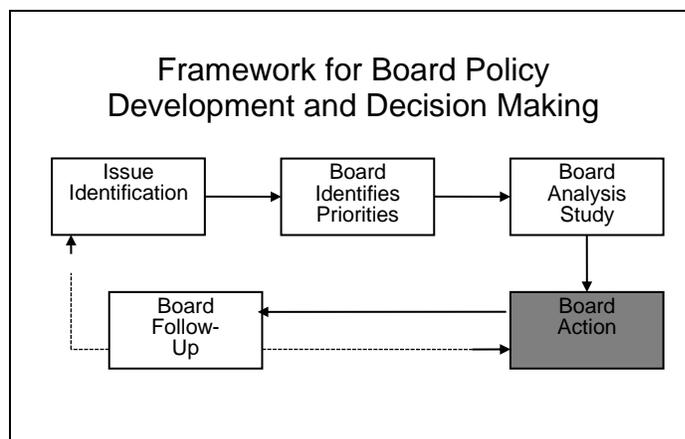


Iowa State Board of Education

Executive Summary

August 4, 2016



Agenda Item: College and Career Readiness Definition Adoption

Iowa Goal: All PK-12 students will achieve at a high level.

State Board Role/Authority:

The State Board has the authority to develop and adopt rules incorporating accountability for student achievement including a set of core academic indicators, graduation rate, postsecondary education, and successful employment in Iowa.

Presenter: Mary Delagardelle, Associate Division Administrator
Division of Learning and Results

Attachments: 1

Recommendation: It is recommended that the State Board adopt the statewide definition for college and career readiness.

Background: The work to create a statewide definition of college and career readiness began in 2014 with a sub-group of the Competency-based Education (CBE) Collaborative membership. A broad stakeholder group was convened in 2015 to continue the work of the CBE sub-group. During this large stakeholder meeting, descriptions of what is important for students to have accomplished by graduation from high school were generated from our education and non-education partners. A sub-group of that larger stakeholder group took their ideas and created a draft definition in the format that was suggested by the stakeholders. The draft definition went back to the larger group for vetting and revisions were made based on their feedback. All participants in the large stakeholder meeting were then invited to send the document to their staff, members, and/or constituents for a final statewide vetting. Two hundred five people (with the majority representing educators in the field) provided feedback during that process and this document represents the changes made as a result of that feedback. During the final vetting, when asked about each section of the definition and whether or not it represented what was important for Iowa graduates, over 90 percent of the participants either agreed or strongly agreed with each question.



Definition of College and Career Readiness in Iowa

Iowa students who are college and career ready have acquired the necessary knowledge, skills, and strategies to be successful in postsecondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. Iowa students who are college and career ready have successfully...

Achieved Proficiency In Essential Content Knowledge



Acquired Practical Transition Skills



Developed Key Learning Skills And Cognitive Strategies



Built A Strong Foundation Of Self Understanding And Engagement Strategies



key terms



Student: A student is a person who is enrolled in a PK-12 educational program.



Postsecondary opportunities: Postsecondary opportunities include two- or four-year degree programs, certificate or licensure programs, apprenticeships, training programs in the military, on-the-job training, and industry-based certifications.



Multiple sources of evidence: Multiple sources of evidence imply that data about student learning progressions in each of the four readiness areas have been obtained in a variety of ways.

The following outcomes begin to define the knowledge, skills and strategies that students who are college and career ready have acquired. The four areas are highly interdependent and mutually enhancing; as students develop skills in one area it enhances the development of skills in other areas.



Essential Content Knowledge

Students have the knowledge and skills associated with college and career readiness within the Iowa Core.

Students have the academic and technical content knowledge and skills to enroll in and successfully complete credit-bearing postsecondary courses, workforce or military training, certificate or licensure programs, and/or apprenticeship programs.



Transition Skills

Students have set goals for school, career, and postsecondary opportunities and are knowledgeable about a wide variety of pathways and requirements to achieve these goals.

Students have the practical knowledge and skills needed to successfully navigate transitions within the PK-12 system and develop plans consistent with their goals and aspirations.

Students have the practical knowledge and skills needed to successfully navigate through selection and admission into postsecondary opportunities and career pathways leading to economic security and personal satisfaction.



Learning Skills and Cognitive Strategies

Students are collaborative, reflective learners who apply metacognitive skills to better understand their learning strengths and increase their learning capacity.

Students are able to set goals, demonstrate persistence, effectively manage time, employ organizational and study skills, and utilize technology to enhance their learning.

Students can formulate problems, conduct research, interpret and communicate findings, incorporate feedback, and generate innovative solutions.

Students can successfully engage in collaborative inquiry and numerous learning processes while valuing diversity and various perspectives.

Students can construct meaning for themselves as an active part of the learning development process and begin to understand the world through many sources of information.

Students utilize appropriate advocacy skills to make necessary arrangements for accommodations and adaptations to enhance their learning.



A Strong Foundation of Self Understanding and Engagement Strategies

Students are able to identify and navigate their personal, civic, and social responsibilities to engage in local, national, and global contexts.

Students take a leadership role and engage others to address issues that are important to them and the world around them.

Students are self-regulated, self-directed, confident, and aware of their strengths and areas for growth. They are able to reflect on feedback and use it appropriately to take action. They demonstrate the ability to take initiative, seek appropriate resources, as well as manage, monitor and modify their effort to accomplish the desired result.

Students understand themselves, their values and beliefs, and can comfortably interface (communicate with and build relationships) with others, including those with diverse perspectives and backgrounds. They are able to identify and resolve conflicts through various modes.