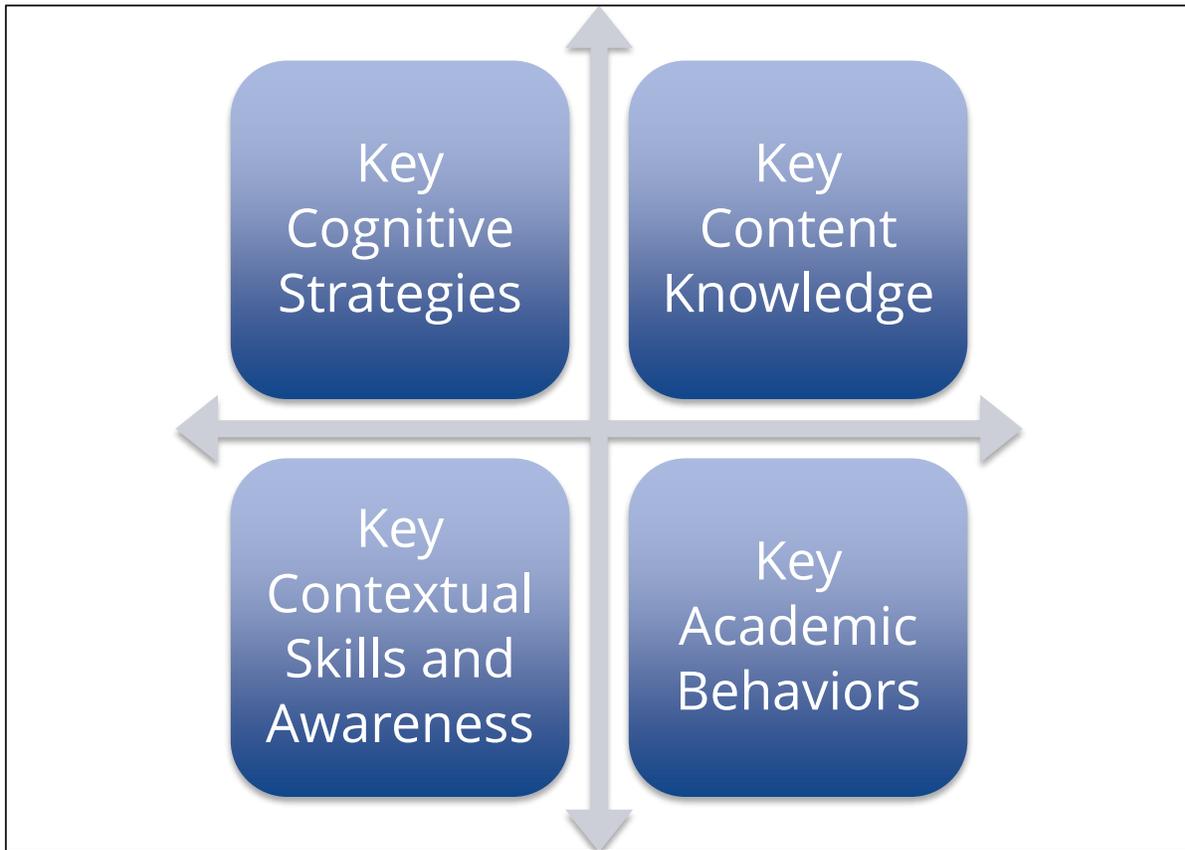


Key Idea #2



Student “**readiness**” for postsecondary and career refers to more than just academic performance.

Conley's Big Four



Jigsaw Activity

- Directions: In groups of four, we will read excerpts from Conley's research. Each group member will read one section (one of the four keys to college readiness).
 - **Key Cognitive Strategies**
 - **Key Content Knowledge**
 - **Key Contextual Skills and Awareness**
 - **Key Academic Behaviors**

- All excerpts are from Conley, D. T. (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center.

Key Cognitive Strategies

The term “key cognitive strategies” was selected for this model to describe the intelligent behaviors necessary for college readiness and to emphasize that these behaviors need to be developed over a period of time such that they become ways of thinking, habits in how intellectual activities are pursued. In other words, key cognitive strategies are patterns of intellectual behavior that lead to the development of cognitive strategies and capabilities necessary for college-level work. The term “key cognitive strategies” invokes a more disciplined approach to thinking than terms such as “dispositions” or “thinking skills.” The term indicates intentional and practiced behaviors that become a habitual way of working toward more thoughtful and intelligent action (Costa & Kallick, 2000).

The specific key cognitive strategies include the following as the most important manifestations of this way of thinking:

- ***Intellectual openness:*** The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence. Such open-mindedness helps students understand the ways in which knowledge is constructed, broadens personal perspectives and helps students deal with the novelty and ambiguity often encountered in the study of new subjects and new materials.
- ***Inquisitiveness:*** The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning. The student does not simply accept as given any assertion that is presented or conclusion that is reached, but asks why things are so.
- ***Analysis:*** The student identifies and evaluates data, material, and sources for quality of content, validity, credibility, and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.
- ***Reasoning, argumentation, proof:*** The student constructs well-reasoned arguments or proofs to explain phenomena or issues; utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accepts critiques of or challenges to assertions; and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- ***Interpretation:*** The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation; states the interpretation that is most likely correct or is

most reasonable, based on the available evidence; and presents orally or in writing an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.

- **Precision and accuracy:** The student knows what type of precision is appropriate to the task and the subject area, is able to increase precision and accuracy through successive approximations generated from a task or process that is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject area at hand.
- **Problem solving:** The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems requiring method-based problem solving. These key cognitive strategies are broadly representative of the foundational elements that underlie various “ways of knowing.”

These are at the heart of the intellectual endeavor of the university. They are necessary to discern truth and meaning as well as to pursue them. They are at the heart of how postsecondary faculty members think, and how they think about their subject areas. Without the capability to think in these ways, the entering college student either struggles mightily until these habits begin to develop or misses out on the largest portion of what college has to offer, which is how to think about the world.

Key Content Knowledge

Successful academic preparation for college is grounded in two important dimensions—key cognitive strategies and content knowledge. Understanding and mastering key content knowledge is achieved through the exercise of broader cognitive skills embodied within the key cognitive strategies. With this relationship in mind, it is entirely proper and worthwhile to consider some of the general areas in which students need strong grounding in content that is foundational to the understanding of academic disciplines.

In order to illustrate the academic knowledge and skills necessary for college success, a brief discussion of the key structures, concepts, and knowledge of core academic subjects is presented below. This presentation is not a substitute for a comprehensive listing of essential academic knowledge and skills.

Overarching Academic Skills

- **Writing:** Writing is the means by which students are evaluated at least to some degree in nearly every postsecondary course. Expository, descriptive, and persuasive writing are particularly important types of writing in college. Students are expected to write a lot in college and to do so in relatively short periods of time. Students need to know how to pre-write, how to edit, and how to re-write a piece before it is submitted and, often, after it has been submitted once and feedback has been provided. College writing requires students to present arguments clearly, substantiate each point, and utilize the basics of a style manual when constructing a paper. College-level writing is largely free of grammatical, spelling, and usage errors.
- **Research:** College courses increasingly require students to be able to identify and utilize appropriate strategies and methodologies to explore and answer problems and to conduct research on a range of questions. To do so, students must be able to evaluate the appropriateness of a variety of source material and then synthesize and incorporate the material into a paper or report. They must also be able to access a variety of types of information from a range of locations, formats, and source environments.

Core Academic Subjects Knowledge and Skills

- **English:** The knowledge and skills developed in entry-level English courses enable students to engage texts critically and create well-written, organized, and supported work products in both oral and written formats. The foundations of English include reading comprehension and literature, writing and editing, information gathering, and

analysis, critiques and connections. To be ready to succeed in such courses, students need to build vocabulary and word analysis skills, including roots and derivations. These are the building blocks of advanced literacy. Similarly, students need to utilize techniques such as strategic reading that will help them read and understand a wide range of nonfiction and technical texts. Knowing how to slow down to understand key points, when to re-read a passage, and how to underline key terms and concepts strategically so that only the most important points are highlighted are examples of strategies that aid comprehension and retention of key content.

- **Math:** Most important for success in college math is a thorough understanding of the basic concepts, principles, and techniques of algebra. This is different than simply having been exposed to these ideas. Much of the subsequent mathematics they will encounter will draw upon or utilize these principles. In addition, having learned these elements of mathematical thinking at a deep level, they understand what it means to understand mathematical concepts deeply and are more likely to do so in subsequent areas of mathematical study. College-ready students possess more than a formulaic understanding of mathematics. They have the ability to apply conceptual understandings in order to extract a problem from a context, use mathematics to solve the problem, and then interpret the solution back into the context. They know when and how to estimate to determine the reasonableness of answers and can use a calculator appropriately as a tool, not a crutch.
- **Science:** College science courses emphasize scientific thinking in all their facets. In addition to utilizing all the steps in the scientific method, students learn what it means to think like a scientist. This includes the communication conventions followed by scientists, the way that empirical evidence is used to draw conclusions, and how such conclusions are then subject to challenge and interpretation. Students come to appreciate that scientific knowledge is both constant and changing at any given moment, and that the evolution of scientific knowledge does not mean that previous knowledge was necessarily “wrong.” Students grasp that scientists think in terms of models and systems as ways to comprehend complex phenomena. This helps them make sense out of the how of ideas and concepts they encounter in entry-level college courses and the overall structure of the scientific discipline they are studying. In their science courses, students master core concepts, principles, laws, and vocabulary of the scientific discipline being studied. Laboratory settings are the environments where content knowledge and scientific key cognitive strategies converge to help students think scientifically and integrate learned content knowledge.

- **Social Studies:** The social sciences entail a range of subject areas, each with its own content base and analytic techniques and conventions. The courses an entry-level college student most typically takes are in geography, political science, economics, psychology, sociology, history, and the humanities. The scientific methods that are common across the social studies emphasize the skills of interpreting sources, evaluating evidence and competing claims, and understanding themes and the overall flow of events within larger frameworks or organizing structures. Helping students to be aware that the social sciences consist of certain “big ideas” (theories and concepts) that are used to order and structure all of the detail that often overwhelms them can help build mental scaffolds that lead toward thinking like a social scientist.
- **World Languages:** The goal of second language study is to communicate effectively with and receive communication from speakers of another language in authentic cultural contexts through the skills of listening, speaking, reading, and writing. Learning another language involves much more than memorizing a system of grammatical rules. It requires the learner to understand the cultures from which the language arises and in which it resides, use the language to communicate accurately, and use the learner’s first language and culture as a model for comparison with the language and culture being learned. Second language proficiency can improve learning in other disciplines, such as English, history and art, and expand professional, personal, and social opportunities. Language learners need to understand the structure and conventions of a language, but not through word-for-word translation or memorization of de-contextualized grammatical rules. Instead, students of a language need to master meaning in more holistic ways and in context.
- **The Arts:** The arts refer to college subject areas including art history, dance, music, theater, and visual arts. Students ready for college-level work in the arts possess an understanding of and appreciation for the contributions made by the most innovative creators in the field. Students come to understand themselves as instruments of communication and expression who demonstrate mastery of basic oral and physical expression through sound, movement, and visual representations. They understand the role of the arts as an instrument of social and political expression. They formulate and present difficult questions through their personal artistic visions. They are able to justify their aesthetic decisions when creating or performing a piece of work and know how to make decisions regarding the proper venue for performing or exhibiting any creative product.

Key Contextual Skills and Awareness

The importance of this broad category has only recently been highlighted as an ever-wider range of students apply to college. Contextual factors encompass primarily the privileged information necessary to understand how college operates as a system and culture. It is this lack of understanding of the context of college that causes many students to become alienated, frustrated, and even humiliated during the freshman year and decide that college is not the place for them. Examples of key context skills and awareness include a systemic understanding of the postsecondary educational system combined with specific knowledge of the norms, values, and conventions of interactions in the college context, and the human relations skills necessary to cope within this system even if it is very different from the community the student has just left.

This does not necessarily mean that students need to disown their cultural backgrounds, heritage, and traditions, only that they need to understand the relationship between their cultural assumptions and those operating in college. Success in college is enhanced for students who possess interpersonal and social skills that enable them to interact with a diverse cross-section of academicians and peers. These skills include the ability to collaborate and work in a team; understand the norms of the “academic” culture and how one interacts with professors and others in that environment; interact with people from different backgrounds and cultures; communicate informally; and demonstrate leadership skills in a variety of settings.

Another important area of contextual awareness is known as “college knowledge.” This is information, formal and informal, stated and unstated, necessary for both gaining admission to and navigating within the postsecondary system. College knowledge includes an understanding of the following processes: college admissions 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, testing, and standards; the culture of college; and the challenge level of college courses, including increasing expectations of higher education (Lundell et al., 2004).

Admissions requirements, and timelines in particular, are extremely complicated, and students often do not know or understand the importance of either until it is too late. Specific institutions have additional special requirements and exceptions that are not immediately evident. Financial aid options are largely unknown or substantially misunderstood by many students most in need of such support. The economically well-off are more likely to have this knowledge than working-class families or families whose children are the first generation to attend college (Conley, 2005; Robbins et al., 2004; Venezia et al., 2004)

Key Academic Behaviors

This facet of college readiness encompasses a range of behaviors that reflect greater student self-awareness, self-monitoring, and self-control of a series of processes and behaviors necessary for academic success. These are distinguished from key cognitive strategies by the fact that they tend to be more completely independent of a particular content area, whereas the key cognitive strategies are always developed within the ways of knowing a particular content area. The key academic behaviors consist largely of self-monitoring skills and study skills.

Self-monitoring is a form of metacognition, the ability to think about how one is thinking. Examples of metacognitive skills include: awareness of one's current level of mastery and understanding of a subject, including key misunderstandings and blind spots; the ability to reflect on what worked and what needed improvement in any particular academic task; the tendency to persist when presented with a novel, difficult, or ambiguous task; the tendency to identify and systematically select among and employ a range of learning strategies; and the capability to transfer learning and strategies from familiar settings and situations to new ones (Bransford et al , 2000). Research on the thinking of effective learners has shown that these individuals tend to monitor actively, regulate, evaluate, and direct their own thinking (Ritchhart, 2002).

Another important area of college readiness is student mastery of the study skills necessary for college success. The underlying premise is simple: academic success requires the mastery of key skills necessary to comprehend material and complete academic tasks successfully, and the nature of college learning in particular requires that significant amounts of time be devoted to learning outside of class for success to be achieved in class. Study skills encompass a range of active learning strategies that go far beyond reading the text and answering the homework questions. Typical study- skill behaviors include time management, preparing for and taking examinations, using information resources, taking class notes, and communicating with teachers and advisors (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). An additional critical set of study skills is the ability to participate successfully in a study group and recognize the critical importance of study groups to success in specific subjects. Examples of specific time management techniques and habits include: accurately estimating how much time it takes to complete all outstanding and anticipated tasks and allocating sufficient time to complete the tasks; using calendars and creating "to do" lists to organize studying into productive chunks of time; locating and utilizing settings conducive to proper study; and prioritizing study time in relation to competing demands such as work and socializing.

Jigsaw Graphic Organizer

Use the table below to record your key takeaways.

Key Cognitive Strategies	Key Content Knowledge
Key Contextual Skills and Awareness	Key Academic Behaviors

Case Study 2

Stephanie went to a middle school that took its students on college tours every year. In the seventh grade, Stephanie took a Career Interest Survey that helped her get a sense of potential postsecondary pathways. When she went to high school, she learned that she was expected to participate in an internship, job, educational experience (e.g., a camp on a college campus), or volunteer experience over the summer, and teachers would serve as advisors to help them through applying to these experiences. Stephanie told her advisor that she is interested in business, so her teacher encouraged her to apply for a summer camp for high school students at the University of Tennessee at Knoxville called the Empowered Teen Entrepreneurship Camp. Stephanie initially struggled with the application process, but persisted after her teacher helped map out how she would spend her time to get all of the required components of the application submitted.

Stephanie liked the camp, but after taking a few STEM courses at her high school the next year, her interests changed. She was now interested in engineering and computer science, and her teachers helped her apply to a few STEM-related experiences over the next few years.

On a predictive ACT assessment in the tenth grade, she scored an 18, but after a few interim ACT assessments that the school decided to implement, she was able to score a 21 on the ACT her junior year, qualifying her for the Tennessee Hope Scholarship. When she was a senior, she took a course called Senior Seminar, offered by the college counselors. This class focuses on helping students through the postsecondary application process: everything from finding schools that could be good fits for the students (socially, financially, and academically), to the application process, to filling out the FAFSA, to making their college decisions. The postsecondary applications process was daunting for Stephanie, but she felt confident because she had applied to so many summer experiences before. She wasn't accepted to her top college, but she was accepted to a college that was aligned to her career goals and was a good fit for her academically, financially, and socially.

Stephanie initially struggled with managing her time between classes and her work-study program, but she still used an agenda like she did in high school, which helped her gradually adjust to the demands of college life.

Initially, Stephanie underestimated the amount of time required for her to complete the reading for her classes. But throughout the semester, she started spending more time outlining as she read and reread difficult texts (she remembered her tenth grade English teacher who had students reread the same passage multiple times throughout the course of a lesson and week). She excelled in her introductory Chemistry class, especially on lab reports. Her science

teachers in high school never let her use “it” in a response, always insisting on using the correct science vocabulary. She finished her first semester with three B’s and one A.

Discussion:

- Was Stephanie ready for postsecondary? Why or why not?

In each of the four boxes below, write down ways in which Stephanie’s schools and teachers helped her build each of Conley’s four keys.

<p style="text-align: center;">Key Cognitive Strategies</p>	<p style="text-align: center;">Key Content Knowledge</p>
<p style="text-align: center;">Key Contextual Skills and Awareness</p>	<p style="text-align: center;">Key Academic Behaviors</p>

Strategy Analysis Activity

Strategy	How does this strategy build key cognitive strategies, key content knowledge, key contextual skills and self-awareness, and key academic behaviors?
<i>Example Strategy: A school decides to provide day planners to students and monitors their students' use of them.</i>	<i>Example Response: This strategy could help teach students key academic behaviors, like managing time well.</i>
<p>Strategy 1: After each major assessment, teachers have students reflect on their performance. Students explain how they prepared for the assessment, if they are on track for mastery on the assessment's key skills, and what they will do next time based on their performance.</p>	
<p>Strategy 2: A school decides to host a required FAFSA workshop for students' families and requires a family member to meet with college counselors throughout the year to collaborate with them regarding their student's postsecondary pathway.</p>	
<p>Strategy 3: A school decides to review student work together in departments each quarter to see if their students were on track to being "college ready" in their specific subject.</p>	
<p>Strategy 4: A teacher revamps her class's long-term plan to include relevant ACT college readiness standards. She includes at least two ACT sample questions on weekly quizzes. She also starts making it mandatory for her students to keep an organized binder and agenda for her class, and she checks students' binders and agendas once a week to ensure that students are using them optimally.</p>	

<p>Strategy 5: A school decides to post seniors' acceptance letters prominently so that other students were aware of their peers' success. The school is strategic in making sure that a variety of postsecondary pathways are being celebrated. Every morning on the announcements, a student's acceptance is highlighted and there are often announcements about important upcoming dates, like ACT testing and Tennessee Promise deadlines.</p>	
<p>New Strategy:</p>	
<p>New Strategy:</p>	
<p>New Strategy:</p>	



Key Idea #3



Schools and educators can take strategic **instructional** steps to build students' readiness for postsecondary and career.

Personal Action Plan
TAB

Personal Action Plan

Throughout the training, we will add to this document so that you can have a personalized action plan based on what you learn in each module.

Classroom-Based Ideas	School-Based Ideas
Individual Student-Based Ideas	Other Ideas

Closing Reflection:

- What are your most important takeaways about each key idea from today? How can you apply the Key Ideas to your current role in your school?

Key Idea	Your Takeaways
<p>Key Idea #1 The value of postsecondary education has never been higher, and there are multiple postsecondary pathways for students to embark upon. Being ready for postsecondary and the workforce is important for ALL students.</p>	
<p>Key Idea #2 Student “readiness” for postsecondary and career refers to more than just academic performance.</p>	
<p>Key Idea #3 Schools and educators can take strategic instructional steps to build students’ readiness for postsecondary and career.</p>	