

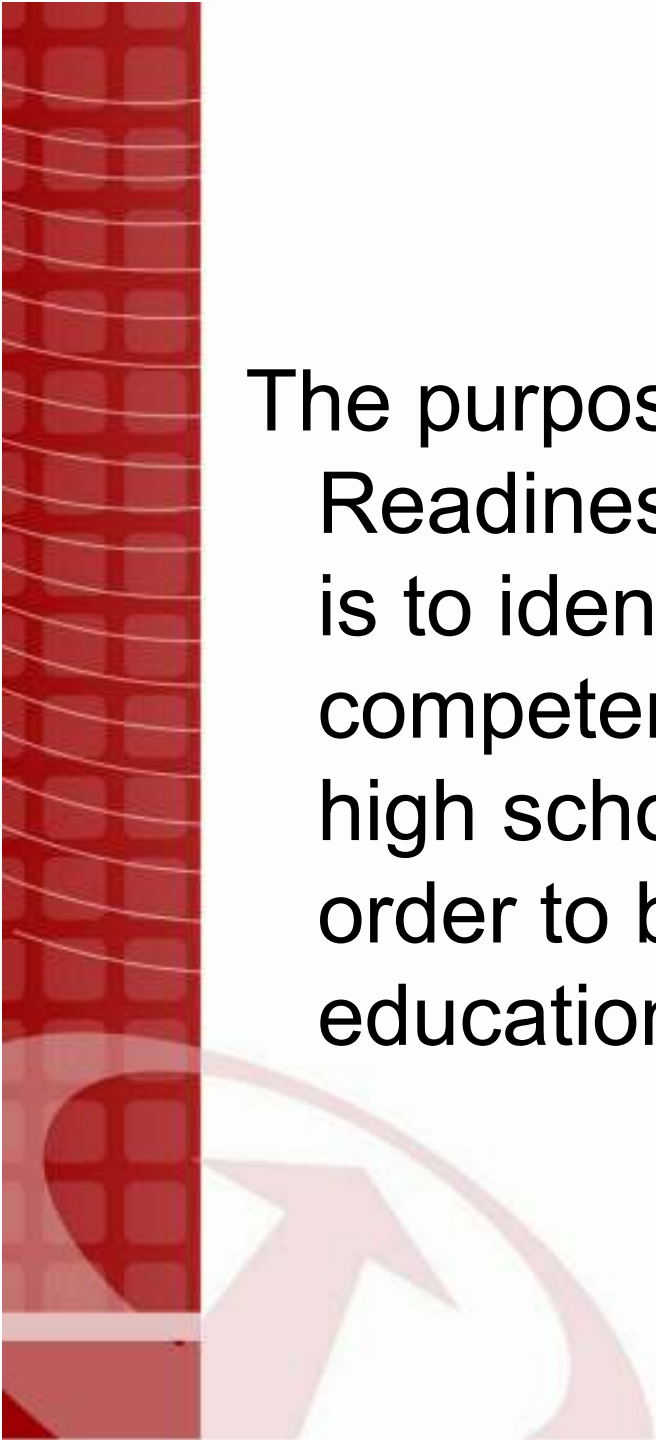


College and Career Readiness Standards

David Lauderback, Ph.D.
Austin Community College

Jodi Kuhn-Denton, M.Ed.
ESC Region XIII

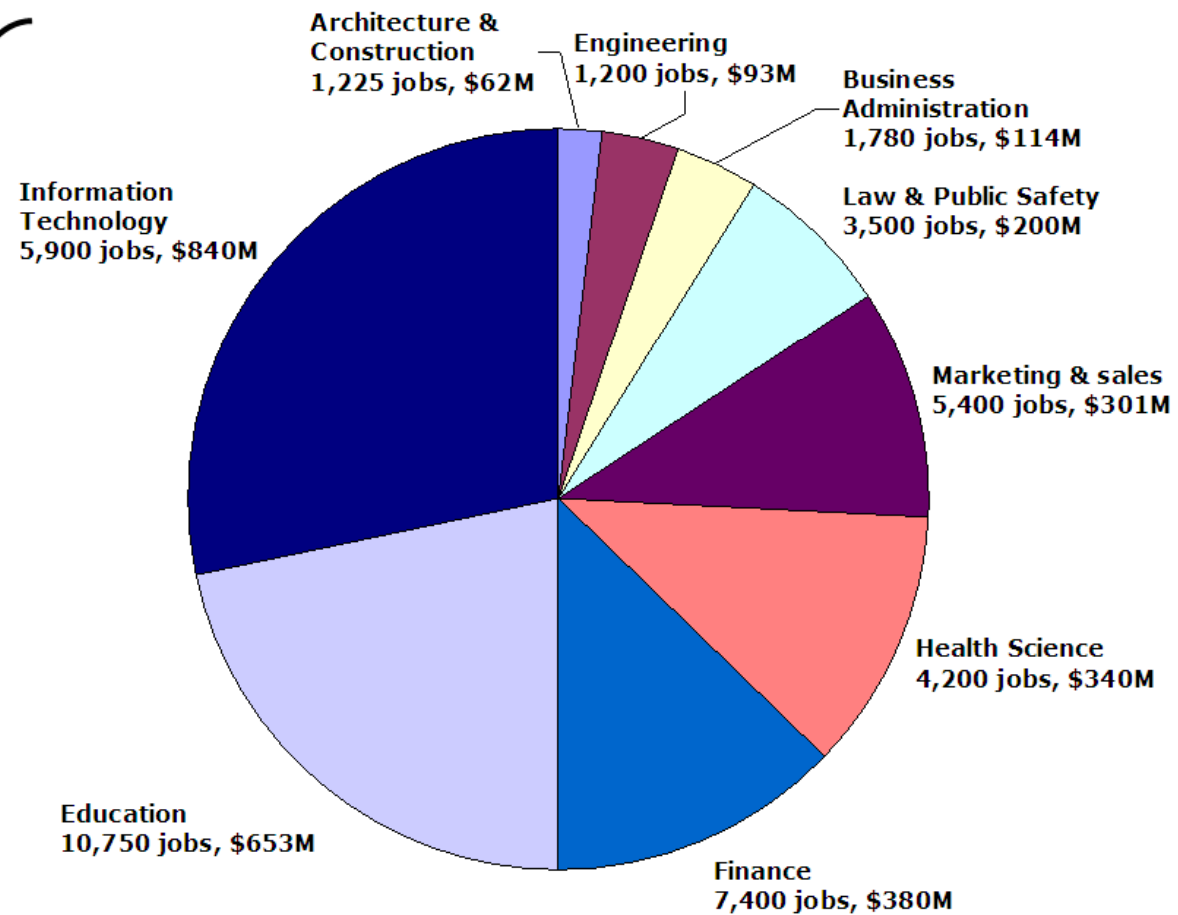




The purpose of the College and Career Readiness Standards (CCRS) program is to identify and define the competencies and skills graduating high school students must possess in order to be successful in higher education and beyond.

Certain Industries to Add 41,000 jobs and \$3 Billion to CT Economy by 2019

All of these jobs
require at least
some
post-secondary
education



ACC & ESC Region XIII's Goals

Conduct activities that advance the learning and teaching of the CCRS



Informational Sessions

Support the integration of the CCRS



District and Regional Professional Development



enhanced rigor in content

New Social Studies TEKS

Timeline

January 2010: First reading and filing

February 2010: proposed revised for official public comment

March 2010: Second reading and **adoption**

- Committees will likely be finished with their work in October and not meet again. The TEKS will then be in the hands of the SBOE.
- TEKS can change at any time up to the time it is finalized on the day the board votes. Stay up with the process all along the way.

May 2010: New *proposed* Adoption Date

Spring/Summer 2011 and ongoing: Professional development

Fall 2011: Implementation of new TEKS & Social Studies College and Career Readiness Online Student Materials available

STAAR (EOC) Assessments

| | | | | New TEKS implemented | New Accountability | |
|--------------|---------------|---------------|---------------|----------------------|--------------------|---------------|
| | 2008– 2009 | 2009– 2010 | 2010– 2011 | 2011– 2012 | 2012– 2013 | 2013– 2014 |
| GR 9 | TAKS | TAKS | TAKS | STAAR | STAAR | STAAR |
| GR 10 | TAKS | TAKS | TAKS | TAKS | STAAR | STAAR |
| GR 11 | TAKS | TAKS | TAKS | TAKS | TAKS | STAAR |
| GR 12 | TAKS* | TAKS* | TAKS* | TAKS* | TAKS* | TAKS* |

*Out-of-school testers and 12th grade re-testers

-Information as of February 2, 2010

CCRS Arrangement

Social Studies

- 5 Topics
 - Subtopics
 - Objectives
(includes action verbs “Identify, Examine, Analyze, etc)

Cross-Disciplinary

- 2 Topics
 - Subtopics
 - Objectives
(includes action verbs “Identify, Examine, Analyze, etc)

Example CCR Standard

I. Interrelated Disciplines and Skills

B. Periodization and chronological reasoning

1. Examine how and why historians divide the past into eras.
2. Identify and evaluate sources and patterns of change and continuity across time and place.
3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.

Cross-Disciplinary

Although the College and Career Readiness Standards (CCRS) are organized into four distinct disciplinary areas, English/language arts, mathematics, science, and social studies, there are elements that cut across one or more disciplines. In fact, some skill areas the cross-cutting knowledge and skills that underlie and connect the four disciplinary areas. This important need has been addressed through the addition of a section of cross-disciplinary standards.

Cross-Disciplinary

I. Key Cognitive Skills

- a. Intellectual Curiosity
- b. Reasoning
- c. Problem Solving
- d. Academic Behaviors
- e. Work Habits
- f. Academic Integrity

II. Foundational Skills

- a. Reading across the curriculum
- b. Writing across the curriculum
- c. Research across the curriculum
- d. Use of data
- e. Technology

Gap Analysis

A vertical team (VT) of ten members:

- 6 representing secondary public education
- 4 representing higher education

Evaluated the degree of alignment between the state's (CCRS), for the (TEKS) for secondary social studies (i.e., grades 6-8, WG, WH, USH, Econ, Gov't, Psych, and Sociology).

This process is called “gap analysis” and the three documents that the VT was charged with comparing are readily available on the internet.

CCRS & Gap Analysis

Found on the Internet at:

- <http://www.thecb.state.tx.us/collegereadiness/TCRS.cfm>
- http://www.txccrs.org/downloads/CCRS_SocialStudiesGapAnalysis.pdf

Gap Analysis Results

- I. **Interrelated Disciplines and Skills** identified mostly as strongly or adequately aligned with Secondary Social Studies TEKS.

- II. **Diverse Human Perspectives and Experiences** found to be **mostly weakly** aligned with Secondary Social Studies TEKS.

III. Interdependence of Global Communities found to be for the most part strongly aligned with the Social Studies TEKS.

IV. Analysis, Synthesis, and Evaluation of Information found to be strongly aligned, with few exceptions, with Social Studies the TEKS.

v. Effective Communication found to be mostly strongly aligned with the Social Studies TEKS.



Thank you!

"If a child can't learn the way we teach,
maybe we should teach
the way they learn."
-- Ignacio Estrada