College and Career Readiness

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Session Outcomes

You will be able to:

• demonstrate knowledge and understanding of the CCR Organizing Framework for Secondary Students with Disabilities and evidence-based strategies that can be used within the domains.

How you will do this:

• You will provide a self-assessment of your LEAs practice with regards to the CCR Framework and strategies by completing a Google survey.

We will know you have learned this by:

• 100% completion of the Google survey.
Utah Postsecondary Enrollment, Class of 2012


The framework was developed based on a synthesis of research articulating student success.

Focus groups were conducted to examine perspectives among state-level stakeholders; focus group data were analyzed and the framework was refined based on findings.
College and Career Readiness Framework

The framework consists of six domains:

- Academic engagement
- Mind-sets
- Learning process
- Critical thinking
- Interpersonal engagement
- Transition competencies
Academic Engagement - Framework

Cognitive and Content Knowledge

Knowledge Structures

Behaviors

Engagement=Learning

Research-defined examples:
- Attending to learning tasks
- Self-monitoring on-task behaviors
- Taking turns without prompts
- Following directions
Using Visual Displays to Teach Academic Skills

Check and Connect
http://checkandconnect.umn.edu
Academic Engagement - Strategies

Research-Based Strategies that Promote Engagement for more significant disabilities

Student-based

Teacher-Based

Peer Assistance

Technology
## Mind-sets

Carol Dweck, in *Mindset, the New Psychology of Success* (2006), describes mindsets as an individual’s belief about his/her own abilities.

### Fixed
- The belief that one’s intelligence is static.
- The focus is on grades and other performance goals.
- Hide mistakes and conceal deficiencies.
- “It should come naturally. If I have to work hard, I’m not very smart.”

### Growth
- The belief that one’s intelligence can be developed.
- The focus is on learning with goals for mastery and competence.
- Confront deficiencies. Capitalize on mistakes.
- “Work hard. Effort is key!”
Mind-sets

- Ownership of Learning
  - Help seeking
  - Self-awareness
  - Self-efficacy
  - Self-monitoring
  - Goal-setting

Students choose homework assignments and test questions (within reason)

Learn student’s goals, solicit input on class activities and homework to reach those goals

Students self-evaluate what was learned during the lesson

Student feedback on teacher, course, or specific assignment

Self-review/Peer review/Teacher Review Cycle
Student self-assessment

Our Mindset Manifesto

- Believe that all of us can go beyond our best

Learning Processes

Accessing content*

Test-taking, Note-taking, Time management, Organization, Metacognition

Cues, questions, advance organizers
Nonlinguistic representations
Summarizing and note-taking
Assigning homework and providing practice

* Strategies are based on research synthesized in Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Dean, Hubbell, Pitler & Stone, 2012
Learning Processes

Engaging in learning

- Group/team engagement
- Listening and speaking skills

Strategic Instruction Model (SIM)
www.sim.kucri.org

Advancement Via individual Determination
www.avid.org
## Critical Thinking

### Problem solving
- Recognize/formulate the problem
- Hypothesize
- Strategize actions

### Interpretation
- Analyze
- Synthesize

### Research
- Identify solutions
- Collect data
Economics
• SSEPF1 The student will apply rational decision making to personal spending and saving choices
  • b. Use a rational decision making model to select one option over another.

- Do you have enough money?
- Thank you!
- How much is it?
- What do you want to buy?
- Do you really need it? Can you do with less? Can you find a better deal?
# Bloom's Taxonomy & Pinterest

## Create
- **Build** a resource board for a unit as a class with a community board
- **Plan** an event by collecting ideas & organizing tasks on a board
- **Design** a mockup marketing board for a new company
- **Invent** a new feature for Pinterest
- **Curate** a news board with pins to credible news articles

## Evaluate
- **Predict** Pinterest trends based on repins & likes
- **Convince** someone of an argument with only 10 pins
- **Justify** Pinterest as a valid source of information
- **Assess** a Pinterest user's credibility and reach
- **Conduct a debate** on a topic using comments & pins for evidence

## Analyze
- **Compare & Contrast** Pinterest to other forms of social media
- **Examine** famous people's pinboards for bias
- **Advertise** for a product with a pinboard
- **Identify** what a credible pin looks like on Pinterest

## Apply
- **Paraphrase** pinned articles with captions
- **Translate** a board & its captions into another language
- **Illustrate** concepts by pinning descriptive images with no captions
- **Collect** current events articles & images as a class

## Understand
- **Classify** objects by organizing pins into relevant boards
- **Summarize** texts visually with a limited amount of pins
- **Convert** a written bibliography into a pinboard
- **Retell** a story using pins and captions

## Remember
- **Label** by pinning images & adding captions
- **List** terms and objects with pins & captions
- **Define** vocabulary on a board with captions & an image of the term
Interpersonal Engagement

With self

With others

Understanding others

Strategies

Universal

Targeted

PBIS - Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER
Early planning – must allow time to:

- Identify goals tied to interests
- Manage application and interview process for both college and employment
- Address financial planning
- Ensure an individual and environmental fit
Transition Competencies

- **Career Culture**
  - Professionalism
  - Knowledge of career resources
  - Employer expectations
  - Workplace fit
Transition Competencies

- College Culture
  - Campus resources
  - Program of study
  - Faculty expectations
  - Campus living
Transition Competencies

- **Adult Roles/Responsibilities**
  - Financial literacy
  - Accessing community resources
  - Health and wellness
  - Advocating supports and accommodations
  - Transportation
  - Community membership
  - Civic engagement
Transition Competencies - Strategies

- Consider implementing instructional strategies, such as service learning and volunteering outside of school
- Conduct ongoing assessment to help identify the fit between a student’s interests and skills and his/her future learning, working, and living environments
- Assess and teach self-determination and self-advocacy skills, including how students can be active participants in transition planning and IEP meetings ([http://www.ou.edu/education/centers-and-partnerships/zarrow.html](http://www.ou.edu/education/centers-and-partnerships/zarrow.html))
- Work with school counselors to include students in discussions about college applications, campus visits, financial aid (FAFSA completion), etc.
- Conduct mapping of community resources, including resources on college campuses
Discussion

- Does this align with your district/school views of CCR?
- What hadn’t you thought of before?
- In what domains are you doing well?
- Which ones need additional information?
- What supports would you need to strengthen implantation of the Framework?

http://goo.gl/forms/zQp1oRpccE
Thank you!

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This slide presentation is also available at:  https://goo.gl/iRBoLI
Resource Links document is available at:  https://goo.gl/TQpYx2